



Student Centered Scheduling

Spring 2023

Co-Chairs:

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Student Centered Scheduling

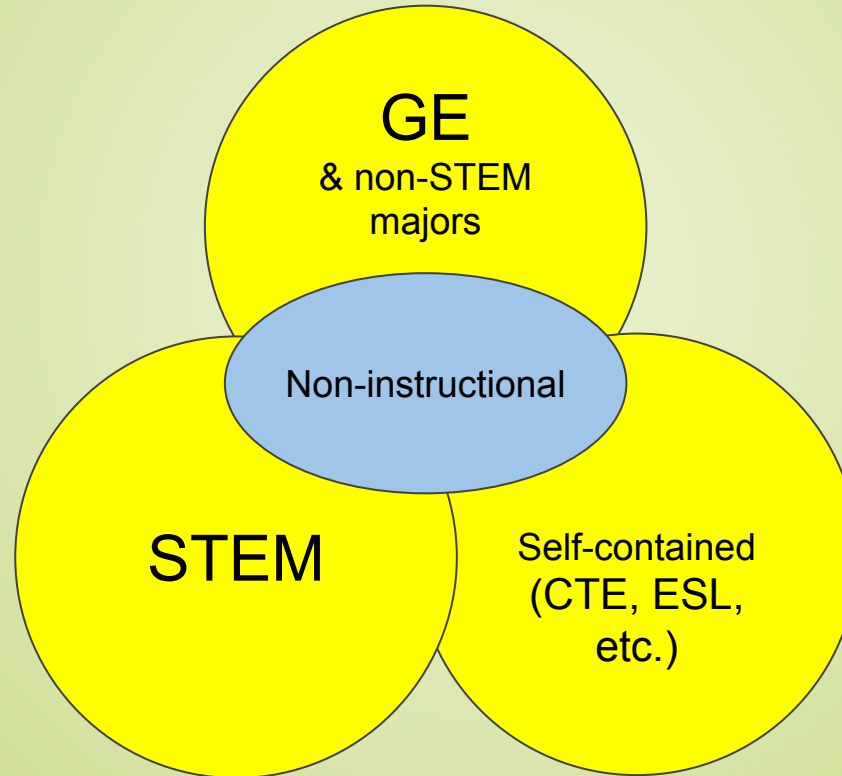
➤ What is a student-centered schedule?

What to offer and when, each semester and over time. A process more than a product.

Definition in the *COM Strategic Plan 2022-2025*: A strategic approach to the schedule that maximizes the learning opportunities for students and establishes the instructional priorities for the institution. The schedule reflects the institution's goals and values.

➤ Guiding Question: How can our schedule be serving students better?

Student-Centered Scheduling





Goal for GE Discussions Today

- To look back at Fall '22 schedule for GE and determine any patterns/variables/situations that may be helpful for Chairs to know going into scheduling summer/fall '23 GE classes
- To initiate scheduling conversations across departments

