



# CHAIRS ACADEMY

*Welcome!*

March 28 | 10am-12pm | BT-102

Enrollment Management: A schedule-building journey

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Sponsored by VPI Isabel O'Connor



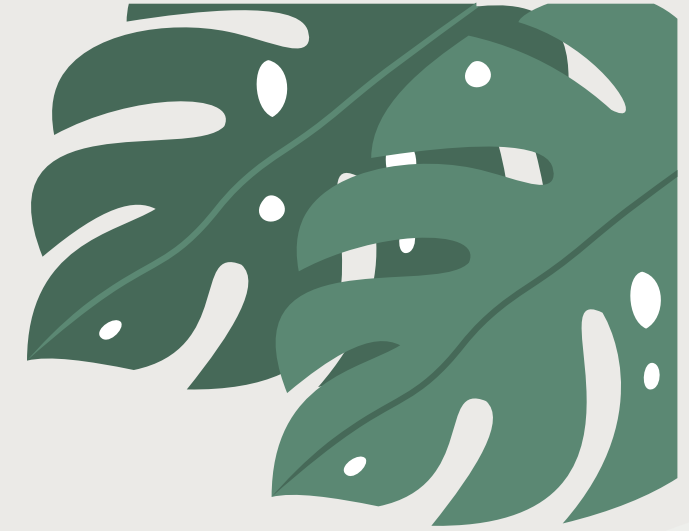
# SAN DIEGO MESA COLLEGE LAND ACKNOWLEDGEMENT

We, at San Diego Mesa College, acknowledge that the land we occupy is unceded territory of the Kumeyaay people, indigenous to this region from time immemorial.

The Kumeyaay people continue to demonstrate strength in their ability to surmount generational trauma, which started with the injustices of colonization and continues to this day.

The relationship of the Kumeyaay people with the land underlies their strong commitment to protect the land, preserve their heritage, and work for balance and harmony.

This land acknowledgment is our commitment to honor the Kumeyaay people and to establish a relationship with them based on truth and mutual respect.





# INTRODUCTION

Enrollment Management Committee

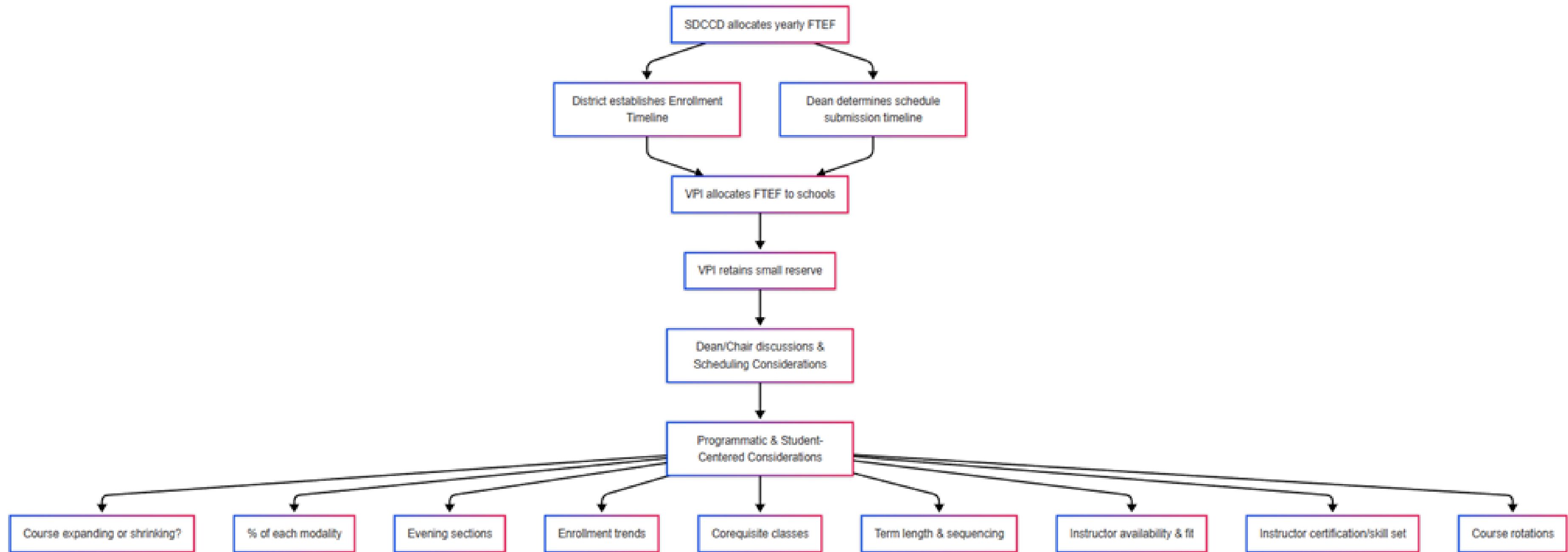
Objective: Create a student-centered schedule that is predictable, responsive, efficient, and supports student success, completion, and equity outcomes

