

PC Scheduling Summit Extravaganza!

Participant Reflection Form Responses

1. Did you learn anything new from the summit about the scheduling process? If so, please describe what it was.

- As an observer, I noticed that many faculty were not aware about some of the gaps we have regarding course offerings. They were surprised that we did not offer certain courses in a variety of modalities.
- Students cannot (?) be online, or every student's schedule forces them to be 'traditional' students
- Yes, of greatest importance was how to find the program map. It also showed me the scope + breadth of what we offer. I also see that scheduling conflicts can be a major problem. → improved communication needed.
- Yes – that deans approve out of template schedule
- Being able to see the data assists me to see which equity gaps are occurring in scheduling processes.
- I learned that we need to spread out classes for our majors so they don't conflict with each other. I noticed that unit bloat makes scheduling really hard for students. We're also not offering the diversity of modalities that we should across campus.
- It was interesting to observe how classes from different areas must be combined although enough overlap may not always exist. (If courses are easier to plan for online & every students for asynchronous reasons.)
- With class sizes only 75 students can complete the spring 1st semester requirements for RN.
- Yes, we all work great as a team!
- Yes, how difficult the process can be for students, especially if the course they need aren't offered in the mode they want.
- Campus is being underutilized on Fridays. Need to be better communication between divisions.
- Yes. The limitations of course offerings that can leave some students unable to get what courses they need in a timely fashion.
- There are still lots of questions
- That everyone uses different spreadsheets.
- How every division schedules using a different format
- Need to check the program mapper
- It is very complex
- Yes, we as a college need to offer a balance of in person & online classes. If online not scheduled – that should be in person.
- Different students have different needs.
- It was helpful to see how the divisions submit their schedules to Judy. *Math didn't put courses together while others did. Which made it hard.
- Yes, it's very involved + complex.
- It takes a lot of time to review and plan schedules across different areas.
- Learned process divisions use to submit schedules.
- Yes; courses students need to take may conflict in time but this wasn't caught ahead of time. Modalities vary per course/subject which could be limiting to students.
- Faculty really did struggle. I think it was eye opening to some of scheduling conflicts, etc. and what we do as counselors.
- Lots of work to do.
- Yes, a very cumbersome process, several conflict in scheduling.
- How difficult it must be for our counselors to make schedules for students. There are no online science classes + not many night classes in our division.
- I learned that different students' schedules (traditional, online, evenings, etc.). may not be filled due to a variety of issues. I found a conflict that must be rectified.
- No.
- It's hard trying to create a schedule. History students have an intense Sp. year 1 with lots of writing intensive courses. When I made one schedule [counselor] asked what if the student had kids, when would they study? Online was easier to schedule than F2F.

2. What do you see as the biggest scheduling barriers to student program completion?

- Some divisions do not wish to go through the process of hiring and evaluating new adjuncts, so that we can offer more sections of courses. It almost feels as a deliberate action in response to their full time faculty requests not being selected for that year.
- There are certain course that will serve as a bottleneck. For example, I only offer [course name] every few semesters because of student courses. Labs are big blocks of time that can interfere with other non-science classes.
- Offering enough sections/classes during evenings; ensuring that all courses that are included in a program are offered.
- Too many classes @9:35, not enough sections
- I believe that many people are scheduling courses around their own schedule and not necessarily thinking of equity gaps.
- Having to schedule a mandatory 4-6 unit English class AND a mandatory 4-6 unit science class AND a 4 unit Math class.
- Offering of enough sections of core courses.
- Courses with units that are higher than they need to be for transfer+articulation – they block out weird time frames + mess up schedules.

