Los Angeles Mission College
Academic Affairs Schedule Development Guidelines 2016-2019

The college is governed by district and state policy and regulations regarding enrollment that generates apportionment revenues and achieves the goals of the college's mission. Within these policies and regulations, Los Angeles Mission College is responsible for meeting enrollment targets, achieving its stated mission and maintaining its identity and core values.

LAMC 's commitment to strategic planning and fiscal stability is evidenced by its ongoing enrollment management and planning that serves a diverse targeted population and offers comprehensive instruction in academic disciplines and career technical programs. The Educational Master Plan, Strategic Enrollment Management Plan, Strategic Master Plan and Technology Plan reflect LAMC'S commitment to these goals.

Enrollment management is a participatory process requiring participation and college wide dialogue in order to establish practices and mechanisms to guide and manage enrollment. Schedule design is an essential component of enrollment management. Codifying the principles and best practices below for development and schedule design establishes enrollment management strategies that can be used for schedule development to enhance growth or in times of reduction.

Regarding the guidelines below, as you begin to consider where and how to implement course reduction, your choices should be based on overarching principles of academic integrity and course management. These principles include:

- Curriculum should be current, with all courses and programs updated and representing current transfer and workforce needs.
- Course planning should best be planned over 1-3 year cycles in which the primary focus is program completion. Courses can be offered across the cycle length that represents the program completion goal. For example, a skills certificate might target a one year completion. Plan courses accordingly. Similarly, a major concentration completion might be planned across three years so that sequences of pre-requisite courses and electives are offered for maximum completion options.

Guidelines for Course Scheduling and Enrollment Management:

1) The highest priority for course scheduling and preservation goes to those courses that are critical to the mandated mission of the college: Transfer (including GE/Degree applicable courses), Career Technical Education courses leading to program completions, Basic Skills, Non-Credit.

   a) Consideration should be given regarding programs and courses that have not been updated in curriculum or courses for which no learning outcomes have been assessed.

b) Preference must be given to required courses over elective courses.   Choices should be based in two and three year planning of all course offerings for each program.

c) Assure that the faculty collective bargaining agreement is being followed regarding full-time faculty load.

2)   Critically evaluate reducing sections of a course where there are multiple sections of the same course offered on the same day and at the same time or offered in morning, afternoon or evening clusters.

3)   General and Restrictive Electives.   Keep general and restricted electives to a minimum need for transfer, to be determined in consultation with Academic Affairs and counseling.

- **General electives:** Program specific, allowing students a broad selection, and usually posed as "take 2 of the following" with 6-8 options.
    - o   Keep general electives to a minimum so that students can complete program requirements or workforce skills needed for business and industry.
    - o   Whenever possible, choose electives to offer that also meet other requirements such as general education transfer requirements.
- **Restrictive electives**: Defined as program specific, and usually posed as "either/or".
    - o   Offer minimum number per semester so that student completion is not impacted.

4)   Consider the impact a course cancellation will have on those programs having a business operation component on campus and where these operations are dependent upon student enrollment.

5)   Course enrollment history should be carefully reviewed and evaluated to justify course enrollments below the college average.   Review and evaluation might include the following considerations:

- Course delivery.
- Instructor variation.
- Program viability/discontinuance.

Guidelines for Level One-Four Cuts 2016-2019

	GE/Degree-applicable Courses	Career Tech/Contract Ed	Basic Skills	Non-credit
LEVEL ONE CUTS	Multiple sections of courses offered at the same time/day or in day/afternoon/evening clusters that do not meet student demographic need. Structure balance schedule between morning, afternoon, evening and weekend student demand.	Program required CTE certificate and majors courses where multiple sections offered at the same time/day or in day/afternoon/evening clusters. Structure balance schedule between morning, afternoon, evening and weekend student demand.	Basic skills pathway courses where multiple sections offered at the same time/day or in day/afternoon/evening clusters. Structure balance schedule between morning, afternoon, evening and weekend student demand.	non-credit pathway courses where multiple sections offered at the same time/day or in day/afternoon/evening clusters. Structure balance schedule between morning, afternoon, evening and weekend student demand.
	Courses frequently filled by non-degree seeking students for avocational and personal interest.	CTE courses that attract avocational and personal interest rather than job training program completers.	Non-sequence/non-pathway courses	Personal enrichment courses.
	Multiple low-enrollment courses or advanced courses offered simultaneously: alternate over 1, 2 & 3 year course planning grids.	Stand-alone courses not part of state approved program.	Multiple sections of courses offered at the same time/day or in day/afternoon/evening clusters.	Stand-alone courses not part of state approved program
	Stand-alone courses not part of a state approved program	Courses for which enrollment history reveals consistently low enrollments.	Stand-alone courses not part of state approved program and not necessary for pathway completion.	Stand-alone courses not part of state approved program and not necessary for pathway completion.
				Courses not eligible for enhanced funding.
LEVEL TWO CUTS	Program electives: Sections that are program specific general electives from which students choose among a list of course options should alternate fewer courses across 1, 2 & 3 year course offering plans.	Courses that are restrictive electives within CTE certificates and majors where other choices are available to students: alternate choices across 1, 2 and 3 year planning.	Electives that are useful and supplemental to primary pathway but not critical	Electives that are useful and supplemental to primary pathway but not critical
	Restricted Electives: program specific electives posed as "either/or" - alternate across semesters.			

Guidelines for Level One-Four Cuts 2016-2019 (cont.)

Tier	GE/Degree-applicable Courses	Career Tech/Contract Ed	Basic Skills	Non-credit
LEVEL THREE CUTS	Analysis of enrollment history and other factors indicate consistent low enrollment due to factors such as time, day, and other factors: cut courses that do not meet student need.	Analysis of enrollment history and other factors indicate consistent low enrollment due to factors such as time, day, and other factors related to workforce population needs	Analysis of enrollment history and other factors indicate consistent low enrollment due to factors such as time, day, and other factors	Analysis of enrollment history and other factors indicate consistent low enrollment due to factors such as time, day, and other factors
	Consider impact of consistently poor retention factors that need to be assessed.	Consider consistently poor retention factors that need to be assessed.	Consider consistently poor retention factors that need to be assessed.	Consider consistently poor retention factors that need to be assessed
	Consider lack of curriculum compliance and learning outcomes assessment for courses offered.	Consider lack of curriculum compliance and learning outcomes assessment	Lack of curriculum compliance and learning outcomes assessment	Lack of curriculum compliance and learning outcomes assessment
	Program is candidate for viability study	program is candidate for viability study		
LEVEL FOUR CUTS	English and Math graduation requirement pathway courses; critical GE graduation requirements shared by most transfer programs (example: Health or American Government).	Required courses for CTE certificates and majors that are offered on a clear completion pathway across 1, 2 or 3 year determined completion plan.	Upper division basic skills course two levels below college level	Upper division non-credit ESL courses that lead to credit ESL
	Assure that the faculty collective bargaining agreement is being followed regarding full-time faculty load.	Assure that the faculty collective bargaining agreement is being followed regarding full-time faculty load.	Assure that the faculty collective bargaining agreement is being followed regarding full-time faculty load.	Assure that the faculty collective bargaining agreement is being followed regarding full-time faculty load.
	In preserving numbers of sections of Math and English graduation requirement pathways, all principles above should be followed to allow for maximum access by diverse student demographic.			