FTEF ALLOCATION  
AND COORDINATION

SCHEDULING: NUTS  
AND BOLTS

MONITORING  
ENROLLMENT

# FTEF ALLOCATION AND DEPARTMENT COORDINATION



Feedback and coordination outside department may include interdepartmental concerns, student feedback, counseling feedback, co-enrollment needs (across disciplines, scheduling trends at City and Miramar, CCAP requests, and legislative impacts and

From narrative  
1-3.2

### III. Scheduling Logistics

- a. Data from previous semesters (number of sections, fill rates)
- b. Data from previous queries see below section 7.1
- c. Previously cancelled classes (these do not appear on the roll forward).
- d. Scheduling time blocks
- e. Room usage/priority: coordination of different needs, such as team practice and classes, class caps.
- f. Wait list practices (be intentional see section 6.1)
- g. Co-enrollment needs: within a discipline.
- h. Corequisite classes
- i. Linked sections
- j. Section notes
- k. Stacked sections
- l. Term length and sequencing.
- m. POA list
- n. Class caps
- o. Staffing newly hired faculty

# NUTS & BOLTS

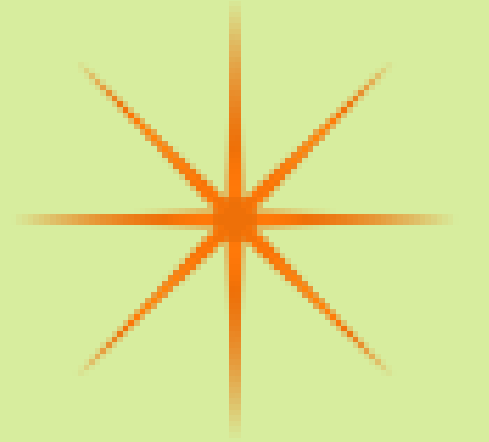
➤ HYPERLINK TO DATA DASHBOARDS:  
[HTTPS://WWW.SDMESA.EDU/ABOUT-MESA/INSTITUTIONAL-EFFECTIVENESS/INSTITUTIONAL-RESEARCH/DATA-WAREHOUSE/INDEX.SHTML](https://www.sdmesa.edu/about-mesa/institutional-effectiveness/institutional-research/data-warehouse/index.shtml)

# NEXT STEPS...

In addition to the dean, scheduling chair may consult with: program directors, coordinators, instructors, or counseling for feedback on schedule.