- Conflicting pathway classes
- Schedules overlapping. Not enough sections in science lab courses for students wanting to take evening classes.
- Classroom shortages. Not knowing more about our students "lives" i.e. job, kids, caretakers, other responsibilities
- Modality & time frame of courses some courses are only offered for 16 weeks and face 2 face and some only online.
- Offering enough sections of major coursework. (staff + classroom space). Scheduling conflicts with other divisions. More night/hybrid sections.
- Perhaps a lack of online/asynchronous courses.
- Not enough faculty for some of the courses in high demand.
- Not getting classes needed to grad/transfer. No classrooms @ 9:30 AM
- Unit Bloat
- We are trying too hard to be everything for every student. We can't offer all our classes at all times in all modalities.
- Class times due to lack of classrooms. # of classes due to lack of faculty.
- Huge bottleneck in science classes.
- # of sections offered.
- Honestly, getting KCCCD approval for more faculty. Also, maybe we need some special software.
- Not using the same template as the rest of campus. Not taking advantage of 3 days a week for 4 unit classes.
- The offering of various programs & the need for more options.
- Students seeking fully in-person courses in the evenings only will have a hard time completing their degree in the timeline 15 units per term.
- The need for more evening classes for non traditional students.
- Lack of course offerings every semester to fit student availability.
- Not enough sections/some courses not offered every semester.
- Divisions/departments working in siloes and not cross-checking to see if their course offering conflict with another area.
- Not having enough courses offered at the various times in person and online as needed.
- When classes are available & times.
- Some courses don't have enough sections to meet demand, especially due to vacancy. Lack of flexibility in modality. Lack of evening sections for popular courses.
- Lack of online courses preventing student from completing their education online.
- It is impossible to do 100% online at PC. Some programs have varied units (i.e., science comes in 3,4,5 hr. This makes it tricky to get units without classes) overloading too much
- Student services. Computer Commons B light went out at 5 PM. Library is also not open until the end of classes. There is no food on campus for late/evening students.
- Funding. Need more faculty and buildings for science courses that need Lab. Need the support staff like laboratory techs and coordinators to help with preparing for laboratory courses in the semester.
- Times that don't line up well in terms of scheduling. Courses with too many units. Not a lot of evening classes.

3. What do you see as the most important areas of change that might be needed to remove those barriers?

- There has to be a paradigm shift in some of our divisions. Also, we need a higher pay rate for adjunct instructors in order to compete against Westhills and COS.
- Common format scheduling sheets searchable by pathway requirements. Easier communication. Dedicated testing → perhaps schedule testing automation.
- Having a plan in place that ensures the courses are offered or removed from programs. I get asked often when will a class be offered that has not been offered and is a part of a program.
- Consider 3 day/wk classes. More faculty/space
- I believe communication is the most important. Ensuring that there are enough options.
- Reduce unit bloat. Offer [English, Math, Science] classes at 3 units.
- Being more open to online and hybrid course opportunities.
- Align units with CID/CCN minimums.
- Math & Biology seem to conflict the most far the RN pathway. Online math seemed the only available option to follow the plan.
- More faculty = more sections availability
- Conduct more in-depth needs assessment surveys from our students. Provide mental health and health services. Build or add more classrooms. Have more service and Admin availability for evening students and faculty.
- Offering more course with 8,12,6 weeks timeslots and
- Divisions work together on scheduling
- Hire full time/adjunct instructors
- Having a master schedule (digital) that automatically ensures programming consistency and comprehensiveness.
- Additional funding for more faculty. Review of student data on high demand courses/degrees. Asking for student input.
- Us
- Have more full-time faculty and build more classrooms.
- Increase # of classrooms for instruction.

- Reduce units in science classes. Add science faculty.
- More instructors
- Idk, less bureaucracy/layers of approval to make changes
- Having administrators oversee and say no when it doesn't work or problems are brought to their attention.
- Either more adjuncts or FT faculty.
- More faculty + adjuncts to teach in-person in the evenings.
- More faculty
- Hiring more instructors to teach more sections
- Adding more sections/offer courses every semester or have a better outline when courses aren't offered every semester.
- More structured scheduled meetings when preparing course offerings/schedules. Divisions/dept. need to meet more and have intentional discussions.
- Faculty indicated they do not have the classrooms and/or faculty at times to teach more sections.
- More faculty to teach more sections
- More variety in modality + evening course offering.
- Offer more classes online
- More communication
- If students would sign up for evening/late night classes or we had more classrooms/labs then we could accommodate the students.
- Allowing departments to hire replacements as a guarantee.
- Better scheduling blocks? More evening options? Reduce unit bloat? Using EMC to actually manage enrollment?