Student Surveys: Spring 2020-Fall 2022

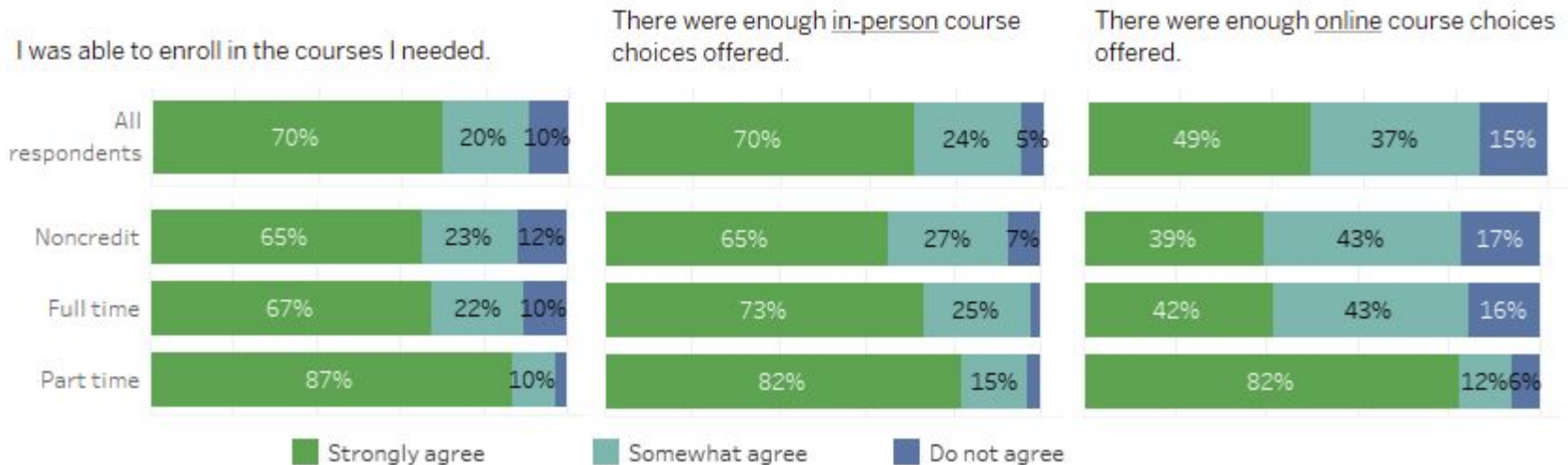
- Surveys incorporate student voice into the student-centered scheduling process
- F21, SP22, F22 surveys include items measuring student experience with course schedule and registration
- Point-in-time data; opinions, needs, preferences change over time
- Survey reports available on PRIE website: prie.marin.edu/research-analysis-and-surveys

Fall 2022 Survey

- Response rate: Overall 17%; Full-time 22%; Part-time 15%; Noncredit 17%
- Sample somewhat overrepresents full-time students, females

Course Offerings and Availability

Q1. Thinking about the schedule of course offerings in Fall 2022, how much do you agree with the following?



Course Registration Experience

Q2. Still thinking about the Fall 2022 course schedule, if you had challenges getting the classes that you needed, what were the main reasons?

	All respondents		Noncredit		Full time		Part time	
Course offered at time of day that didn't work for me	115	50%	65	52%	42	67%	8	67%
Course not available in my preferred modality (online, hybrid, in-person)	104	45%	72	58%	30	48%	2	17%
The course section I wanted was full	78	34%	51	41%	22	35%	5	42%
The course I needed wasn't offered	63	27%	35	28%	27	43%	1	8%
Course offered on a day of week that didn't work for me	56	24%	30	24%	23	37%	3	25%
I did not have the necessary prerequisites	19	8%	13	10%	5	8%	1	8%
I could not enroll in a required co-requisite course	15	6%	6	5%	8	13%	1	8%

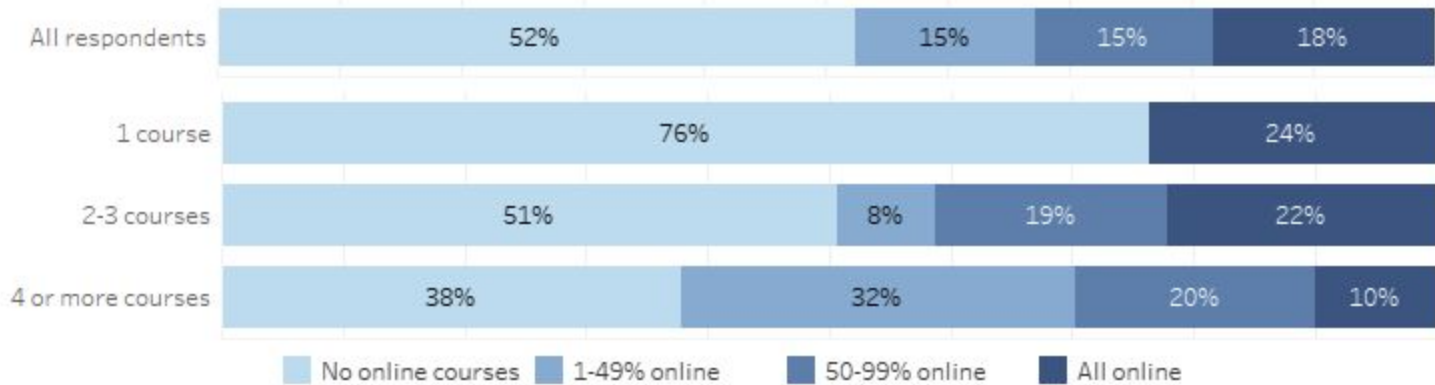
Course Registration Experience

Q2a. If you were not able to get a course that you needed, what did you do?