- a. Scheduling Chairs keep data and documentation from previous semesters.
- b. Chair asks faculty for schedule preferences and availability, overload, reassigned time for consideration. This can be accomplished via Google forms, MS forms, fillable pdf, or email.
- c. Chair develops draft schedule starting with roll forward, with emphasis on student needs to complete program of study. This schedule includes:
  1. Number of sections
  2. Modalities
  3. General times of day
  4. Space availability
  5. Term length
  6. Feedback from department or specific instructors. (This can be done before the previous steps, especially in areas with multiple modalities.)
- d. Send faculty their tentative schedule, and ask them to verify
  1. Adjunct schedules and overload will eventually be accepted via TAO (tentative assignment offer) based on dates provided by district
  2. Contract faculty schedules are not subject to the TAO confirmation process
- 4.2 Chair submits schedule to dean for approval and consultation.
- 4.3 Dean reviews, discusses, adjusts and approves the schedule
- 5.1 After dean approval, Admin Assistant enters schedule into the system.
  - a. Template for schedule submission is determined by school
- 5.2 Chair should proof the schedule after the admin assistant has completed all entries. Rectify and report any errors that may have occurred in the schedule entry process. This is accomplished by running a query.
  - a. Once schedule is live, faculty should be asked to verify their sections are correct, including clicking Details to view Notes, etc.

From narrative  
4-5.2



# HOW TO PULL A QUERY

(AND MAKE IT USEFUL IN EXCEL)

- Running a “Query” is how you can get the detailed schedules for departments in the SDCCD district.
- With a query you can see the schedule, enrollment numbers, waitlist numbers, and much more.
- Pulling queries on a daily or weekly basis can give you insights into course enrollment trends.
- It may make it easier to manipulate data for your own purposes in a way that our available dashboards might not be able to do.
- Instructions for running a query can be found [here](#).



