

Schedule Development Guidelines



Revised

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Commitment to Strategic Enrollment Management

Woodland Community College is committed to utilizing Strategic Enrollment Management principles throughout our work, including with schedule development. The [District Strategic Enrollment Management Plan](#) and [College Strategic Enrollment Management Plan](#) are linked for reference.

WCC Scheduling Principles

All parties working on the schedule of classes at Woodland College should consider the following scheduling principles:

1. The schedule will be developed over a **9 month** period with the input of dean, counselors and instructional program faculty.
2. Woodland Community College is committed to serving all students with a holistic and comprehensive schedule made within the context of the district enrollment targets and the goals of the college **Educational Master Plan**.
3. Consider benefits that can be obtained across colleges, divisions, centers and campuses through leveraging **complementary course offerings**.
4. The schedule should be **student-oriented** and based on workforce trends and transfer requirements.
5. Scheduling should be **informed by program faculty input and program mapping course rotations** but will not be driven by the preference or convenience of individual faculty.
6. Scheduling decisions will ensure fiscal viability: that Woodland Community College meets its yearly enrollment (FTES) goals, productivity goals, completion goals, and **facilitate College growth**.
7. Scheduling decisions will minimize **the impact on the institutional budgets** for facilities, human resources, and technology. Examples: Sharing computer labs, addressing room size bottlenecks.
8. Scheduling practices should consider the **sequences of courses within programs** to facilitate completion.
9. Distance Education course offerings should be scheduled to allow students to earn a General Education associate degree or to complete their General Education and transfer requirements **online within two years**.

10. Late-starting classes should be scheduled within the guidelines of the academic calendar and consider the starting day and financial aid eligibility.
11. Those involved in scheduling will **continually evaluate** their principles, processes for improvement and results.

Scheduling Process

Step One: Deans, Faculty, and SEM Committee Continually review:

- District FTES/FTEF targets
- Enrollment Trends
- Current and Emerging Student Needs
- Constraints on College Offerings
- Two-Year Sequences from Pathways Maps and Program Reviews
- Notes and Experience of Schedule Review
- Evaluating History of Previous Decisions
(Cancellations, Adds, Modality Changes)

Step Two: Deans develop first draft of schedule to begin the scheduling process. At any time of year, faculty are encouraged to send proposals to deans for upcoming offerings.

Step Three: Deans share first draft with department faculty for feedback, input and suggestions. In Departments with full-time faculty: All full-time faculty in an academic discipline and part-time faculty by invitation from the dean.

In Departments without full-time faculty: A full time faculty sponsor, if available, and part-timers by invitation from the dean.

Step Four: Deans develop second draft of schedule.

Step Five: VP of instruction shares the second draft for cross-department, division, counseling, and SEM Committee to review. Review can be asynchronous via survey or synchronous through the SEM Committee review. VPI conducts college wide schedule analysis review for adherence to goals, targets, and regulatory compliance.

Step Six: Deans develop third draft of schedule.

Step Seven: Third draft of schedule is shared by deans to department faculty for final opportunity to provide input. VPI schedules conference meetings with faculty, by request, for any scheduling impasses.

Step Eight: Schedule entry begins in instruction office, deans begin the process to offer classes to faculty under the CBA guidelines.

Academic Deans Responsibility

Lake County Campus Dean Schedules/ offers Lake classes

Woodland Campus Instructional Deans offer Woodland and Colusa County Campus by Discipline and collaborate with the Lake Dean for programs that are shared

Deans collaborate in the offerings between the Lake, Colusa and Woodland Campuses- especially in online or hyflex modalities.

Administrative Assistants

- Review all faculty load with the academic dean and update the load balance sheet in conjunction with the scheduler.
- Ensure that primary assignments are correctly identified for cross-listed courses
- Double-check course, section and room caps. (See section on [Caps and Waitlists](#))
- Generate and send division faculty offer letters (load cards).
- Collect signed faculty load cards and store on sharepoint by term.
- Collect Office Hour information for all fulltime faculty and enter into Colleague.
- Schedule rooms for department final exams and other events at the campuses.
- Setup canvas assignment to collect faculty syllabi. Communicate to faculty the process reminder. Collect syllabi from all faculty for every course offered each semester in canvas.
- Add, cancel, or modify classes when the Scheduling Support Specialist is unavailable. These changes must be approved by the Vice President of Instruction and communicated via email to the Scheduling Support Specialist prior to the change. Work with Dean to make sure impacted discipline and counseling faculty are notified.

Scheduling Timeline

Summer/Fall Schedule	Activity	Spring Schedule
October 1-15	<ul style="list-style-type: none"> • College Instructional Support Specialist pulls XTALY for previous year's schedule and formats the Excel file(s) for master scheduling. (<i>Division Scheduling Matrix Template</i>) • College Instructional Support Specialist posts the <i>Division Scheduling Matrix Template</i> on the OneDrive for all Deans and Administrative Assistants to edit. • VPSS or Counseling Coordinator gathers recommendations from counselors and shares with Deans and VPI. • Academic Deans – Prepare 1st Draft of Division Scheduling Matrix. <ul style="list-style-type: none"> → Analyze enrollment trends, past offerings and success data. Collaborate with all WCC sites as to determine a schedule that suites all college programs → Consult pathways maps and course sequence from degrees/certificates. Consider classes needed to meet each program's two-year rotational schedule or accreditation requirements. → Identify modalities and course offering dates (full-term, 9W1, 9W2) → Consider obligations to contractual load and offering frequency → Deans add sections to the Scheduling Matrix Template and mark those sections that are standard each semester/or each spring so scheduler can begin input. 	April 1-15
October 15-30	<ul style="list-style-type: none"> • Academic Deans <ul style="list-style-type: none"> → Collect discipline faculty input on First Draft. → First Draft is sent to Counselor's for their review/input → First Draft sent to VPI for analysis against district and college enrollment goals → Collect full-time faculty staffing preferences; ensuring all sections adhere to the Scheduling Guidelines re: time blocks, etc. 	April 15-30
November 1-15	<ul style="list-style-type: none"> • College Instructional Support Specialist combines Division/Center Matrices into one <i>Master College-Wide Schedule Matrix</i>. • Strategic Enrollment Management Committee – 1st Review Scheduled. The Committee members, Academic Deans and VPs review the schedule to: <ul style="list-style-type: none"> → Eliminate scheduling conflicts of complimentary course offerings between programs, departments, programs, and campuses. → Facilitate a complementary DE Schedule college wide. → Ensure that day, evening (as appropriate), and DE students can enroll in classes from all areas of graduation, CSU, and IGETC requirements. → Ensure programs that offer degrees and certificates completely online continue their online offerings. → Look for scheduling gaps and/or "crowded" timeslots where sections could be moved to better distribute the GE/Transfer and program offerings. 	May 1-15

Summer/Fall Schedule	Activity	Spring Schedule
November 15-30	<ul style="list-style-type: none"> • Academic Deans <ul style="list-style-type: none"> → Ensure that all full-time faculty have full teaching loads, taking into consideration: load balancing, non-instructional assignments/reassigned time for special projects, coordinators, committee chairs, academic senate, etc. → Assign sections to part-time faculty based on the availability submitted each term and seniority rights → Ensure the correct faculty load code is entered in matrices, i.e., CO, EP and NC. → Add whether the section/faculty will use a Zero Cost Text or Low Cost Text → Assure the Section/Waitlist caps are noted in Master Schedule Document → Any special program sections should also be noted (Middle College HS, etc.) → Share with program faculty, the Master Schedule Document, for review and to gather input one last time. → Deans begin marking sections on the matrix that are confirmed and can be added to Colleague by scheduler. 	May 15-31
January 1-March 31	<ul style="list-style-type: none"> • College Instructional Support Specialist inputs the schedule into Datatel/Colleague and sends groups of sections to the Education Analyst for Auditing. 	August 1-October 15
January 15-31	<ul style="list-style-type: none"> • Strategic Enrollment Management Committee – 2ND Review completed. • Academic Deans <ul style="list-style-type: none"> → Review the recommendations from the SEM Committee and makes changes as needed. → Approve the finalization of the Master Schedule. No more corrections or changes will be allowed from this date forward. • District rollover of last year's schedule available (if desired) – we are currently not using a rollover schedule <ul style="list-style-type: none"> → System is set-up with new term/census dates, etc., for entering the next schedule 	August 15-31
February 28	<ul style="list-style-type: none"> • Revisions to Course Outline of Records must be approved by the Board of Trustees at this time to take effect in time for the planned schedule. 	August 30
April 1-15	<ul style="list-style-type: none"> • Registrar opens all sections in Self-Service 	October 1-25
April 15-May 5	<ul style="list-style-type: none"> • Registration Begins 	November 10-20

Block Scheduling: Full Academic Calendar (Fall/Spring)

All campuses and centers of Woodland College will adhere to the following block schedule during a full academic calendar.

