

The Time Block Schedule Task Force

Final Report and Recommendations for Shared
Governance Consideration

The Problem Statements

1. Students cannot get access to the classes that they need to fulfill their goals on time.
2. We do not have enough classrooms to maintain the existing schedule during upcoming renovation and construction.

Term: 2025 Fall De Anza



Room: S32

[Previous](#)[Next](#)[Refresh](#)[Open Space Finder](#)

Events shown in RoomBook reflect scheduled academic courses only and not college-wide or community events.

Contact the respective college Scheduling Office to confirm room availability after the quarterly Schedule of Classes production in Banner has closed.

10 ^{AM}										
11 ^{AM}										
12 ^{PM}		CHEM 12A.04, 27866	CHEM 12A.05, 27867			CHEM 12A.04, 27866	CHEM 12A.05, 27867			
1 ^{PM}										
2 ^{PM}		PHYS 50.02, 02085		PHYS 50.02, 02085		PHYS 50.02, 02085		PHYS 50.02, 02085		
3 ^{PM}										
4 ^{PM}		CHEM 1B.11, 21582	CHEM 1B.12, 21583			CHEM 1B.11, 21582	CHEM 1B.12, 21583			
5 ^{PM}										
6 ^{PM}		CHEM 25.61, 23020				CHEM 25.61, 23020				
7 ^{PM}				CHEM 1C.53, 21585	CHEM 1C.54, 21586	CHEM 1CH.53, 28971		CHEM 1C.53, 21585	CHEM 1C.54, 21586	CHEM 1CH.53, 28971

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6AM							
7AM							
8AM		MATH 1B.01Y, 27489	MATH 1B.01Y, 27489	MATH 1B.01Y, 27489	MATH 1B.01Y, 27489		
9AM		MATH 1A.07Y, 27472	MATH 1A.07Y, 27472	MATH 1A.07Y, 27472	MATH 1A.07Y, 27472		
10AM		MATH 1B.MP1, 27675	MATH 1B.MP1, 27675	MATH 1B.MP1, 27675	MATH 1B.MP1, 27675		
11AM							
12PM		ASAM 11.01, 28586	WMST 1.01Y, 28052	ASAM 11.01, 28586			
1PM							
2PM							
3PM			HUMI 1.05Y, 01214				
4PM		MATH 22.23, 27566		MATH 22.23, 27566			
5PM							
6PM							
7PM							

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7 ^{AM}						
8 ^{AM}		BIOL 40A.05Y, 27254	BIOL 40A.07Y, 27257	BIOL 40A.06Y, 27256		
9 ^{AM}					BIOL 40A.03Y, 27252	
10 ^{AM}						
11 ^{AM}		BIOL 40C.01, 27261	BIOL 40A.08Y, 27258	BIOL 40C.02, 27262		
12 ^{PM}					BIOL 40A.04Y, 27253	
1 ^{PM}						
2 ^{PM}		BIOL 40A.01Y, 27250		BIOL 40A.02Y, 27251		BIOL 11.04Y, 27944
3 ^{PM}			BIOL 40B.01Y, 27811		BIOL 40B.02Y, 28266	
4 ^{PM}						
5 ^{PM}		BIOL 40B.03Y, 28264		BIOL 40B.04Y, 28265		
6 ^{PM}						
7 ^{PM}						
8 ^{PM}						

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Contact the respective college Scheduling Office to confirm room availability after the quarterly Schedule of Classes production in Banner has closed.

7 ^{AM}						
8 ^{AM}			ACCT 1A.01Y, 00009		ACCT 1A.01Y, 00009	
9 ^{AM}						
10 ^{AM}		ENGL 2.04Y, 28574	ENGL 2.05Y, 28575	ENGL 2.04Y, 28574	ENGL 2.05Y, 28575	
11 ^{AM}						
12 ^{PM}			ACCT 1A.05Y, 27683		ACCT 1A.05Y, 27683	
1 ^{PM}		CHLX 10.40, 28089		CHLX 10.40, 28089		
2 ^{PM}			CETH 10.41, 28609		CETH 10.41, 28609	
3 ^{PM}		COMM 1.08Y, 24356		COMM 1.08Y, 24356		
4 ^{PM}						
5 ^{PM}						
6 ^{PM}						

Charge

- The Time-Block Scheduling Task Force was charged with exploring whether a more coordinated scheduling structure could improve student access to required courses, reduce scheduling conflicts, and support more effective use of instructional space.
- The work was grounded in a recognition that variations in course start and end times, while individually small, collectively create barriers that can limit students' ability to follow program pathways and contribute to delays in completion.