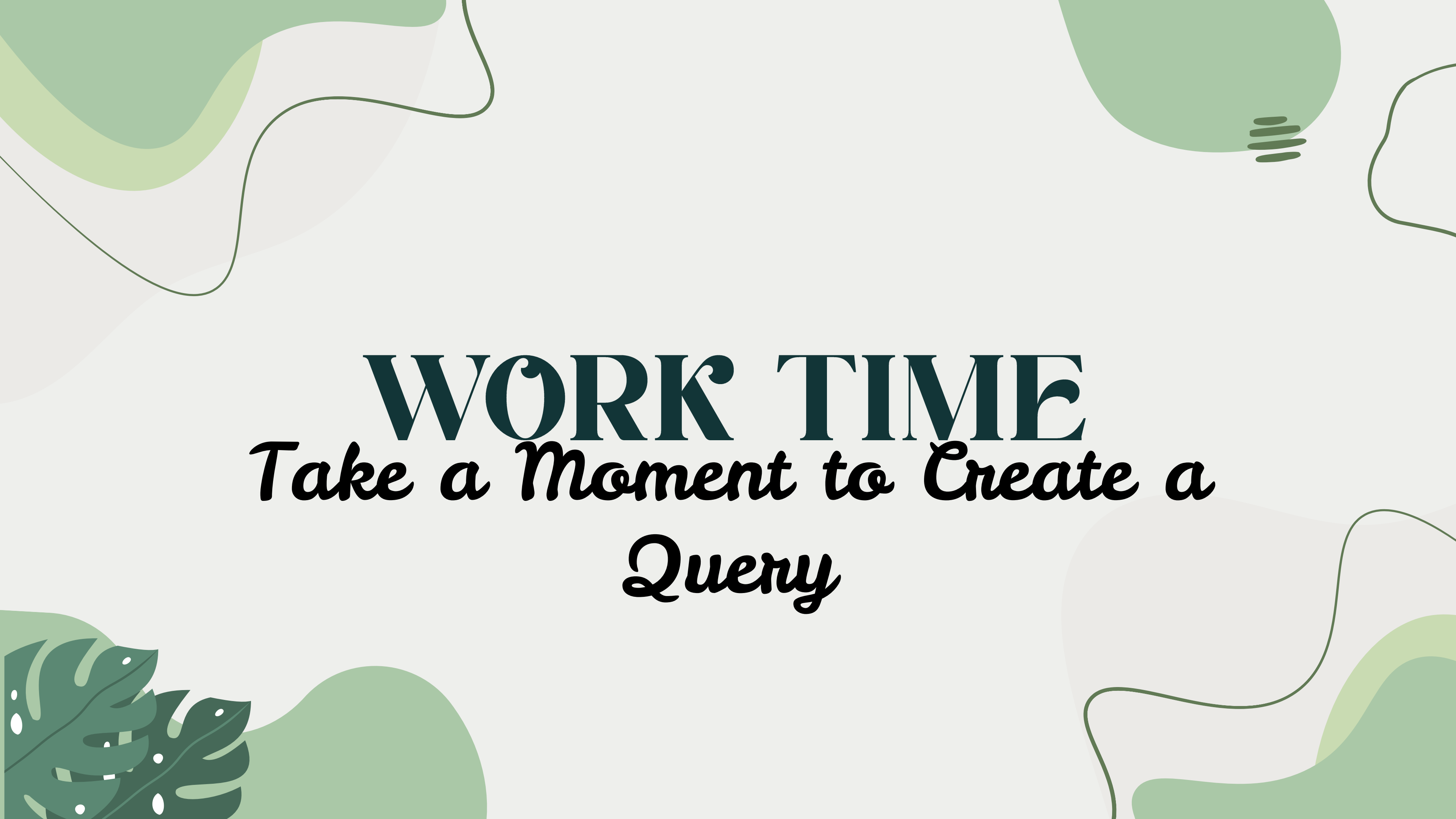
# SDCCCD QUERIES

| 1    | 2         | 3       | 4         | 5         | 6        | 7       | 8                             | 9         | 10    | 11 | 12 |
|------|-----------|---------|-----------|-----------|----------|---------|-------------------------------|-----------|-------|----|----|
| Term | Offer Mtr | Campus  | Class Smt | Class Mtr | Subject  | Catalog | Descr                         | Component | Units |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 101 | 101     | Intro to Oceanography         | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 102 | 102     | Human Heredity                | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 103 | 103     | Natl History/Environment Biol | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 104 | 104     | Natl History/Environment Biol | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 105 | 105     | Natl History/Environment Biol | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 106 | 106     | Natl History/Environment Biol | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 107 | 107     | Natl History/Environment Biol | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 108 | 108     | Natl History/Environment Biol | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 109 | 109     | Natl History/Environment Biol | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 110 | 110     | Natl History/Environment Biol | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 111 | 111     | Natl History/Environment Biol | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 112 | 112     | General Biology Lecture/Lab   | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 113 | 113     | General Biology Lecture/Lab   | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 114 | 114     | General Biology Lecture/Lab   | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 115 | 115     | General Biology Lecture/Lab   | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 116 | 116     | General Biology Lecture/Lab   | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 117 | 117     | General Biology Lecture/Lab   | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 118 | 118     | General Biology Lecture/Lab   | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 119 | 119     | General Biology Lecture/Lab   | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 120 | 120     | General Biology Lecture/Lab   | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 121 | 121     | General Biology Lecture/Lab   | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 122 | 122     | General Biology Lecture/Lab   | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 123 | 123     | General Biology Lecture/Lab   | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 124 | 124     | General Biology Lecture/Lab   | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 125 | 125     | General Biology Lecture/Lab   | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 126 | 126     | General Biology Lecture/Lab   | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 127 | 127     | General Biology Lecture/Lab   | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 128 | 128     | General Biology Lecture/Lab   | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 129 | 129     | General Biology Lecture/Lab   | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 130 | 130     | General Biology Lecture/Lab   | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 131 | 131     | General Biology Lecture/Lab   | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 132 | 132     | General Biology Lecture/Lab   | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 133 | 133     | General Biology Lecture/Lab   | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 134 | 134     | General Biology Lecture/Lab   | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 135 | 135     | General Biology Lecture/Lab   | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 136 | 136     | General Biology Lecture/Lab   | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 137 | 137     | General Biology Lecture/Lab   | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 138 | 138     | General Biology Lecture/Lab   | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 139 | 139     | General Biology Lecture/Lab   | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 140 | 140     | General Biology Lecture/Lab   | UIC       | 72    |    |    |
| 2019 |           | 2 MI SA | A         |           | BIOL 141 | 141     | General Biology Lecture/Lab   | UIC       | 72    |    |    |