54-hour (3-unit lec) One-Day	54-Hour (3-Unit lec) Two-Day	54-Hour (3-Unit lec) Three -Day	72-hour (4units lec) Two-Day
	MW 7:30-8:45 TTH 7:30-8:45	MWF 8:00-8:50	MW 8:00-9:50 TTH 8:00-9:50
F 9:00-11:50 S 9:00-11:50			MW 10:00-11:50 TTH 10:00-11:45
	MW 9:00-10:15 TTH 9:00-10:15		
	MW 10:30-11:45 TTH-10:30-11:45		
F 1:00-3:50 S 1:00-3:50	MW 12:00-1:15 College Hour 1:00-2:15	MWF 1:30-2:30 Only- Now Avoids Peak Times	MW-1:00-2:50 TTH-1:00-2:50
	MW 1:30-2:45 College Hours 2:30-3:44		MW-3:00-4:50 TTH-3:00-4:50
	MW 3:00-4:15 College Hour 4:00-5:15		
MW 6:00-8:50	MW/TTH-6:00-8:50 or 6:00-7:15,7:30-8:45		MW/TTH 6:00-7:50

Note: Classes may be scheduled on weekends, such as **FS** or **SSU**, only within the parameters of employee contracts. However, if a class is scheduled on a weekend, the academic dean of that program must ensure that the instructor of record has a key to restrooms as well as the classroom. Students must have access to a restroom. One building should be identified for all weekend classes.

All other LECTURE classes or LECTURE components of classes, regardless of the number of course units or contact hours or the number of days scheduled per week, whether scheduled full term or short term, must begin at one of the start times indicated below:

- 8:00 am
- 8:30 am
- 9:00 am
- 10:00 am
- 11:30 am
- 12:00 pm
- 1:00 pm
- 2:00 pm
- 2:30 pm
- 4:00 pm
- 6:00 pm
- 8:00 pm

All LABS/Lec components of classes should be scheduled at times that are accommodating to student schedules but need not begin at one of the times listed above.

Block Scheduling: Summer

All campuses and centers of Woodland Community College will adhere to the following block schedule for 6- week summer terms.

	MTWTH 4:unit lecture classes	MTWTH 3:unit lecture classes	MTW or TWTH 3:unit lecture classes
8-9 am		8-10:05	
9-10 am	9-11:50		9-11:50
10-11 am		10-15-12:20	
11-12 pm			
12-1 pm			
1-2 pm	1-3:50	1-3:05	1-3:50
2-3 pm		3-30-5:35	
3-4 pm			
4-5 pm			
5-6 pm			
6-7 pm	6-8:50	6-8:05	6-8:50
7-8 pm			
8-9 pm			

All other LECTURE classes or LECTURE components of classes, regardless of the number of course units or contact hours, regardless of the number of days scheduled per week, should begin at one of the start times indicated in the table above.

Stacked Courses

“Stacked” courses are those that may be scheduled simultaneously in the same room to be taught by the same instructor. This is done usually because courses do not garner enough enrollment separately to justify offering them alone, but offered simultaneously, the courses may collectively garner enough enrollment. The instructor is paid as though teaching only one course when, in fact, he or she is teaching two or more courses at the same time. This can be done only if the following criteria are met:

1. The “stacked” courses must be within the same series (e.g., Art 8A and Art 8B)
2. None of the “stacked” courses may be lecture only.
3. The number of minutes for lecture and lab must be coordinated so that each course is receiving its own lecture time, unique and separate from any lecture time given to any other course with which it is stacked.

For example, suppose we wanted to offer the following stacked courses during a fall or spring semester:

- Art 8A (2 units), which includes 18 lecture and 54 lab hours (4 hours per week)
- Art 8B (2 units), which includes 18 lecture and 54 lab hours (4 hours per week)

We can schedule both classes to meet on Tuesdays from 5:30-9:10 p.m. (4 hours per week) in the same classroom with the same instructor. However, we must be able to document that Art 8A students have received 18 hours of lecture separate and distinct from the 18 lecture hours given to the Art 8B students. Of the 4 hours of class per week, 1 hour per week must be dedicated to lecture for each class (18 lecture hours divided by 18 weeks). Thus, we would schedule the classes as:

- Art 8A
 - Lecture: 5:30-6:20 p.m.
 - Lab: 6:20-9:10 p.m.
- Art 8B
 - Lab: 5:30-8:20 p.m.
 - Lecture: 8:20-9:10 p.m.

This schedule ensures that the lecture time given to Art 8A does not overlap with the lecture time given to Art 8B.

Attention: If it is the SAME class, then it is *not* stacked. For instance, if three lectures and three labs are the same course, the three lectures can be scheduled at the same time in the same room while the three labs are scheduled at different times in different rooms. This is done primarily because the labs require limited workstations in smaller rooms while the lectures can be combined in a larger room.

Dual Enrollment

See AB 288 and Education Code, sections 48800648814 and 76001676002.

Dual Enrollment is students who are enrolled in high school and community college classes at the same time. The courses may be for both high school and college credit, or college credit only and be held at either the high school or college campus.

Partnership Agreements with High Schools:

Closed campus agreements: The governing board of a community college district may enter into a College and Career Access Pathways (CCAP) partnership with the governing board of a school district for the purpose of offering or expanding dual enrollment opportunities for students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. AB288 outlines all the requirements of such agreements, including but not limited to:

- The CCAP partnership agreement must identify a point of contact for the participating community college district and school district partner.
- A copy of the CCAP partnership agreement must be filed with the office of the Chancellor of the California Community Colleges before the start of the CCAP partnership.
- A community college district participating in a CCAP partnership must not provide physical education course opportunities to high school students.
- A high school pupil enrolled in a course offered through a CCAP partnership must not be assessed any fee that is prohibited by Section 49011 of the California Education Code.
- The CCAP partnership agreement shall specify both of the following:
 - Which participating district will be the employer of record for purposes of assignment, monitoring and reporting to the county office of education.
 - Which participating district will assume reporting responsibilities pursuant to applicable federal teacher quality mandates.

The community college district and school district must report annually to the office of the Chancellor of the California Community Colleges the following information:

- The total number of high school pupils by school site enrolled in each CCAP partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.
- The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants.
- The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants.
- The total number of full-time equivalent students generated by CCAP partnership community college district participants.

Open campus agreements: The college district can setup dual enrollment agreements with high school districts that allow their students as well as community members to attend college classes on their campus.

Course Enrollment:

A community college may limit enrollment in a course solely to high school students if the course is offered at a high school campus during the regular school day and it is offered pursuant to the College and Career Access Pathways Partnership Agreement.

Apportionment for classes on high school campuses:

Both the college and the high school can claim apportionment (ADA and FTES) if the following conditions are met:

- Each enrolled high school student must have attended a minimum school day, which is 240 minutes of high school work (about 4 periods) or 180 minutes for juniors and senior (about 3 periods).
 - If a student has not yet attended 240 minutes of a high school day, then only the college can collect FTE. The high school cannot collect ADA.
- The class may not be offered in the evenings or on weekends.
 - If the class is held in the evening or on a Saturday, for example, then only the college can collect FTE. The high school cannot collect ADA.

Other Options:

AB 288 is not a mandate, and districts (K-12 and CCD) have full discretion to establish or not establish a College and Career Access Pathways partnership. AB 288 also does not require districts to discontinue or alter existing partnership agreements. Current law, outside AB 288, permits a school district to claim full average daily attendance (ADA) so long as the student for which the district is claiming ADA attends the minimum school day, which is 240 minutes. AB 288 does not change that. However, in order to gain the other benefits of AB 288, districts must meet and implement all of the legislation's requirements.

Calendars and Dates:

Dual Enrollment programs must balance managing two different academic calendars and mandated standardized testing dates that may conflict with the community college's scheduled midterms and final exams.

High School Site Dual Enrollment Course Scheduling Timeline

Fall Activities:

- Discussions begin with high school administration to identify course offerings for the following School year.
- Director confirms Spring planned course offerings and section details
- Creates course schedules for any changed/added Spring courses
- Submits all Spring course schedules to Scheduler

Early Summer:

- Submits first round of Fall course schedules to WCC Scheduler
- Confirms section details(periods/times,bell schedules, etc.) for remaining courses for following school year.
- Creates course schedules for all remaining courses for school year.
Submits final Fall course schedules to Scheduler

Early Spring:

- Confirm course offerings with high school administration for following school year(Fall/Spring)
- Faculty Coordinator leads process to verify new faculty minimum qualifications through YCCD Human Services.

Late Spring:

- Confirms section details(periods/times/bell schedules,etc.) with high school administration for courses with confirmed periods for following school year.
- Creates course schedules for confirmed courses.
- High school administration provides approval of course schedules to the Director.

Caps and Waitlists

See Article 9 in the Agreement between YCCD and FAYCCD.

