Quality Focus Project #1: Scheduling for Success

Background

The College currently offers face-to-face courses at its single campus location, augmented by a limited number of distance education offerings and a small but growing number of Early College sections which are taught for high school students on the campuses of the three major public high schools on the island. The College serves students from everywhere on the island, and commuting to campus can be a barrier for some students because of:

- Distance to campus for students living on the west side or north shore
- Structure of roads on the island (coastal roads only)
- Traffic
- Time commitments to family and work
- Limited public transportation -- (Not as easily utilized as in urban locations, although a partnership with Kauaʻi County on a subsidized bus pass for students has been implemented).

Regular three-credit face-to-face classes are typically scheduled into time blocks that fit one of two patterns:

- M/W/F mornings: Classes start on the hour, providing three 50-minute blocks per week
- M/W afternoons and T/R all day: Start times are 85 minutes apart, to provide two 75-minute blocks per week.

The College holds "All-College Hour" on M/W from noon to 1:00 pm, and classes are generally not scheduled on Friday afternoons. This provides time for students to participate in clubs and other activities on campus, and for faculty to hold meetings and serve on committees.

Regular classes typically meet for sixteen weeks each fall and spring semester. There are two summer terms available to offer classes, although summer offerings are typically limited. Also,

with some exceptions, tuition for summer courses is set at approximately twice the rate as for regular-semester courses.

In recent years, the College has begun to offer more courses with nonstandard amounts of credits, which can create scheduling issues by occupying multiple time blocks or overlapping blocks in an atypical way. These changes have been driven by acceleration of course pathways in mathematics and English, including corequisite support courses.

Furthermore, there is a concentration of courses offered within the time blocks between (roughly) 9:00 am and 11:50 am. The College does not have much information as to whether this situation is correctly serving the needs of students and the community by offering courses during times of naturally high demand, or whether demand would remain static, increase, or decline if class times were more spread-out throughout the day.

Prior to each semester there is a "purge date" on which any student that has registered for classes, and neither has arranged for payment, nor is scheduled to receive financial aid, will have all their classes dropped (purged). The UH System has historically used the purge as a tool to release seats for other students to enroll in those sections. However, students can re-register for classes at any time after the purge, until the last day to enroll for the semester, for courses that have open seats.

Project Description/Goals

The project will encompass five years (2019-2023) with the goal of examining course scheduling at the College in terms of modality, location, time, days, length, etc., to best align with current student and community needs. This will not only aid in on-time degree completion but also provide novel scheduling opportunities for the community that will provide working adults more opportunities to pursue post-secondary education. Areas that will be explored include:

- Compressed courses (e.g., 8-week block)
- Part-time student course plans for non-cohorted academic programs
- Determine best practices for scheduling courses with nonstandard # of credits
- Expand summer offerings - (Pell grant availability is being marketed summer 2018)
- Develop offerings at off-site locations on north shore and west side to mitigate commute
- Address late registration and class cancellation procedures and timeline
- Consider year-long student registration
- Increase offering of hybrid courses
- Enhance place-based education with reworking of scheduling to provide time for hands-on learning in the community
- Other scheduling strategies as needed or discovered during this project

Two of the areas, compressed course scheduling and part-time student course plans will be implemented in 2018-2019.

Compressed Course Scheduling

This strategy involves scheduling courses in "part-of-term" blocks, such as two back-to-back eight-week blocks within the standard sixteen-week semester. This allows students to focus on a smaller number of distinct classes at any given time, creates more efficient scheduling with fewer empty zones of time between a student's classes, and may strengthen classroom communities as students spend more concentrated blocks of time together and with their instructors.

Compressed formats have already been used at the College for cohorted career and technical education programs such as Culinary Arts and Automotive Technology. The innovation in the current plan is to apply this strategy to general education courses. The College has already had some successful experience in offering such formats for mathematics courses. Of the 58 students who began eight-week block pairings of a developmental course and then a college-level course, 37 of them (64%) successfully completed both courses. Although summer classes involve different circumstances, so far 37 out of 43 students (86%) have successfully completed a two-week offering of the Survey of Mathematics course.

In planning meetings for compressed course scheduling, two potential formats have been envisioned. One is a smaller-scale, cohort-based format where the compressed courses are taken by students as a set schedule. This is the format that the College will employ for 2018-2019, with one cohort of Natural Science majors and one cohort of pre-Nursing majors. The College will analyze the success of this format and gauge interest among faculty for the potential to offer a wide range of compressed courses that could be freely chosen among by students. Another factor that the College will consider is the length of the compressed blocks. The 2018-2019 cohorts will run based on two eight-week blocks, but four-week and five-week blocks are also under consideration for possible future offerings.

Part-time Student Course Plans

Currently, academic programs must submit course plans along with any curriculum changes. These show the suggested sequence of courses for students to take in order to complete the program within the appropriate time span. However, these course sequences are created with the assumption that students take a full-time schedule (a minimum of 12 credits). In recognition of the fact that most students are part-time, academic programs that are not already cohorted will create course plans for part-time students as well. These plans will account for the program's fall

and spring offerings so that students can take the required courses on schedule. Programs will have plans ready for Fall 2019 and will track part-time students' progress to continually evaluate and revise the plans.