# MANIPULATING A QUERY IN EXCEL

- Once you have the query file, you can modify it in Excel for your purposes.
- You can:
  - Check the schedule after it is entered for accuracy.
  - Create a master file where you track the enrollment data for the semester.
  - Calculate fill rates.
  - Plot data to see trends.
  - Etc.
- Lets see some basic manipulations



# WORK TIME

*Take a Moment to Create a  
Query*

Dashboards help us to look at trends for certain classes in terms of enrollment, in addition to other tasks such as keeping track of sections and fill rates by course.

# DASHBOARDS



## 6.1 WAITLIST CONSIDERATIONS/QUESTIONS:

- a.SIZE OF WAITLIST: USING THE DEFAULT IS NOT REQUIRED.
- B.LARGER WAIT LIST SIZE USED WHEN OPENING ANOTHER SECTION IS POSSIBLE.
- I.VERY LARGE WAIT LISTS CAN BE USED TO INDICATE NEED FOR ANOTHER SECTION.
- C.SMALLER WAIT LIST SIZE SHOULD BE USED WHEN ENCOURAGING ENROLLMENT IN OTHER SECTIONS
- D.WAIT LIST SIZE CAN BE CHANGED DURING ENROLLMENT, BUT CANNOT BE DECREASED TO LOWER THAN CURRENT NUMBER OF STUDENTS ON WAIT LIST.
- E.MIGHT NEED TO ADJUST WAIT LIST SIZE TO DUE POSSIBILITY OF FRAUD/BOTS



## 7.1 MONITORING ENROLLMENT

- a.SCHEDULING CHAIRS, DEAN AND FACULTY MAY MONITOR ENROLLMENT BY VARIOUS METHODS SUCH AS:
  - A.QUERY
  - B.DASHBOARDS
  - C.REPORTS:
    - I.DROP FOR NON-PAYMENT
    - II.FRAUDULENT ENROLLMENT
  - D.FREQUENCY VARIES BY SCHOOL AND DEPARTMENT.



## B.UTILIZING A SPREADSHEET DEVELOPED FROM A QUERY (SEE ATTACHED EXAMPLE)

- 1.ALLOWS FOR CUSTOMIZATION AND NOTETAKING
- 2.COLOR CODING, NOTES, REMINDERS FOR NEXT TERM.
- 3.MORE EASILY SHAREABLE (INSTRUCTORS, ETC.)
- 4.SEE TRENDS DURING THE SEMESTER AND AS COMPARED TO PREVIOUS SEMESTERS.
- 5.MONITOR RATE OF FILL
- 6.COMPARE TO OTHER COLLEGES
- 7.USE WITH ROLL FORWARD TO SCHEDULE NEXT SEMESTER
- 8.KEPT FOR HISTORICAL TRENDS, NOTES, ETC.
- C.INDIVIDUAL FACULTY CAN ALSO MONITOR ENROLLMENT OF THEIR OWN SECTIONS. IF NEEDED, THEY CAN ASK FOR PROMOTIONS VIA FLYERS, SOCIAL MEDIA, CRUISE.