Course Cap

The course cap is the maximum class cap that is determined by the Academic Dean or Director responsible for the department after consultation with District-wide departmental faculty. The course cap must be constant, whether a course is taught via Distance Education or face-to-face.

Section Cap

An individual instructor in consultation with the academic dean may raise a section cap above the course cap. The section cap may only be raised above, never reduced below, the course cap voluntarily on a semester-by-semester basis by the instructor of the section. Section caps should always be checked to ensure that they are not larger than the room cap.

Room Cap

The room cap is the maximum limit of the number of students allowable in a particular room, regardless of the course or section cap. The room cap is an standalone number determined by room size that does not reduce or increase the course cap.

Note: The room cap will affect the section cap when scheduling the course initially. However, if changes are made afterwards, the section cap may appear greater than the room cap. In these instances, section caps should always be checked to ensure that they are not larger than the room cap.

Global Cap

The global cap is set for courses that are cross-listed. If the instructor does not prefer to set specific caps for each cross-listed section, best practice is to set each section cap the same as the global cap. When all sections collectively reach the global cap, the class will be closed.

Student Contact Hours

Class Hour

A Class Hour is the basic unit of attendance for computing full-time equivalent students (FTES). It is a period of not less than 50 minutes of scheduled instruction and/or examination. There can be only one “class hour” in each “clock hour,” except as provided for multiple class-hour classes. For purposes of computing FTES, a class hour is commonly referred to as a “**contact hour**” or a “**Student Contact Hour**” (SCH).

Note: A class scheduled for less than a single 50-minute period is not eligible for apportionment.

Clock Hour

A Clock Hour is a 60-minute time frame. Each clock hour is composed of one 50-minute class hour segment and a 10-minute segment referred to as “**passing time**” or a “**break**.” No additional attendance may be claimed for this 10-minute segment, except as provided for a multiple class hour.

Note: The 10-minute break time permitted in each clock hour may not be accumulated during a multiple hour class to be taken at the end of the class and be counted for FTES apportionment.

Multiple Hour Class

A Multiple Hour Class is any period of instruction scheduled continuously for more than one clock hour. In a multiple hour class scheduling, each 50-minutes exclusive of breaks (formal or informal) is a class/contract hour. However, the fractional part of a class hour beyond the last full clock hour may be counted for apportionment, starting from and including the 51st minute of the last full clock hour. **The divisor** for this fractional part of a class shall be **50**.

Note: There shall be no class break in the last full clock hour or the partial class hour.

Partial Class Hour

A Partial Class Hour is that fractional part of a class hour in a class scheduled for more than one clock hour, starting from and including the 51st minute of the last full clock hour. For example, continuous instruction from 8:00 to 9:35 would have a full class hour (8:00-8:50) and a 45-minute partial class hour (8:51-9:35). Instruction after a 45-minute partial period hour would require a 10-minute break in the previous clock hour.

Contact Hours Computation Table 1

Class Meeting Time	Clock Time Hrs : Mins	Example Start/End Time	Contact Hours	# of 10 Min. Breaks	Comments
50 Minutes	00:50	8:00 - 8:50	1.0	NA	1 CH
65 Minutes	01:05	8:00 - 9:05	1.3	NA	1 CH + 15-minute PCH
70 Minutes	01:10	8:00 - 9:10	1.4	NA	1 CH + 20-minute PCH
75 Minutes	01:15	8:00 - 9:15	1.5	NA	1 CH + 25-minute PCH
80 Minutes	01:20	8:00 - 9:20	1.6	NA	1 CH + 30-minute PCH
85 Minutes	01:25	8:00 - 9:25	1.7	NA	1 CH + 35-minute PCH
90 Minutes	01:30	8:00 - 9:30	1.8	NA	1 CH + 40-minute PCH
95 Minutes	01:35	8:00 - 9:35*	1.9	NA	1 CH + 45-minute PCH
110 Minutes	01:50	8:00 - 9:50	2.0	1	2 full CH
125 Minutes	02:05	8:00 - 10:05	2.3	1	2 CH + 15-minute PCH
130 Minutes	02:10	8:00 - 10:10	2.4	1	2 CH + 20-minute PCH
135 Minutes	02:15	8:00 - 10:15	2.5	1	2 CH + 25-minute PCH
140 Minutes	02:20	8:00 - 10:20	2.6	1	2 CH + 30-minute PCH
145 Minutes	02:25	8:00 - 10:25	2.7	1	2 CH + 35-minute PCH
150 Minutes	02:30	8:00 - 10:30	2.8	1	2 CH + 40-minute PCH
155 Minutes	02:35	8:00 - 10:35*	2.9	1	2 CH + 45-minute PCH
170 Minutes	02:50	8:00 - 10:50	3.0	2	3 full CH
185 Minutes	03:05	8:00 - 11:05	3.3	2	3 CH + 15-minute PCH
190 Minutes	03:10	8:00 - 11:10	3.4	2	3 CH + 20-minute PCH
195 Minutes	03:15	8:00 - 11:15	3.5	2	3 CH + 25-minute PCH
200 Minutes	03:20	8:00 - 11:20	3.6	2	3 CH + 30-minute PCH
205 Minutes	03:25	8:00 - 11:25	3.7	2	3 CH + 35-minute PCH
210 Minutes	03:30	8:00 - 11:30	3.8	2	3 CH + 40-minute PCH
215 Minutes	03:35	8:00 - 11:35*	3.9	2	3 CH + 45-minute PCH

CH = Class Hour
PCH = Partial Class Hour

Note: Individual class schedules must be based on five-minute increments for starting and ending times.

Note: There can be only one class hour (50 minutes) within each clock hour (60 minutes). Therefore, a 10-minute break is required for each class hour of instruction within a multiple-hour class:

- 1.0 CH**=8-8:50 = 1 class hour
- 1.1 CH**=8-8:55=1 class hour (with half a 10-minute break)
- 1.2 CH**=8-9:00 = 1 class hour (with a 10-minute break)
- 1.3 CH**= 8-9:05 = the next possible increment above 1 class hour

Contact Hours Computation Table 2

Class Meeting Time	Clock Time	Example Start/End	Contact	# of 10 Min.	Comments
	Hrs : Mins	Time	Hours	Breaks	
230 Minutes	03:50	8:00 - 11:50	4.0	3	4 full class hours
245 Minutes	04:05	8:00 - 12:05	4.3	3	4 CH + 15-minute PCH
250 Minutes	04:10	8:00 - 12:10	4.4	3	4 CH + 20-minute PCH
255 Minutes	04:15	8:00 - 12:15	4.5	3	4 CH + 25-minute PCH
260 Minutes	04:20	8:00 - 12:20	4.6	3	4 CH + 30-minute PCH
265 Minutes	04:25	8:00 - 12:25	4.7	3	4 CH + 35-minute PCH
270 Minutes	04:30	8:00 - 12:30	4.8	3	4 CH + 40-minute PCH
275 Minutes	04:35	8:00 - 12:35*	4.9	3	4 CH + 45-minute PCH
290 Minutes	04:50	8:00 - 12:50	5.0	4	5 full CH
305 Minutes	05:05	8:00 - 1:05	5.3	4	5 CH + 15-minute PCH
310 Minutes	05:10	8:00 - 1:10	5.4	4	5 CH + 20-minute PCH
315 Minutes	05:15	8:00 - 1:15	5.5	4	5 CH + 25-minute PCH
320 Minutes	05:20	8:00 - 1:20	5.6	4	5 CH + 30-minute PCH
325 Minutes	05:25	8:00 - 1:25	5.7	4	5 CH + 35-minute PCH
330 Minutes	05:30	8:00 - 1:30	5.8	4	5 CH + 40-minute PCH
335 Minutes	05:35	8:00 - 1:35*	5.9	4	5 CH + 45-minute PCH
350 Minutes	05:50	8:00 - 1:50	6.0	5	6 full CH
365 Minutes	06:05	8:00 - 2:05	6.3	5	6 CH + 15-minute PCH
370 Minutes	06:10	8:00 - 2:10	6.4	5	6 CH + 20-minute PCH
375 Minutes	06:15	8:00 - 2:15	6.5	5	6 CH + 25-minute PCH
380 Minutes	06:20	8:00 - 2:20	6.6	5	6 CH + 30-minute PCH
385 Minutes	06:25	8:00 - 2:25	6.7	5	6 CH + 35-minute PCH
390 Minutes	06:30	8:00 - 2:30	6.8	5	6 CH + 40-minute PCH
395 Minutes	06:35	8:00 - 2:35*	6.9	5	6 CH + 45-minute PCH

 * A partial class hour cannot exceed 45 minutes. Instruction after a 45-minute partial class hour period would require a 10-minute break in the previous clock hour. As a result, classes should be scheduled only for the time lengths listed in the table.

