**The Conundrum of Class Scheduling for Summer/Fall 2013**

**Criteria to Inform Your Work**

***Our College-Wide Goals:***

We will continue to prioritize meeting the needs of our continuing students, but also want to help new students get a strong start at Chabot. Within that context, we have three goals, which are very difficult to achieve together.

1. We **must** meet our targeted full-time equivalent students number which determines our funding.
2. We **need** to provide the right mix of courses that our students most need to achieve their educational goals.
3. We **want** to maintain breadth and depth of our offerings.

***College-Wide Priorities/Criteria:***

* Ease the most significant bottlenecks for the majority of our students, the barriers that prevent students from progressing in or completing their work at Chabot. Broadly, these are in transfer-level English, degree applicable-level Math, Communications, and the American Institutions area.
* Ease the most significant bottlenecks in major prep areas that are preventing students from progressing in or completing their work at Chabot, which appear to be largely in STEM and Allied Health Science lab classes.
* Devote roughly half of our growth FTEF to a significantly larger summer schedule that both enables our current students to progress toward their educational goal and generates many FTES (full-time equivalent students) per FTEF (full-time faculty). These are typically lecture classes with 44 student capacities. *Why?* Summer has been cut substantially over the past few years. Summer classes are helpful for our students to progress toward their educational goals and usually generate very high WSCH/FTEF, helping us to attain our FTES goals. The other growth FTEF will be applied to fall term.
* Try to find ways to be both more efficient (generating more FTES per class) and effective (helping more students to succeed).
* Our focus, for now, remains on progress and completion, but we will have a couple of thousand new students arrive on our campus in the fall. Getting them off to a strong start is important.
* We need innovation to solve this conundrum. Innovative short-term solutions are welcomed, and will receive strong consideration. Innovative solutions that can't be implemented quite this soon should be proposed in Program Review.

***A Few Suggestions:***

* Although we are in "growth mode" for a change, it's from a very severely reduced schedule. Consider ways to adjust your offerings to best serve the needs of most of our students.
* Given our continuing severe schedule constraints, there will be scrutiny of low-enrolled, non-required classes weeks before summer and fall classes begin. Classes that seem to be for personal development, or electives, or "upper division"-- and aren't required for student completion and have low enrollment may be cancelled.
* We have learned a LOT about both student needs as well as enrollment and success patterns in the past year. Be sure that this informs your schedule recommendations.