Major Data Source

The Institutional Effectiveness Office will conduct a Workforce Survey and a Kaua'i Residents' Survey over summer 2018. The survey will identify the scheduling needs of residents and employers on the island, providing guidance to the College in selecting the most fruitful strategies of the ones mentioned here. The survey results will also aid in establishing the details of how the strategies are implemented.

Implementation Plan for Scheduling for Success Project.

Timeline	Action/ Activity	Responsible Unit or Person	Anticipated Outcome	Assessment Metric
Year 1 (AY 19)	Offer 8wk/8wk AS-NS and Pre-Nursing cohorts	Program Coordinators and Division Chairs	Increase SSH of students, successful course completion, and on-time graduation rates of nursing and ASNS students in block scheduling	# credit hours per semester per student, course completion rates, % students with on-time graduation, and fall-to-fall retention
	Conduct Workforce Survey and Kaua'i Residents' Survey	Institutional Effectiveness Office (IEO)	Identify scheduling needs of residents and employers to identify new scheduling ideas to increase enrollment (headcount and SSH) and increase on-time graduation rates	# students enrolled in newly scheduled courses, persistence of students in newly scheduled courses in the course, academic year, and fall-to-fall
	Develop guidelines for efficient scheduling of courses with nonstandard credits	Vice-Chancellor for Academic Affairs (VCAA), Faculty Senate, College Council	Reduction in time gaps on student schedules to increase both SSH and on-time graduation rates	# credit hours per student per semester

Timeline	Action/ Activity	Responsible Unit or Person	Anticipated Outcome	Assessment Metric
Year 1 (AY 19)	Study examples of college implementa-tion of "no late registration" policies; consider feasibility for KCC	Vice-Chancellor for Admin. Services (VCAS), Registrar, Vice-Chancellor for Student Affairs (VCSA), Advising/ Counseling, and Institutional Research	Increase retention of students and decrease the number of courses that are cancelled at the last minute	# courses cancelled 1 week before or after the semester begins # students in cancelled course that were able to add another course Fall-to-spring-fall retention rates of late-registering students
	Appropriate academic programs develop course sequence plans for part-time students	Division Chair, Program Coordinator, program faculty, VCAA, and Advising/ Counseling	Retention and completion rates of part-time students increase because of a clear part-time course pathway	Fall-to-spring-fall retention rates
	Analyze feasibility of registration for full year	Student Affairs Unit	Increase enrollment and persistence because students can better plan by enrolling for an entire academic year, not just a semester	Fall-to-spring-fall retention rates

Timeline	Action/ Activity	Responsible Unit or Person	Anticipated Outcome	Assessment Metric
Year 2 (AY 20)	Develop policies to address late registration and late class cancellation, if necessary, after Year 1 analysis	VCAS, Registrar, VCSA, Advising/Counseling, and Institutional Research	Increase retention of students and decrease the number of courses that are cancelled at the last minute	# courses cancelled more than 1 week before the semester begins # students in cancelled course that were able to add another course Fall-to-spring-fall retention rates of late-registering students
	Analyze data for Year 1 cohorts to inform Year 2 cohorts	Institutional Research, Program Coordinators, program faculty, and Division Chairs	Same as Y1 Anticipated Outcomes	Same as Y1 Assessment Metrics
	Expand or contract off-site offerings, as appropriate	Chancellor, VCAA and VCSA	Increase enrollment and access	# courses offered, # students enrolled in each course, and % students enrolled only at the off-site location

Timeline	Action/ Activity	Responsible Unit or Person	Anticipated Outcome	Assessment Metric
Year 3 (AY 21)	Analyze data for Year 2 cohorts	Institutional Research, Program Coordinators, program faculty, and Division Chairs	Same as Y1 Anticipated Outcomes	Same as Y1 Assessment Metrics
	Analyze data for off-site course offerings	Chancellor, VCAA, and VCSA, faculty, and Institutional Research	Same as Y2 Anticipated Outcomes	Same as Y2 Assessment Metrics
	Determine a long-term model for compressed course offerings at the College	Division Chair, Program Coordinator, program faculty, VCAA, and Advising/Counseling	Increase persistence and retention Increase on-time graduation rates	Fall-to-spring-fall retention % on-time graduates

Timeline	Action/ Activity	Responsible Unit or Person	Anticipated Outcome	Assessment Metric
Year 4 (AY 22)	Study impact of policies to address late registration	VCAS, Registrar, VCSA, Advising/Counseling, and Institutional Research	Same as Y2 Anticipated outcomes	Same as Year 2 Assessment Metrics
	Analyze progress towards degree for part-time students in new course sequence plans	Division Chair, Program Coordinator, program faculty, VCAA, Institutional Research, and Advising/ Counseling	Same as Y1 Anticipated outcomes	Same as Year 1 Assessment Metrics
Year 5 (AY 23)	Analyze data from all initiatives and institutional-ize successful scheduling practices	Entire College (College Conversation)	Initiatives will improve student success as defined in the UH Strategic priorities 2015-2021, Institution Set Standards, and Kaua'i CC Strategic Goals	Longitudinal analysis of assessment metrics for each initiative piloted