Contact Hours Computation Table 3

Class Meeting Time	Clock Time Hrs : Mins	Example Start/End Time	Contact Hours	# of 10 Min. Breaks	Comments
410 Minutes	06:50	8:00 - 2:50	7.0	6	7 full CH
425 Minutes	07:05	8:00 - 3:05	7.3	6	7 CH + 15-minute PCH
430 Minutes	07:10	8:00 - 3:10	7.4	6	7 CH + 20-minute PCH
435 Minutes	07:15	8:00 - 3:15	7.5	6	7 CH + 25-minute PCH
440 Minutes	07:20	8:00 - 3:20	7.6	6	7 CH + 30-minute PCH
445 Minutes	07:25	8:00 - 3:25	7.7	6	7 CH + 35-minute PCH
450 Minutes	07:30	8:00 - 3:30	7.8	6	7 CH + 40-minute PCH
455 Minutes	07:35	8:00 - 3:35	7.9	6	7 CH + 45-minute PCH
470 Minutes	07:50	8:00 - 3:50	8.0	7	8 full CH
485 Minutes	08:05	8:00 - 4:05	8.3	7	8 CH + 15-minute PCH
490 Minutes	08:10	8:00 - 4:10	8.4	7	8 CH + 20-minute PCH
495 Minutes	08:15	8:00 - 4:15	8.5	7	8 CH + 25-minute PCH
500 Minutes	08:20	8:00 - 4:20	8.6	7	8 CH + 30-minute PCH
505 Minutes	08:25	8:00 - 4:25	8.7	7	8 CH + 35-minute PCH
510 Minutes	08:30	8:00 - 4:30	8.8	7	8 CH + 40-minute PCH
515 Minutes	08:35	8:00 - 4:35	8.9	7	8 CH + 45-minute PCH
530 Minutes	08:50	8:00 - 4:50	9.0	8	9 full CH
545 Minutes	09:05	8:00 - 5:05	9.3	8	9 CH + 15-minute PCH
550 Minutes	09:10	8:00 - 5:10	9.4	8	9 CH + 20-minute PCH
555 Minutes	09:15	8:00 - 5:15	9.5	8	9 CH + 25-minute PCH
560 Minutes	09:20	8:00 - 5:20	9.6	8	9 CH + 30-minute PCH
565 Minutes	09:25	8:00 - 5:25	9.7	8	9 CH + 35-minute PCH
570 Minutes	09:30	8:00 - 5:30	9.8	8	9 CH + 40-minute PCH
575 Minutes	09:35	8:00 - 5:35	9.9	8	9 CH + 45-minute PCH
590 Minutes	09:50	8:00 - 5:50	10.0	9	10 full CH
605 Minutes	10:05	8:00 - 6:05	10.3	9	10 CH + 15-minute PCH
610 Minutes	10:10	8:00 - 6:10	10.4	9	10 CH + 20-minute PCH
615 Minutes	10:15	8:00 - 6:15	10.5	9	10 CH + 25-minute PCH
620 Minutes	10:20	8:00 - 6:20	10.6	9	10 CH + 30-minute PCH
625 Minutes	10:25	8:00 - 6:25	10.7	9	10 CH + 35-minute PCH
630 Minutes	10:30	8:00 - 6:30	10.8	9	10 CH + 40-minute PCH
635 Minutes	10:35	8:00 - 6:35	10.9	9	10 CH + 45-minute PCH
650 Minutes	10:50	8:00 - 6:50	11.0	10	11 full CH

Examples for Calculating Student Contact Hours (SCH)

A. Single Hour Class Meeting Class Scheduled from 8:00 to 8:50 (no break)		
8:00-8:50	1.0 SCH	1 class hour in 1 clock hour = 1 SCH
Total	1.0 SCH	

B. Multiple Hour Class Meeting Class Scheduled from 8:00 to 10:05 (one 10:minute break)		
8:00-9:00	1.0 SCH	50 Instructional Minutes plus a 10-minute break = 1 SCH 50
9:00-9:50	1.0 SCH	Instructional Minutes = 1 SCH
9:50-10:05	0.3 SCH	15 Instructional Minutes / 50 = 0.3 SCH
Total	2.3 SCH	

C. Multiple Hour Class Meeting Class Scheduled from 8:00 to 10:50 (two 10:minute breaks)		
8:00-9:00	1.0 SCH	50 Instructional Minutes plus a 10-minute break = 1 SCH
9:00-10:00	1.0 SCH	50 Instructional Minutes plus a 10-minute break = 1 SCH
10:00-10:50	1.0 SCH	50 Instructional Minutes = 1 SCH
Total	3.0 SCH	

D. Multiple Hour Class Meeting Class Scheduled from 8:00 to 11:25 (two 10:minute breaks)		
8:00-9:00	1.0 SCH	50 Instructional Minutes plus a 10-minute break = 1 SCH
9:00-10:00	1.0 SCH	50 Instructional Minutes plus a 10-minute break = 1 SCH
10:00-10:50	1.0 SCH	Instructional Minutes = 1 SCH
10:50-11:25	0.7 SCH	35 Instructional Minutes / 50 = 0.7 SCH
Total	3.7 SCH	

Scheduling Lectures with Labs

If a break is scheduled between the lecture and lab portions of a class (because students must move from one room to another or for other logistical reasons), then the lecture and lab hours must adhere strictly to the contact hours computation tables.

- For example, if a class has 36 lecture hours (2 hours per week) and 54 lab hours (3 hours per week) within an 18-week semester and a break must be provided between the lecture and lab portion, the split could be made as such:
 - **MW: Lecture 9-9:50 am** (2 hours total, or 1 contact hour per day)
 - **MW: Lab 10-11:15 am** (3 hours total, or 1.5 contact hours per day)

If no break is scheduled between the lecture and the lab portions of a class, the total of lecture and lab hours combined must adhere to the contact hours computation tables.

- For instance, the same class with 36 lecture hours (2 hours per week) and 54 lab hours (3 hours per week) within an 18-week semester would still need to meet for 5 hours per week total, or 2.5 hours per day:
 - **MW: Lecture 9-9:50 am** (2 hours total, or 1 contact hour per day)
 - **MW: Lab 9:50-11:15 am** (3 hours total, or 1.5 contact hours per day, because in multiple hour class meetings, the 10-minute break is figured into the calculation. Instructors must provide a 10-minute break but have some flexibility in when they offer it as long as it is not taken at the end of class.)
- For each hour, a 10-minute break must be figured into the calculation. If, for example, a class has 54 lecture hours (3 hours per week) and 54 lab hours (3 hours per week) within an 18-week semester, two breaks must be figured into the calculation:
 - **MW Lecture 9-10:25** (3 hours total, or 1.5 contact hours per day, because we have included one 10-minute break in our calculation)
 - **MW Lab 10:25-11:50** (3 hours total, or 1.5 contact hours per day, because we have included a second 10-minute break in our calculation)

Because one system divides lecture from lab with a “scheduled break,” keeping 1.5 contact hours per portion, and the other system combines lecture and lab into a total of 3 contact hours, building into the calculation two ten-minute breaks to be taken at the instructor’s discretion, both of the following forms of scheduling are permissible:

54-hour Lecture and 54-hour Lab Class, meeting MW Full Term with a “Scheduled Break” Between Lecture and Lab	54-hour Lecture and 54-hour Lab Class, meeting MW Full Term with no “Scheduled Break” Between Lecture and Lab
MW Lecture 9-10:15 am MW Lab 10:30-11:45 am	MW Lecture 9-10:25 am MW Lab 10:25-11:50 am

If no break is scheduled between the lecture and lab portions of a class, then a fraction of a contact hour may be figured and entered.

- For example, if a class has 54 lecture hours (3 hours per week) and 27 lab hours (1.5 hours per week) and a break need not be provided between the lecture and lab portion, the split could be made as such:
 - **MW: Lecture 8-9:15 am**
 - **MW: Lab 9:15-9:50 am**

This is because the weekly hours for the lecture and lab combined are 4.5. When we divide 4.5 by two days, we get 2.25, which does not exist on the computation table. We have to round down to 2 hours per day, meaning that the class must meet 8-9:50 twice per week.

If a class must have a break scheduled between the lecture and lab for logistical reasons, and the lecture and lab hours cannot be split between two or more days while adhering strictly to the contact hours computation tables, then the lecture portion must be offered on one day and the lab portion must be offered on another.

- For instance, if a class has 45 lecture hours (2.5 hours per week) and 27 lab hours (1.5 hours per week) and a break must be provided between the lecture and lab portion, such a class could not be offered with both the lecture and lab offered twice a week. This is because the split is not possible according to the computation table:

- Lecture 1.25 hours per day, twice per week
- Lab .75 hours per day, twice per week

We cannot find either 1.25 or .75 hours on the computation table. Thus, the class would have to be offered with the lecture on one day and the lab on the other, as follows:

- **Monday: Lecture 8-10:15 am** (2.5 hours)
- **Wednesday: Lab 8-9:15 am** (1.5 hours)

Accounting Methods

See AP 5070.