	All respondents		Noncredit		Full time		Part time	
Enrolled in a different course instead	113	51%	66	49%	40	62%	7	50%
Put off that course requirement for later	105	47%	63	46%	40	62%	2	14%
Took the course somewhere else	40	18%	28	21%	11	17%	1	7%
Rearranged other courses to accommodate	32	14%	14	10%	15	23%	3	21%
Asked the course instructor to add me	32	14%	20	15%	11	17%	1	7%
Changed work or other personal schedule to accommodate	31	14%	15	11%	11	17%	5	36%
Enrolled in a different section of the same course	20	9%	13	10%	5	8%	2	14%

Modality preferences

Q6. Of your Spring 2023 courses, how many would you prefer to take... online?
in person/hybrid?



Time and day preferences

Q7. What are the best times of the day and days of the week for you to attend in-person/hybrid courses at COM?

(only students who intend to take at least one in-person/hybrid course in Spring 2023)

N=488		All respondents	Part time	Full time	Noncredit
Mon	Early morning (8am-10am)	46%	43%	54%	36%
	Late morning (10am-noon)	59%	56%	76%	26%
	Afternoon (noon-3pm)	44%	44%	58%	10%
	Late afternoon (3-6pm)	24%	26%	30%	8%
	Evening (6-10pm)	33%	33%	24%	47%
Tues	Early morning (8am-10am)	50%	45%	61%	36%
	Late morning (10am-noon)	62%	63%	78%	22%
	Afternoon (noon-3pm)	45%	44%	63%	14%
	Late afternoon (3-6pm)	26%	26%	34%	16%
	Evening (6-10pm)	33%	31%	23%	59%
Wed	Early morning (8am-10am)	48%	44%	56%	52%
	Late morning (10am-noon)	60%	59%	75%	35%
	Afternoon (noon-3pm)	43%	44%	57%	17%
	Late afternoon (3-6pm)	23%	24%	29%	16%
	Evening (6-10pm)	31%	32%	21%	48%
Thurs	Early morning (8am-10am)	49%	43%	59%	47%
	Late morning (10am-noon)	61%	60%	78%	30%
	Afternoon (noon-3pm)	44%	43%	60%	12%
	Late afternoon (3-6pm)	24%	23%	33%	8%
	Evening (6-10pm)	32%	27%	22%	51%
Fri	Early morning (8am-10am)	22%	17%	25%	36%
	Late morning (10am-noon)	26%	27%	31%	15%
	Afternoon (noon-3pm)	16%	17%	20%	6%
	Late afternoon (3-6pm)	12%	15%	12%	6%
	Evening (6-10pm)	16%	16%	12%	30%
Sat	Early morning (8am-10am)	19%	14%	12%	41%
	Late morning (10am-noon)	16%	17%	14%	20%
	Afternoon (noon-3pm)	9%	10%	8%	7%
	Late afternoon (3-6pm)	7%	9%	6%	4%
	Evening (6-10pm)	8%	9%	7%	10%