4. What scheduling barriers do you think can be removed by a change in process?

- We would have better faculty recruitment pools. We could offer more day and evening classes. Universalize course selection process amongst divisions and faculty! Currently there are all done differently. Some fairly, some not fairly.
- Bottleneck courses can be better identified and scheduled.
- No conflict schedules w/ divisions that have a lot of crossover.
- I believe ensuring enough in person/hybrid/online courses are offered especially when having issues with room scheduling.
- We can make it easier for students to complete majors if divisions are in better communication about when to offer classes.
- Possibly using algorithm-based scheduling software. Cohort based planning.
- A process with more coordination could lead to broadening the scheduling options.
- More course availability esp. in impacted majors relying on science coursework
- Bring back the child care center
- Work towards minimizing course overlaps
- Can we go more hybrid – opens up classes
- Overlap
- Reduce units
- More class sections
- ? scheduling software
- Counselors are the overall eyes + ears. They can meet + see where the greatest needs are.
- More communication across divisions will help ensure there are less/no scheduling conflicts for programs. Even discussing estimated students.
- Consistency in the format of master schedules to make it easier to review + see gaps
- Students have access to courses that fit their schedules better.
- Day/time conflicts for essential courses students need to take. Maximizing the time during the semester for students (full-term & short-term)
- Offer in-person courses even when they might need to be changed to second half of the semester or cancelled. Student need and population changes over time.
- Completion rates
- Lack of course options in popular courses.
- Data related to show when classes are being offered
- By communicating, we can remove hurdles
- Schedules today reflect historically when students sign up for classes. Canceling classes with less than 17 students leads to not scheduling at those times in the future.
- Not for my classes
- Better scheduling blocks? More options for students.

5. What scheduling barriers do you think can be removed by a change in resources (staffing, space, technology, etc.)? Which do you see as most important?

- No recommendations to offer.
- Identifying bottleneck courses and ensuring they are available often enough w/o conflicting with each other would help.

- Staffing/Space
- Staffing, however we need to learn to work with the resources we have.
- We need more full-time faculty, but we also need to make our existing full-time faculty teach full loads with 3 unit classes. If we get more full-time faculty, we need office and teaching space.
- See #4 above
- Anything would be possible with unlimited resources.
- Class sizes should be increased when possible to 30
- More course availability esp. in impacted majors relying on science coursework
- Provide more evening services
- More faculty lead to more courses offered
- Offering night sections, combo sections, hybrid sections, + online sections. Better utilization on staff, space, and eliminate course overlaps
- Staffing- more adjuncts or possibly full-time instructors. Technology
- Graduating in a timely manner. Meeting student scheduling needs (students who are full time employees, parents, caregivers & can only complete courses online, or evening or morning) Offering various course schedule modalities for every high demand course of courses.
- 2 year schedule!
- See #3
- More classrooms
- Add science faculty
- Staff
- Increase faculty, as much as is prudent
- Staffing for various classes needed. What are not offered at traditional times or that need to be offered @ non-traditional times.
- More sections @ different times to better meet the needs of students. Support for Judy would be good, too.
- More classroom space + science faculty
- Staffing adequate staff to support students scheduling needs.
- Staffing & spacing. Instructors having to do more with less is not realistic.
- Faculty and classrooms available to the department maybe needs to be really looked at and supported.
- Amount of classes being offered
- Purchase a better/more efficient scheduling software. Hire more faculty
- More faculty positions needed
- More science teachers. More classroom space
- Yes, staffing and on-site student services
- I think if we had technology that would help with scheduling with classrooms we would avoid some overlap issues. We could schedule classes during times when classrooms are available
- More faculty would allow more options, esp. for face to face classes. But we need more office space, too.

6. What scheduling barriers do you think cannot be removed? Why?

- Offering organic chemistry
- Our district refuses to spend money
- Students want prime time classes but we don't have room
- Lack of course offering-almost impossible to hire all the faculty we need & want. Due to various funding + hiring issues.
- Students degree changes while in school.
- Faculty + classrooms
- Space. How do we build more or rethink the use of our facilities
- The rate we are able to increase full-time faculty
- Limited space on campus
- In-person classes will always have some room limitations (rooms available at peak times & room capacity)
- Limited space/limited time/limited faculty. Only 24hrs in a day.
- Staffing out of our hands
- Cannot offer everything in every format. Need to prioritize
- # of science courses (physics/chemistry) we do not have enough faculty
- No class space – we are not getting another building
- Staffing limited due to budgeting constraints
- Better communication = less conflict. Remake template to have MWF classes.
- Full time student in shortened 8 week classes. Faculty demand.
- We cannot meet all student needs; especially the 4 modalities discussed. To offer classes at night, online, F2F, 3-8week for all classes is not feasible
- We are a small college. Resources will always be limited. We need to prioritize options that are possible.
- They can all be removed if we believe

- I think there may need to be a culture change for faculty and students to consider Fridays for classes
- Some courses cannot be moved online easily (science labs). Some course only have enough interest to have 1 section → cannot be some morning and evening

7. Did you learn anything new about PC programs, data, or scheduling? If so, please describe what it was and why you saw it as significant?