Type of Class	Form of Attendance
Weekly Student Contact Hour Method <ul style="list-style-type: none"> Primary terms only: Fall and Spring semesters only Coterminous with primary term: Begins the first day of the semester and ends on the last day of the semester Must meet regularly every week of the term Same number of contact hours each week, including TBA hours No deductions for holidays 	Census Week <ul style="list-style-type: none"> The week nearest 20% of the number of weeks in the term. CENSUS DATE is the Monday of Census Week; however, if that Monday is a holiday, it is the following day. Census Reporting MUST be submitted ON CENSUS DATE. Faculty must submit their census reports between 11:59 p.m. the previous night and 11:59 p.m. of census day.
Daily Student Contact Hour Method <ul style="list-style-type: none"> Meets five (5) or more days Meets same number of hours on each scheduled day, including any TBA hours NOT Coterminous with primary term: Late-Starting, Partial Semester, and Summer Classes, etc. No hours are counted for holidays 	Census Day <ul style="list-style-type: none"> The day of the class meeting that is nearest 20% of the number of days the course is scheduled to meet. When census day falls on the first day the class meets (if the class is only 5 days long), then census is taken on the second day. Census Reporting MUST be submitted ON CENSUS DAY as assigned for that particular class, between 11:59 p.m. the previous night and 11:59 p.m. of census day.
Positive Attendance (Actual Hours) <ul style="list-style-type: none"> Based on actual count of enrolled students present at each class meeting Courses meeting fewer than five (5) days Courses irregularly scheduled with respect to number of days per week or number of hours on scheduled days All noncredit courses 	Census Day <ul style="list-style-type: none"> On the last day of class, the total number of HOURS of actual attendance must be submitted. Faculty must keep accurate records of how many HOURS each student attended each day.
Alternative Attendance Method <ul style="list-style-type: none"> Independent Study, Work Experience, and Online Courses TV Courses are counted just as face-to-face courses. 	Census Dates for Independent Study & Work Experience <ul style="list-style-type: none"> Use Weekly Student Contact Hour method for courses coterminous with primary term. Use Daily Student Contact Hour method for all other courses Census Dates for Online Classes <ul style="list-style-type: none"> For credit online courses, use any appropriate accounting method. For noncredit online courses, report the first census at the 20% point of the class, and report the second census at the 60% point of the class.

How to Calculate Load Units

Student load units must be distinguished from faculty load units.

Student Unit Load			
Lecture		Lab	
18 hours	1 unit	54 hours	1 unit
36 hours	2 units	108 hours	2 units
54 hours	3 units	162 hours	3 units
72 hours	4 units	216 hours	4 units

Student Load Unit Calculation is figured using the following formula (rounding down to the nearest .5):

$$(\text{Total Lecture Hours} + \text{Total Lab Hours} + \text{Total Homework Hours}) \div 54$$

For example, if a class is composed of 36 hours lecture and 54 hours lab, then, considering that there are two hours of homework per every hour of lecture, the formula would be:

$$(36+54+72) \div 54 = 3 \text{ units}$$

The 72 hours of homework is figured by multiplying the number of lecture hours by two. Using the table above, you can see that 36 hours of lecture is 2 units and 54 hours of lab is 1 unit, making 3 units total for the class. However, when the table is not applicable, the formula should be used.

Faculty Unit Load			
Lecture		Lab	
18 hours	1 unit	27 hours	1.28 load units
36 hours	2 units	54 hours	2.55 load units
54 hours	3 units	108 hours	5.1 load units
72 hours	4 units	162 hours	7.65 load units
		216 hours	10.2 load units

Faculty Load Unit Calculation is figured by dividing the number of instructional hours by 18 (which is the number of hours required for one unit of lecture). However, faculty do not receive the same load for their lab hours. Faculty Load Unit Calculation is figured using the following formula for *unassisted labs*:

$$\text{Lecture Hours} + (\text{Lab hours} \times .85) \div 18$$

For example, if a class is composed of 36 hours lecture and 54 hours of unassisted lab, then the calculation would be:

$$36 + (54 \times .85) \div 18 = 4.55 \text{ units}$$

Using the example above, we can see that the class has a total of 90 hours, yielding 4 load units to the instructor. Had this been a lecture-only class, 90 hours would yield 5 load units to the instructor:

Faculty Lecture		Faculty Lecture/Lab Combination	
36 hours lecture	2 units	36 hours lecture	2 units
54 hours Lecture	3 units	54 hours lab	2.55 unit
90 hours Total	5 units	90 hours total	4.55 units

It is also important to note that the example above of 90 hours total in a lecture/lab class that yields 4 units to the instructor yields only 3 units to the student:

Faculty Unit Load		Student Unit Load	
36 hours lecture	2 units	36 hours lecture	2 units
54 hours lab	2.55 units	54 hours lab	1 unit
TOTAL	4.55 units	TOTAL	3 units

How to Calculate FTEF

FTEF is used as a measure by the State to calculate the sum total of faculty resources (full-time and part-time combined) that equate to measurable units of 15 hours per week of “teaching time,” i.e. as being equal to one (1) full-time equivalent faculty. All academic employees are considered to be faculty for this purpose including instructors, librarians and counselors. Total FTEF used by any division, campus, or center in scheduling for a Spring or Fall semester is the **total # of Load Units ÷ 15**.

Faculty Unit Load to FTEF: Contract Semester	
1 load unit	.066 FTEF
2 load units	.133 FTEF
3 load units	.2 FTEF
6 load units	.4 FTEF
9 load units	.6 FTEF
12 load units	.8 FTEF
15 load units	1 FTEF

Faculty Unit Load to FTEF: Contract Year	
2 load unit	.066 FTEF
4 load units	.133 FTEF
6 load units	.2 FTEF
12 load units	.4 FTEF
18 load units	.6 FTEF
24 load units	.8 FTEF
30 load units	1 FTEF

We are using 30 load units with Lab to calculate FTEF

How to Calculate FTES

Community colleges are funded by the state based on the concept of the full-time equivalent student (FTES). FTES can be generated under four different formulas.

1. Weekly Census
2. Daily Census
1. Attendance
2. Alternate Attendance

See the chapter on “[Accounting Methods](#)” for definitions of these terms.

1 FTES = 525 Contact Hours

- 2 students attending 15 hours per week for one semester of 17.5 weeks.
- Or 30 Lecture units.

Weekly Census

Classes that meet on a regular basis each week for a full semester (excluding summer) are counted for FTES under the Weekly Census procedure. Students are counted on the basis of enrollment, not on actual attendance, on the Monday that is closest to 20% of the way through the semester. Use the following formula to figure the FTES for a weekly census class:

When the number of students enrolled in the class = N
And the number of hours the class meets **per week** = H
The Term Length Multiplier (TLM) for Yuba College = 17.5

$$\text{FTES} = (N \times H \times 17.5) \div 525$$

Example: a class meets 3 hours per week (MWF 9-9:50) for a full semester with 40 students enrolled at census:

$$\text{FTES} = (40 \times 3 \times 17.5) \div 525$$

Daily Census

Classes that meet on a regular basis for at least five days but do not meet for a full semester (such as late-starting, partial semester, intersession, and summer term classes) are counted for FTES under the Daily Census procedure. Use the following formula to figure the FTES for a daily census class:

When the number of students enrolled in the class = N
And the number of hours the class meets **per day** = H
And the number of days the class meets = D

$$\text{FTES} = (N \times H \times D) \div 525$$

Example: a summer class meets 2 hours per day for 23 days (omitting the July 4th holiday) with 45 students enrolled on census day:

$$\text{FTES} = (45 \times 2 \times 23) \div 525$$

Positive Attendance

Classes that do not meet on a regular basis or that operate on an open entry/open exit basis are counted for FTES under the positive attendance format. Also, by law, all non-credit courses are counted as positive attendance. Under positive attendance, the actual attendance of each student for each hour is counted. Every 525 hours of actual attendance counts as one FTES. To compute FTES using positive attendance, count the total hours of attendance for all students and divide this total by 525. The result will be the number of FTES.

When the total hours of attendance for all students = T

$$\text{FTES} = T \div 525$$

Alternate Attendance

For computing FTES in Distance Education, Independent Study and Work Experience, among other alternate forms of attendance, one weekly student contact hour is counted for each unit of credit in which the student enrolls. The accounting method is based upon units rather than contact hours unless the contact hours are based on units of credit as based on the same course under weekly or daily census procedures; otherwise, the computation of FTES is identical to the Weekly or Daily Census, whichever is appropriate. Regular term-length Distance Education classes should use Weekly Census, and short-term Distance Education classes should use Daily Census.