Purpose

Within this context, the task force focused on whether a consistent framework for scheduling in-person courses and the synchronous portions of hybrid and online courses could:

- Improve students' ability to enroll in required courses without conflict
- Support clearer multi-term academic planning
- Reduce structural barriers that contribute to extended time to completion
- Improve the use of classrooms, laboratories, and other instructional spaces
- Maintain necessary flexibility for disciplines with specialized instructional needs

Early Research

- models from peer institutions, including Foothill College, Gavilan College, and College of the Canyons.
- enrollment patterns
- waitlist activity
- Input from chairs, schedulers, counseling and students
- student scheduling preference survey

Guiding Principles

- **Student-Centered Flexibility:** Design scheduling patterns that ensure predictable access to high-demand, degree-applicable and transfer-critical courses so that students can plan clear, achievable academic pathways.
- **Equity and Inclusion:** Structure the class schedule to support adult learners, working students, caregivers, and students who rely on public transit. The aim is to reduce barriers created by inconsistent or inaccessible meeting times.
- **Operational Coherence:** Align time blocks with required contact hours, reduce overlapping course and room needs, and improve the use of classrooms, labs, and other specialized spaces.
- **Transparency and Predictability:** Provide clear and consistent scheduling patterns from term to term to support better planning for students, faculty, and staff.
- **Adaptability:** Build a collegewide scheduling framework that provides consistency while still allowing for necessary exceptions based on instructional or operational needs.
- **Balanced Student Experience:** Distribute classes and course sequences throughout the day to help students balance academic, work, and personal responsibilities.

Iterative Model Formation

- Version 1 was introduced on 1/26/26:
 - Students liked the concept of blocks since they shared difficulties with overlapping classes
 - Request for a college hour with no classes
 - Request for five blocks for 5-unit courses (Math currently uses five)
 - Request for later lab start times (*moved from 7:00 to 7:30)
 - Request for four lab blocks (Biology and Chemistry currently use four)
- Additional updates:
 - Separated lab and lecture blocks
 - Added Arts blocks
 - Added five-block structures for 4- and 5-unit courses
 - Added 4-day + async structure

- Version 2 was introduced in February 2026; department-level feedback included:

- 7:30 AM labs too early
- Students prefer later starts
- Math prefers 4-day, 65-minute model

- Labs starting later and maintaining the students' desired community time are in direct, structural conflict.

3A or 3B?

- So, the task force took feedback in. March 2026 on:
 - Version 3A (7:30 lab start; community time built-in)
 - Version 3B (8:00 lab start; no community time built in)
- Additional updates:
 - Added Friday/Saturday/Sunday option frames
 - Added 4-day structures in limited cases

Balanced Student Experience: Version 4 is a variant of 3A, introduced April 2026

- Guiding Principle:

Distribute classes and course sequences throughout the day to help students balance academic, work, and personal responsibilities.

- Justification:

Schedules that cluster too many essential classes into narrow time windows create unnecessary conflicts for students. Time-block scheduling helps the college distribute both individual courses and multi-course sequences more evenly across the day.

This balance supports student well-being by making it easier for students to manage work hours, commute times, study routines, and family commitments. When students can choose from a broader range of class times, they are more likely to persist and succeed.

Implementation Guardrails

1. Courses are scheduled within defined time blocks

- All in-person courses and the synchronous portions of hybrid and online courses are scheduled within the established Version 4 time blocks.
- Courses should not cross block boundaries. Maintaining this structure is necessary to preserve schedule predictability, reduce conflicts, and support effective use of instructional space.

2. Limited edge-of-day flexibility is permitted

- To support instructional and programmatic needs, limited flexibility is permitted at the beginning and end of the instructional day.
- Courses may start earlier within the first block of the day or end later within the final block of the day. This flexibility is intended to accommodate specific instructional formats and operational needs.
- These adjustments must remain within the first or last instructional blocks and should not be used to create inconsistencies during the middle of the day.

Implementation Guardrails

3. Laboratory courses operate within dedicated lab blocks

- Laboratory courses are scheduled within four designated lab blocks per day — consistent with current practice in laboratory-based disciplines — preserving instructional capacity and supporting setup, staffing, and sequencing requirements.

4. A mid-day break is preserved across non-laboratory blocks

- A consistent 30-minute mid-day break is built into the schedule across instructional blocks, excluding laboratory courses.
- This break must remain intact to preserve shared mid-day time for student support and coordination activities.

Implementation Guardrails

5. Departments may structure courses within block parameters

- Departments retain flexibility to structure courses within the established block framework.
- This includes the ability to end courses earlier within a block, coordinate schedules across programs, and create time for department meetings or other activities.
- All such adjustments must remain within block boundaries.

6. Exceptions must be purposeful and coordinated

- Certain instructional areas may require exceptions to the standard block structure, including clinical programs, off-site instruction, cohort-based models, and other specialized formats.
- Programs such as Nursing and Adaptive Physical Education represent examples of areas where exceptions may be appropriate based on instructional and operational requirements.
- Exceptions should be limited, intentional, and coordinated to avoid introducing new scheduling conflicts. They should not undermine the overall structure of the model.

Commitment from Administration

In response to concerns raised by transfer discipline faculty regarding enrollment management and the potential for class cancellation in earlier time blocks, the administration has committed to run any class of 15 students or more that has an in-person component and starts at or before 9 a.m. for at least the first two years of implementation.

This approach is intended to support schedule stability while the model is being assessed and to ensure that early time blocks remain viable for students, faculty, and programs.

Operationalization Year and Ongoing Iteration

- If adopted, we have a full year to operationalize.
- Adopting a model is a starting place.
- Ongoing iteration will be necessary.

What's next?

- Review the time blocks
- Please read the final report before we meet next.
- I will visit DASG, Classified Senate and Academic Senate, to present the task force's recommendations and process.
- Those bodies will review the recommended time blocks and the variant, for potential adoption in the 2027-2028 annual schedule.
 - Those bodies may recommend adoption of one model over another, decline both options or recommend additional next steps.
- I will return to the next College Council meetings with those results.