Image of Proposed Singular GE Pattern

Current Proposal

Green = no change

Yellow = change

IGETC Area		Subject	Proposed GE Pattern	UC 7-course pattern	CSU GE-Breadth
1	1A	English Composition	1 course (3 units)	2 English courses 1B = writing intensive	Area A – 3 courses English Language Communication & Critical Thinking Golden 4 (Oral Communication, Writing Communication, Critical Thinking)
	1B	Critical Thinking & Composition	1 course (3 units)		
	1C*	Oral Communication (*currently CSU only)	1 course (3 units)		
2	2A	Mathematical Concepts & Quantitative Reasoning	1 course (3 units)	1 mathematical concepts course	Area B – see below Golden 4 (Mathematics/Quantitative Reasoning)
3	3A	Arts (1 course required)	2 courses (6 units)	4 additional UC-transferable courses chosen from at least 2 of the following subject areas:	Area C – 3 courses Arts & Humanities
	3B	Humanities (1 course required)			
4	4	Social & Behavioral Sciences	2 courses (6 units)	Arts & Humanities Social & Behavioral Sciences	Area D – 2 courses Social Sciences
5	5A	Physical Science	1 course (3 units)	Physical & Biological Sciences	Area B – 3 courses (4 courses if independent lab is completed) Scientific Inquiry & Quantitative Reasoning
	5B	Biological Science	1 course (3 units)		
	5C	Laboratory (for Bio/Phys Sci course)	(1 unit)		
N/A	N/A	Lifelong Learning & Self-Development			Area E – 1 course Lifelong Learning & Self-Development
6	6A**	Language Other Than English (LOTE) (*currently UC only, carries no units)			
7	7	Ethnic Studies	1 course (3 units)		Area F – 1 course Ethnic Studies
TOTAL			11 courses 34 units	7 courses	13 courses

2 courses
(6 units)

GE Areas

IGETC Area		Subject	Proposed GE Pattern
1	1A	English Composition	1 course (3 units)
	1B	Critical Thinking & Composition	1 course (3 units)
	1C*	Oral Communication (*currently CSU only)	1 course (3 units)
2	2	Mathematical Concepts & Quantitative Reasoning	1 course (3 units)
3	3A	Arts (1 course required)	2 courses (6 units)
	3B	Humanities (1 course required)	
4	4	Social & Behavioral Sciences	2 courses (6 units)

GE Areas

IGETC Area		Subject	Proposed GE Pattern
5	5A	Physical Science	1 course (3 units)
	5B	Biological Science	1 course (3 units)
	5C*	Laboratory (for Bio/Phys Sci course)	(1 unit)
N/A	N/A	Lifelong Learning & Self-Development	
6	6A**	Language Other Than English (LOTE) (**currently UC only, carries no units)	
7	7	Ethnic Studies	1 course (3 units)
TOTAL			11 courses 34 units

GE Area Scheduling Review with Counselors

- Use of [Tableau](#) to analyze class distribution within GE Areas from Fall '22
- Addition to Tableau tool: DE courses (GE)
- Link to Tableau charts:

[Notes from GE Meeting w Counselors.docx](#)

Student Survey Results Spring 2022

What is not working with the schedule? *a few issues*

- When asked if they could enroll in all of the classes they wanted or needed, 6.8% (52 students) did not agree and 22.6% (173 students) somewhat agreed.
 - 98 students because course was not offered in preferred modality
 - 93 students because course was not offered at day/time that worked for them
 - But, only 12 students reported they were not on track to reach ed goals due to scheduling.
- Some students would like to see more online and hybrid offerings
 - 17% did not agree there were enough online offerings in Spring 2022 (vs. 3.5% for in person)
 - Greater preference for online among 30-49 year olds (lower among 18-24 yo)
 - Overall, 13% want only online courses and 30% want combo of online and in-person courses.



Notes from today's discussions:

- Each semester, scheduling is like surveying as well. What questions can/do we center each semester when we go through a scheduling cycle (waitlists etc)?
- What are driving reasons that we allow low-enrolled sections to go? That drives our choices for what we offer or don't? How does that relate to equity in scheduling? What are our values that underlie this and what will help us inform decisions more based on these values?
- When we have small populations and want more info about these populations, could focus groups be a solution?
- What improvements/changes to the survey can be made for spring semester (refining each semester)? PRIE has Data appointments each week to dive deeper / contribute.
- Is our four day schedule based on student needs or on faculty needs? Are students just programmed that 4 day week is what we do, rather than a true choice
- ETUM and Full-time scheduling can impact flexibility; what does that mean about flexibility of scheduling?