Thus, Weekly Census for DE classes is figured accordingly:

When the number of students enrolled in the class = N

And the number of class units = U

The Term Length Multiplier (TLM) for Yuba College = 17.5

$$\text{FTES} = (N \times U \times 17.5) \div 525$$

Daily Census for DE classes is figured accordingly:

When the number of students enrolled in the class = N

And the number of class units = U

And the number of days the class meets = D

$$\text{FTES} = (N \times U \times D) \div 525$$

Special Populations

Athletes:

Athletes are not usually able to take classes in the afternoon, so morning offerings of all transferable courses and labs are essential. Also athletes need to have 12 units throughout the semester, so short-term classes can be problematic for this population.

Veterans:

Nine-week or other non-standard terms often prove problematic for students receiving VA benefits. To take into account Veteran students, only courses that satisfy requirements outlined by the curriculum guide or graduation evaluation form can be certified for VA purposes. If a student takes a course that does not fulfill a program requirement, it cannot be certified for VA purposes. Excessive free electives, for example, cannot be certified.

Semester formula: $\text{Credit} \times 18 \div \text{weeks} = \text{credit hour equivalents}$. Four semester credits earned in 6 weeks (*summer term*), is the equivalent of 12 credits earned during a standard semester ($4 \times 18 \div 6 = 12$). The VA will pay a student as a full-time student during a 6-week term.

Three semester credits earned in 6 weeks (*summer term*) is the equivalent of 9 credits earned during a standard semester ($4 \times 18 \div 6 = 12$). The VA will pay a student three-quarter time during a 6Rweek term. Three semester credits earned in 9 weeks (*fall, non-standard term*) is equivalent of 6 credits earned during a standard semester ($3 \times 18 \div 9 = 6$) and will pay half-time during a 9-week term.

To get the full benefit, a veteran must be full-time the entire semester. If classes do not fall in a standard term, the dates when the class is in session will be certified separately. For example:

If a student is enrolled in 7 units for a full term, he is considered half time during that semester. If the same student is also enrolled in 3 units for the first nine weeks of that semester, using the formula stated to determine credit hours ($3 \times 18 \div 9 = 6$), the student is half time for the first nine weeks. Therefore, the student will be paid as a full-time student until the conclusion of the non-standard, nine-week term. Then the student will drop to half time for the remaining term. For a student using the Post 9/11 GI Bill (most common), the monthly living allowance of \$1551.00 will drop to \$775.50 per month (half-time pay). If the student drops below half time, no monthly living allowance is paid.

Veterans depend on receiving their VA benefits to pay bills. The non-standard terms have merit, but many students have a difficult time understanding that their VA benefit is based on concurrent classes in session.

Distance Education:

All courses proposed for DE must first be reviewed and approved by the curriculum committee. Title V regulations define Distance Education as any course in which the primary mode of instruction is delivered to students at a distance using technology. DE courses include delivery via broadcast, two-way video/two-way audio (VCI), fully online, hyflex and hybrid class instruction.

Developing a New DE Course-2

Distance Education Course Creation

There are three considerations before a course is scheduled as DE: Curriculum approval, instructor training and certification, and POCR review of the developed course.

Curriculum Approval

A Distance Education Course must begin with curriculum DE approval on the Course Outline of Record (COR). Courses can only be offered in the specific modalities approved on the COR;

- View Course outlines of Record (CORs) and Program Outlines – public View→
(<http://wcc.elumenapp.com/public/>)-(no login needed)

If the modality you wish to offer the course in is not approved, you will need to initiate a curriculum revision in eLumen.

- Go to the WCC Curriculum Resources (<https://yccd.instructure.com/enroll/KH6TNXCanvas>) site for information on how to revise curriculum

Instructor Training and Certification

Once a Course has curriculum approval to be offered via Distance Education, the instructor must also be approved to teach via DE. The online Teaching Certification (or approved alternative) is required.

- **Distance Education Certification Course Registration Information.**
(<https://yccd.instructure.com/courses/16713/pages/Distance%20Education?titleize=0>)

Course Design and POCR Review

Once the Instructor has become certified, the course can be created in Canvas. The Faculty and Staff Development Center and Instructional Designer are support for this process.

- Course design support
(<https://yccd.instructure.com/courses/16713/pages/Distance%20Education%20%26%20instructional%20Design?titleize=0>)

Before the course can be offered online by the instructor, it must go through review using the CVC Peer Online Course Rubric (POCR). The first process is Self Review, and then it is reviewed by 2 faculty who will norm their reviews. The normed reviews will be provided to the faculty ensuring that the course meets the CVC standards before it is offered.

Instructional Design Support

WCC Provides instructional design support to those faculty working in distance education modalities since quality course design is a critical component to successful online teaching and learning.

For instructional design support use this email, 861, Phone (530) 668-2596

idesign@yccd.edu, (<mailto:eallen@yccd.edu>) Office-Room 861, Phone (530) 668-2596

There are several ways you can obtain instructional design assistance as you design and remediate courses.

- Faculty and Staff Development Center in Canvas – Access recorded workshops on various topics related to distance education course design, educational technology, and related topics under Professional Development. Distance Education documentation is available under Distance Education. We regularly use announcements in this course to make training and instructional design support opportunities known. Please contact your instructional designer, idesign@yccd.edu, (<mailto:eallen@yccd.edu>) if you do not see this course in your Canvas dashboard.
- Check the Flex website frequently for course and workshop registration.
- Instructional design office hours are available on a first-come -first-served basis. Faculty may access office hours through the Faculty and Staff Development Center Canvas site using (YCCDZoom(https://yccd.instructure.com/courses/16713/external_tools/12349)).
- One-on-one appointments and consultations are available as needed. Please contact your instructional designer at idesign@yccd.edu(<mailto:eallen@yccd.edu>) to make an appointment.

Appendix A: Master Schedule Template

All Deans should have the **XTALY** mnemonic added to their menu in Datatel. The first screen (Figure 1) asks users to:

1. Select the institution
 - a. 290 (District)
 - b. 291 (Yuba College)
 - c. 292 (Woodland Community College)
2. Select the Term(s) you want to pull.
3. Select the locations from which you wish to draw data. Most should be selected for the purposes of developing a master schedule.
4. Leave Include Open and Include Closed alone.
5. Select Act or Est FTES. Choose Act (Actuals) if the term is passed and grades have been submitted. Otherwise, choose Est (Estimates).
6. Include an Excel File Name for the download. It defaults to your name.
7. Select No for Send via Email.
8. Click the “save” button on the toolbar. You will then be directed to a new screen (Figure 2, next

Figure 1

XTALY: Datatel Enrollment Tally

Search

SEARCH RESULTS NAVIGATION FAVORITES Logout

Ellucian Colleague UI

No Active Context

File Options Help Keep Context Open Save Save All Cancel Cancel All

XTALY - Datatel Enrollment Tally

Select Schools: 291

Select Terms: 1 2015SP 2

Section Locations: 1 A... 2

Include Open: Yes

Include Closed: Yes

Act or Est: Estimate

Excel File Name: Brian

Send via Email (Y/N): No

Email Addresses: 1 2 3

Controller Locations Value 1/18

page).

9. Select “H” (for Hold/Browse File Output) at Output Device
10. Click the “save” button on the toolbar. You will then be directed to a new screen (Figure 3).
11. Click the “save” button on the toolbar of this third screen.
12. The data will be processed and then download as an Excel file on your desktop.

Figure 3

Difficulty in the process may be the result of using an incompatible browser. Try using a different browser—IE or Google Chrome—if you are having difficulty downloading the file. You may also have to minimize the browser to locate a prompt for downloading. The file should automatically download to the desktop.

The screenshot shows the 'XTALY - Datatel Enrollment Tally' screen in the Ellucian Colleague UI. The interface includes a top navigation bar with 'SEARCH RESULTS', 'NAVIGATION', 'FAVORITES', and a 'Logout' button. Below the navigation bar, there's a 'File' menu and a toolbar with 'Save', 'Save All', 'Cancel', and 'Cancel All' buttons. The main content area is divided into sections: 'Peripheral : SETPTR.J0045478.560', 'Description :', 'Output Device' (with a dropdown menu showing options like 'H Hold/Browse File Output', 'A Aux Printer', 'E Electronic Mail Delivery', 'M MPC Printer Output', 'P Printer Spooler', 'V SAValet', 'SS Stylesheet Printing', and 'PDF PDF Output'), 'Form Name', 'Banner', 'Security', 'Copies', 'Defer Time', 'Other Options' (with a list of options like 'NHEAD', 'Page Width', 'Page Length', 'Top Margin', 'Bottom Margin', and 'Max Pages per PDF'), and a 'Save' button.

Figure 2

The screenshot shows the 'XTALY - Datatel Enrollment Tally' screen in the Ellucian Colleague UI. The interface includes a top navigation bar with 'SEARCH RESULTS', 'NAVIGATION', 'FAVORITES', and a 'Logout' button. Below the navigation bar, there's a 'File' menu and a toolbar with 'Save', 'Save All', 'Cancel', and 'Cancel All' buttons. The main content area is divided into sections: 'Job Description : Datatel Enrollment Tally', 'Job Statistics ID : XTALY_J0045478_55950_17207', 'Execute in Background mode?' (with a 'No' button), 'Background Execution Type' (with a dropdown menu), 'Schedule Process to Run Next on' (with a date picker), 'after' (with a time input), 'Schedule Process to Run Every/From' (with a dropdown menu), 'Schedule Process on Weekdays only' (with a checkbox), 'Schedule Process to Start After' (with a date picker), and 'Stop Automatically Scheduling Process on' (with a date picker).

