Los Angeles Mission College  
Academic Affairs Schedule Development Guidelines 2012-13

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 for Fall 2012, 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 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.