# TABLE

| Course | Fa 23<br>Sect | Fa 23<br>FTEF | Fill<br>Rate<br>Census | Sp 24<br>sect | Sp 24<br>FTEF | Fill<br>Rate<br>Census | Fa 24<br>Sect | Fa 24<br>FTEF | Fill<br>Rate<br>Census | Sp 25<br>Sect | Sp 25<br>FTEF<br>Plan |
|--------|---------------|---------------|------------------------|---------------|---------------|------------------------|---------------|---------------|------------------------|---------------|-----------------------|
| 100    | 4             | 0.8           | 96%                    | 4             | 0.8           | 96%                    | 4             | 0.8           | 101%                   | 4             | 0.8                   |
| 100L   | 8             | 1.6           | 96%                    | 8             | 1.6           | 93%                    | 8             | 1.6           | 98%                    | 8             | 1.6                   |
| 103    | 2             | 0.667         | 97%                    | 2             | 0.667         | 86%                    | 2             | 0.667         | 92%                    | 2             | 0.667                 |
| 111    | 1             | 0.2           | 97%                    | 1             | 0.2           | 92%                    | 1             | 0.2           | 100%                   | 1             | 0.2                   |
| 111L   | 1             | 0.2           | 79%                    | 1             | 0.2           | 100%                   | 1             | 0.2           | 96%                    | 1             | 0.2                   |
| 130    | 1             | 0.2           | 100%                   | 1             | 0.2           | 103%                   | 1             | 0.2           | 83%                    | 1             | 0.2                   |
| 130L   | 2             | 0.4           | 83%                    | 2             | 0.4           | 97%                    | 2             | 0.4           | 86%                    | 2             | 0.4                   |
| 152    | 8             | 1.6           | 106%                   | 8             | 1.6           | 99%                    | 8             | 1.6           | 105%                   | 8             | 1.6                   |
| 152L   | 15            | 3             | 101%                   | 15            | 3             | 95%                    | 16            | 3.2           | 100%                   | 16            | 3.2                   |
| 160    | 0             | 0             | NA                     | 1             | 0.2           | 53%                    | 0             | 0             | NA                     | 1             | 0.2                   |
| 200    | 5             | 1.0           | 102%                   | 5             | 1.0           | 103%                   | 5             | 1.0           | 108%                   | 6             | 1.2                   |
| 200L   | 10            | 4.0           | 100%                   | 9             | 3.6           | 103%                   | 10            | 4.0           | 98%                    | 11            | 4.4                   |
| 201    | 3             | 0.6           | 88%                    | 3             | 0.6           | 101%                   | 3             | 0.6           | 104%                   | 3             | 0.6                   |
| 201L   | 6             | 2.4           | 87%                    | 6             | 2.4           | 100%                   | 6             | 2.4           | 94%                    | 6             | 2.4                   |
| 231    | 2             | 0.4           | 93%                    | 2             | 0.4           | 104%                   | 2*            | 0.4           | 102%                   | 2             | 0.4                   |
| 231L   | 4             | 1.6           | 88%                    | 4             | 1.6           | 97%                    | 5             | 2             | 102%                   | 5             | 2                     |
| 233    | 1             | 0.2           | 42%                    | 1             | 0.2           | 78%                    | 1             | 0.2           | 89%                    | 1             | 0.2                   |
| 233L   | 2             | 0.8           | 44%                    | 1             | 0.4           | 83%                    | 1             | 0.4           | 89%                    | 1             | 0.4                   |
| 251    | 0             | 0             | NA                     | 1             | 0.6           | 83%                    | 0             | 0             | NA                     | 1             | 0.6                   |
| 016    | 0             | 0             | NA                     | 1             | 0.1           | 83%                    | 0             | 0             | NA                     | 0             | 0                     |
| 020    | 1             | 0.1           | 106%                   | 2             | 0.2           | 103%                   | 1             | 0.1           | 110%                   | 1             | 0.1                   |
| Total: | 76            | 19.77         | 97%                    | 78            | 19.967        | 97%                    | 75            | 19.97         | 101%                   | 81            | 21.367                |

Course, section, FTEF, and fill rate



# WORK TIME

*Take a Moment to Check out  
the Dashboards*



# THANK YOU

Questions, Evaluation, and Next Steps...

Evaluation: On a white index card, please let us know...

- 1) I like...
- 2) I wish...
- 3) I wonder...

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