Many of the columns of the XTALLY report should be deleted as they are inconsequential to scheduling. Other columns as desired will have to be added. The spreadsheet itself will need to be reformatted to appear in landscape orientation on legal sized paper:

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U
1	Section	Title	X-Listed with	Census Enrl	Course Cap	Sec Cap	G Used	Start Date	End Date	Acct Mthd	Method	Days	Start Time	End Time	Location	Room	Fac Name	CO/EP/ Load NC	Action		
2	ACCT-10A-M1142	General Acct		31	40	40	28	08/11/14	12/10/14	C Weekly Census	Lecture	TTH	05:30PM	07:20PM	Marysville Campus	M-2142		4			
3	ACCT-10A-M8332	General Acct		39	40	40	38	08/11/14	12/10/14	C Weekly Census	Lecture	MW	03:00PM	04:50PM	Marysville Campus	M-2140		4			
4	ACCT-10A-S1138	General Acct		36	40	40	36	08/11/14	12/10/14	C Weekly Census	Lecture	TTH	08:00AM	09:50AM	Sutter County Campus	SF-104		4			
5	ACCT-1A-M6889	Prin Accounting-Financial Lab		23	40	35	23	10/09/14	12/11/14	D Daily Census	Lab	TTH	10:00AM	11:15AM	Marysville Campus	M-2131C		0.5			
6	ACCT-1A-M6890	Prin Accounting-Financial Lab		0	40	35	0	10/09/14	12/11/14	D Daily Census	Lab	TTH	07:30PM	08:45PM	Marysville Campus	M-2131C		0.5			
7	ACCT-1A-M8967	Prin Accounting-Financial Lab		17	40	35	17	10/13/14	12/10/14	D Daily Census	Lab	MW	03:00PM	04:15PM	Marysville Campus	M-2131C		0.5			
8	ACCT-1-M8966	Prin Accounting-Financial		16	40	35	17	08/11/14	12/10/14	C Weekly Census	Lecture	MW	01:00PM	02:50PM	Marysville Campus	M-2140		4			
9	ACCT-1-M8968	Prin Accounting-Financial		23	40	35	23	08/11/14	12/10/14	C Weekly Census	Lecture	TTH	08:00AM	09:50AM	Marysville Campus	M-2140		4			
10	ACCT-1-M8969	Prin Accounting-Financial		0	40	35	0	08/11/14	12/10/14	C Weekly Census	Lecture	TTH	05:30PM	07:20PM	Marysville Campus	M-2140		4			
11	ACCT-2L-M6926	Prin Acct-Mgmt		27	30	35	25	08/11/14	12/10/14	C Weekly Census	Lecture	TTH	01:00PM	02:50PM	Marysville Campus	M-2140		6			
12	ACCT-6-S8833	Ind Income Taxes Federal/State		19	40	40	17	08/11/14	12/10/14	C Weekly Census	Lecture	MW	05:30PM	07:20PM	Sutter County Campus	SF-102		4			
13	AG-13-D9769	Marketing		35	30	40	31	08/11/14	12/10/14	I Independent Study, Census	Online Internet				Yuba College	NET		3			
14	AG-45-D9550	Prin Animal Sci		26	30	30	23	08/11/14	12/10/14	I Independent Study, Census	Online Internet				Yuba College	NET		3			
15	AJ-10-M2554	Intro Law Enfrc		37	40	40	36	08/11/14	12/10/14	C Weekly Census	Lecture	TTH	02:30PM	03:45PM	Marysville Campus	M-2155		3			
16	AJ-10-M2555	Intro Law Enfrc		33	40	40	30	08/11/14	12/10/14	C Weekly Census	Lecture	TH	05:30PM	08:20PM	Marysville Campus	M-2156		3			
17	AJ-11-M2558	Criminal Law		36	40	40	35	08/11/14	12/10/14	C Weekly Census	Lecture	MW	09:00AM	10:15AM	Marysville Campus	M-2156		3			
18	AJ-13-M2559	Evidence		33	40	40	31	08/11/14	12/10/14	C Weekly Census	Lecture	MW	01:00PM	02:15PM	Marysville Campus	M-2156		3			

Deans will need to add faculty names into the “Fac Name” column, as faculty are assigned classes. The appropriate action should be selected from the “Action” column as each class is reviewed.

Appendix B: Compressed Calendar Computations

TLM = 16.8 (divide lecture or lab hours by 16.8 to figure WCH)

SAAM = [Student Attendance Accounting Manual](#)

- **27 hours = 1.607 WCH**
 - **1.607 CH x 1 Day** does NOT EXIST on the Computation Table; so use **1.6 WCH (8-9:20)**
- **36 hours = 2.142 WCH**
 - **2.142 CH x 1 Day** does NOT EXIST on the Computation Table; so use **2.3 CH (8-10:05)**
 - Rationale: According to the *SAAM*, page 12, this is the “closest and appropriate practical WCH for scheduling purposes.”
 - **1.071 CH x 2 Days** does NOT EXIST on the Computation Table; so use **1 CH (8-8:50)** for one day AND use **1.3 CH (8-9:05)** for the other day
 - Rationale: According to the *SAAM*, page 12, “A time pattern of 8:00 a.m. to 8:50 a.m. MW results in only 2.0 WCH, falling below the target. A time pattern of 8:00 a.m. to 9:05 a.m. MW results in 2.6 WCH, inappropriately exceeding the target for apportionment purposes.”
- **45 hours = 2.678 WCH**
 - **2.678 CH x 1 Day** does NOT EXIST on the Computation Table; so use **2.7 CH (8-10:25)**
 - Rationale: 2.6 WCH = 43.68 hours (1.32 hours under); 2.7 WCH = 45.36 hours (.36 hour over)
 - **1.339 CH x 2 Days** does NOT EXIST on the Computation Table; so use **1.4 CH (8-9:10)** each day
 - Rationale: 2 x 1.3 CH = 43.68 hours (1.32 hours under); 2 x 1.4 CH = 47.04 hours (2.04 hours over)
- **54 hours = 3.214 WCH**
 - **3.2 CH x 1 Day** does NOT EXIST on the Computation Table; so use **3.3 CH (8-11:05)**
 - Rationale: According to the *SAAM*, page 10, “In scheduling one class meeting per week, the closest possible WCH would be 3.3.”
 - **1.607 CH x 2 Days** does NOT EXIST on the Computation Table; so use **1.6 CH (8-9:20)** each day
 - Rationale: According to the *SAAM*, page 10, this is the “closest and appropriate practical WCH for scheduling purposes.”

- **60 hours = 3.571 WCH**
 - **1.785 CH x 2 Days** does NOT EXIST on the Computation Table; so use **1.8 CH (8-9:30)** each day)
 - Rationale: $2 \times 1.7 \text{ CH} = 57.12 \text{ hours}$ (2.88 hours under); $2 \times 1.8 \text{ CH} = 60.48 \text{ hours}$ (.48 hour over)
- **63 hours = 3.75 WCH**
 - **1.875 CH x 2 Days** does NOT EXIST on the Computation Table; so use **1.9 CH (8-9:35)** each day)
 - Rationale: $2 \times 1.8 \text{ CH} = 60.48 \text{ hours}$ (2.52 hours under); $2 \times 1.9 \text{ CH} = 63.84 \text{ hours}$ (.84 hour over)
- **72 hours = 4.285 WCH**
 - **2.142 CH x 2 Days** does NOT EXIST on the Computation Table; so use **2.3 CH (8-10:05)** each day)
 - Rationale: According to the *SAAM*, page 14, “Since most would agree that one four-hour meeting time per week is not instructionally appropriate for most courses, the following time pattern (2.3 contact hours per day X 2 days per week, yielding **4.6 WCH**) provides a viable alternative.”
- **81 hours = 4.821 WCH**
 - **2.410 CH x 2 Days** does NOT EXIST on the Computation Table; so use **2.5 CH (8-10:15)** each day)
 - Rationale: $2 \times 2.4 \text{ CH} = 80.64 \text{ hours}$ (.36 hours under); $2 \times 2.5 \text{ CH} = 84 \text{ hours}$ (3 hours over)
 - **1.607 CH x 3 Days** does NOT EXIST on the Computation Table; so use **1.6 CH (8-9:20)** each day)
- **90 hours = 5.357 WCH**
 - **2.678 CH x 2 Days** does NOT EXIST on the Computation Table; so use **2.7 CH (8-10:25)** each day)
 - Rationale: According to the *SAAM*, page 16, “the closest appropriate and practical WCH for scheduling purposes would be **5.4**. ... This can be achieved through the following time pattern (**2.7** contact hours per day X 2 days per week).”
 - **1.785 CH x 3 Days** does NOT EXIST on the Computation Table; so use **1.8 CH x 3 Days (8-9:30)** each day)
 - Rationale: According to the *SAAM*, page 16, “the closest appropriate and practical WCH for scheduling purposes would be **5.4**.... This can be

achieved through the following time pattern (1.8 contact hours per day X 3 days per week).”