- It is a complex process. I have a new found respect for the work the division chairs do and Judy!
- Nothing special except to gain a better understanding of the process. I guess I learned that schedule conflicts can be common.
- Even more conflicts than I thought!
- I saw we outsourced for many courses because of barriers at our own campuses.
- The unit load for math, science, and English is insane.
- Note all divisions spreadsheets look the same or contain the same information
- Lots of our students are taking classes @ BC/CC
- I learned that some of our students have to go closer to take some of the classes they need.
- Division schedules are not the same. We should be working off the exact same tools/process
- Mistakes on difficulty using program maps
- It's tough
- Glad I'm not a counselor. They have a lot to do.
- Division chair formatting differences
- How much information today has to keep organized
- How the process works
- Bio & Phys is the biggest major yet limited offerings in Biol P119, 120, 160
- Faculty really reviewing their schedules and not doing a schedule simply on what did or did not work previously
- Good process & I know in my area we work together to help students complete their business degree
- Yes, scheduling process is more complicated than I previously realized. Need a better/more efficient system.
- Yes, the forms for scheduling was interesting
- No

8. Were there any specific areas addressed in the summit that you might use in your future approach to the scheduling process?

- Nope
- No conflict schedule
- None
- No
- Courses that aren't offered here, being strategic with referrals to sister campuses
- Discussing more in enrollment management
- No
- Will think about how Tableau can help
- More 8 week classes
- Students lost to CVC exchange
- Encouraging Judy to tell us what kind of spreadsheet she wants
- ? Idk yet
- Better communication with math to reduce conflicts
- Yes, offering more short term courses
- TBD... thinking...
- I will absolutely be smarter about not double-booking major classes
- Not that I can think of
- I already communicate rescheduling needs w/ the rest of the [...] division. The master schedule will be useful in the future.
- It was enlightening for many faculty. They see what administration has known for some time regard scheduling and course equity gaps.

9. Would you support the approach to creating class schedules proposed at the end of the summit? Why or why not?

- Yes
- I'd like to consider this more
- We should definitely have these discussions in Enrollment Management and work w/other divisions during scheduling
- I think getting schedules done 3 week earlier is a big ask
- TBD... thinking...
- Yes, I think it was really helpful
- Yes, more communication is needed. Generalized rules should be made.

- Yes. I think it reflects an improvement
- Yes, divisions speaking to one another and working collaboratively is beneficial to meet student needs & to continue working with one another.
- Unsure what is final proposal. Getting schedules in 3 weeks earlier would take to develop Fall starts.
- Probably not ... each division schedules in different ways
- Not sure how well moving up the timeline will work. Already due in Sept.
- No/need more time
- Yes. Good idea
- Up to my division chair.
- Up to division chairs – as long as it helps the process
- Yes
- Yes, if it helps the process. I'm in!
- Yes, this helps. Good collab opportunity
- It seems student-centered
- Sure
- I like the ideas of having the summit every semester

10. Are there areas with respect to scheduling not addressed that you feel a future summit should address? Please describe them.

- Nope
- Student services
- Not sure! There's a lot to think about
- None
- Have lead course loads from that guided pathways meet with their division
- More on campus courses for specific course (Art P101, Span, ASL...)
- Get student feedback, maybe via survey rather than just counselors and that info
- None
- Can we use AI (eventually) to ensure scheduling
- Success rates in 8 week, 10 week, 12 week, late start courses
- Perhaps the process is more automated then I understand, but much of this (I assume) could be automated
- Use of campus facilities on Fridays
- More student input student presence
- Unit bloat is the only issue I care about being addressed in the future. It would solve a lot of issues with space & faculty availability
- Fridays, MWF courses. How each division schedules
- How about the creation of a single excel master file, with common formatting + searchable features. Perhaps a database team is easing implementation
- Have division chairs create schedules for a different division they can learn about the struggle and needs of the other division, but also learn something new about their own

EXTRA SPACE: Use this space to write any remaining thoughts.

- Great idea, Bob
- Build more flexibility in program maps- there are courses in elem.teach.ed + kinesiology from my division but not in an order I would recommend
- Thank you for facilitating
- Great start to get others thinking about student centered scheduling
- Thank you!
- Thank you!
- PC needs more faculty positions to accommodate the demand for courses