- 1.339 CH x 4 Days does NOT EXIST on the Computation Table; so use 1.4 CH x 4 Days (8-9:10 each day)
 - Rationale: $4 \times 1.3 \text{ CH} = 87.36$ (2.64 hours under); $4 \times 1.4 \text{ CH} = 94.08$ (4.08 hours over)
- 96 hours = 5.714 WCH
 - 2.857 CH x 2 Days does NOT EXIST on the Computation Table; so use 2.9 CH (8-10:35 each day)
 - Rationale: $2 \times 2.8 \text{ CH} = 94.08$ (1.92 hours under); $2 \times 2.9 \text{ CH} = 97.44$ hours (1.44 hours over)
- 108 hours = 6.428 WCH
 - 3.214 CH x 2 Days does NOT EXIST on the Computation Table; so use 3.3 CH (8-11:05 each day)
 - Rationale: According to the *SAAM*, page 18, “the closest appropriate and practical WCH for scheduling purposes would be 6.6. ... This can be achieved through the following time pattern (3.3 contact hours per day X 2 days per week).”
 - 1.607 CH x 4 Days does NOT EXIST on the Computation Table; so use 1.7 CH (8-9:25 each day)
 - Rationale: According to the *SAAM*, page 18, “In scheduling four class meetings per week, the closest appropriate and practical WCH for scheduling purposes would be 6.8. This can be achieved through the following time pattern (1.7 contact hours per day X 4 days per week).”

Appendix C: Key Terms in Scheduling

Career Development and College Preparation (CDCP): Programs and required courses classified as noncredit Career Development and College Preparation (CDCP) prepare students for employment or to be successful in college-level credit coursework, culminating in one of the following:

1. Certificate of Competency
2. Certificate of Completion
3. Adult High School Diploma

Of the 10 categories of noncredit courses, four are distinct enhanced funding (CDCP eligibility) categories.

1. ESL
2. Elementary and Secondary Basic Skills
3. Short-Term Vocational
4. Workforce Preparation

With the passage of **SB 860**, Section 84750.5, beginning in the **2015-16** fiscal year, CDCP FTES will be funded at the same level as the credit rate. Other noncredit courses will still be funded less per FTES.

Census: An attendance accounting procedure that determines the number of actively enrolled students at a particular point in the term. Census is taken on that day nearest to one-fifth of the number of weeks a course is scheduled.

Class Hour: A Class Hour is the basic unit of attendance for computing full-time equivalent students (FTES). It is a period of not less than 50 minutes of scheduled instruction and/or examination. There can be only one “class hour” in each “clock hour,” except as provided for multiple class-hour classes. For purposes of computing FTES, a class hour is commonly referred to as a “contact hour” or a “Student Contact Hour” (SCH).

Clock Hour: A Clock Hour is a 60-minute time frame. Each clock hour is composed of one 50-minute class hour segment and a 10-minute segment referred to as “passing time” or a “break.” No additional attendance may be claimed for this 10-minute segment, except as provided for a multiple class hour.

Course Cap: The course cap is the maximum class cap that is determined by the Academic Dean or Director responsible for the department after consultation with District-wide departmental faculty. The course cap must be constant, whether a course is taught via Distance Education or face-to-face.

Dual Enrollment: Formally called Concurrent Enrollment, students enrolled in high school and community college classes at the same time. See Middle College High School.

Full-time Equivalent Faculty (FTEF): FTEF is used as a measure by the State to calculate the sum total of faculty resources (full-time and part-time combined) that equate to measurable units of 15 hours per week of “teaching time,” i.e. as being equal to one (1) full-time equivalent faculty. All academic employees are considered to be faculty for this purpose including instructors, librarians and counselors.

Full-Time Equivalent Students (FTES): FTES is a standard statewide key performance indicator, productivity measure, and funding rate. It is used by the State as the measure for attendance accounting verification and as a student workload measure that represents 525 class (contact) hours in a full academic year.

In 2013-14, community colleges received:

- **\$4,636** per FTES for credit courses
- **\$3,282** per FTES for “enhanced” noncredit (noncredit courses in Career Development and College Preparation [CDCP])
- **\$2,788** per FTES for regular noncredit instruction.

However, with the passage of **SB 860**, Section 84750.5, beginning in the **2015-16** fiscal year, CDCP FTES will be funded at the same level as the credit rate. Other noncredit courses will still be funded less per FTES.

Global Cap: The global cap is set for courses that are cross-listed. If the instructor does not prefer to set specific caps for each cross-listed section, best practice is to set each section cap the same as the global cap. When all sections collectively reach the global cap, the class will be closed.

Instructional Efficiency (WSCH/FTEF): This measure is a proxy for the revenue generated by a class. It represents the ratio between the faculty’s hours of instruction per week (“faculty load”) and the weekly hours of enrolled students in his/her sections. It is the total weekly student contact hours (WSCH) divided by the faculty member’s load. The State productivity/efficiency measure for which funding is based is 525 WSCH/FTEF. For example, a faculty member teaching five sections of Sociology, each section meeting for three hours per week with an average per section enrollment of 30 students, equals 450 WSCH/FTEF. (5 class sections X 3 hours/week X 30 students = 450 WSCH/FTEF).

Middle College High School (MCHS): A high school located on and integrated into the community college environment, the MCHS merges high school and community college curricula and experience in a fashion that significantly enhances academic success and provides students with an empowering and viable path to improve their lives. High school students attend classes at a community college and earn credit toward a high school diploma while having the opportunity to concurrently take college courses and to receive more intensive counseling and administrative attention. Students receive a high school diploma and college credits up to 60 units at the same time. See Dual Enrollment.

Multiple Hour Class: A Multiple Hour Class is any period of instruction scheduled continuously for more than one clock hour. In a multiple hour class scheduling, each 50 minutes exclusive of breaks (formal or informal) is a class/contract hour. However, the

fractional part of a class hour beyond the last full clock hour may be counted for apportionment, starting from and including the 51st minute of the last full clock hour. The divisor for this fractional part of a class shall be **50**.

Partial Class Hour: A Partial Class Hour is that fractional part of a class hour in a class scheduled for more than one clock hour, starting from and including the 51st minute of the last full clock hour. For example, continuous instruction from 8:00 to 9:35 would have a full class hour (8:00-8:50) and a 45-minute partial class hour (8:51-9:35). Instruction after a 45-minute partial period hour requires a 10-minute break in the previous clock hour.

Persistence Rate: The percentage of students enrolled in the next term out of the students enrolled in the first term.

Retention Rate: The percentage of students retained in a class at the end of the semester.

Room Cap: The room cap is the maximum limit of the number of students allowable in a particular room, regardless of the course or section cap. The room cap is an artificial number determined by room size that does not reduce or increase the course cap.

SB 1440–Student Transfer: Associate Degrees for Transfer enable the CCC's and the CSU's to collaborate on the creation of Associate in Arts Degree (AA) and Associate in Science (AS) Degree transfer programs. Students are given guaranteed admission into the CSU system, and further are given priority consideration when applying to a particular program that is similar to the student's community college major.

Section Cap: An individual instructor in consultation with the academic dean may raise a section cap above the course cap. The section cap may only be raised above, never reduced below, the course cap voluntarily on a semester-by-semester basis by the instructor of the section. Section caps should always be checked to ensure that they are not larger than the room cap. Likewise, section caps should be increased if both the room cap and course cap allow such.

Success Rate: The percentage of students who received a passing grade of A, B, C, or P at the end of the semester.

Unduplicated Headcount: It is the actual number of individual students enrolled. Students may enroll in one or more courses in a term, but they are counted only one per term.

Waitlists: To prevent students from adding before those on waitlists, full courses with waitlists have their section caps reduced to (5) on the Thursday evening prior to the beginning of classes. Then instructors control how many students are added and in which order, using add slips. If, however, the section cap of a waitlisted course has not been met on the Thursday evening prior to the beginning of classes, then the section will remain open for students to enroll in the course online through the first week of class until Friday. To ensure that enrollment doesn't exceed the course cap, instructors are advised not to sign add slips in such instances but to encourage students to enroll into the course online.

If approved by an instructor, a waitlist may be rolled into an open section if there is room within a section cap.

Weekly Student Contact Hours (WSCH): WSCH represents the total hours per week a student attends a particular class. WSCH are used to report apportionment attendance and FTES. One (1) FTES represents 525 WSCH.