Class Scheduling for Success

2019-2020 Chair Leadership Academy

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Agenda

- Best Practices in Scheduling
- Schedule of Classes Timeline
  - Targets
  - SOC BUILD
  - Student Registration
  - Census

When building the schedule of classes, what are some variables that a chair must include?

Academic Scheduling

"The primary goal of academic scheduling is to develop class times that maximize the chance for **students** to develop workable schedule in order to make progress towards degree."

- *Purdue University, Registrar*

Best Practices in Course Scheduling

1. Course scheduling plays an important role in broader institutional effectiveness.
2. It is no longer sufficient to simply carry over the same (or similar) schedules from term to term.
3. Institutions need to collect, manage, and analyze data.
4. Dedicated schedule refinement teams
5. Most students today are predominately interested in flexible scheduling options.
6. Courses that are scheduled twice per week are most consistently linked with positive student outcomes.

Timeline – FTES Targets

December/January

Academic Affairs provides *draft* FTES targets to colleges

- Colleges – negotiate with Academic Affairs
  - What is the role of the departments?
  - How is it communicated to departments?

Timeline – Department Targets

College specific timelines

What additional targets are provided to departments?

- FTES
- SFR / Average class size
- Part-time faculty budgets

Timeline – BUILD Begins

Spring 2020 (March 25, 2019-August 22, 2019)

Best practice #2 - It is no longer sufficient to simply carry over the same (or similar) schedules from term to term.

- When was the last time your department built the schedule from scratch? (Zero-based Scheduling)
  - Rotation

Timeline – BUILD Begins

Spring 2019 (March 25, 2019-August 22, 2019)

Best practice #3 - Institutions need to collect, manage and analyze data relating to course scheduling such as seat-fill rates, enrollment caps, and space utilization.

- Data-driven scheduling
- What data is currently available?
    - Dashboards:
        - Majors-degree progress dashboard
        - GE needs – GE dashboard
        - DFU rate by course time/day
    - Low Enrollment Reports (Legacy Site)
    - Course Capacity Reports (Legacy Site)

(All)

Degree Progress Requirement(s) Not Met

Requirement	Sub-requirement	# of Students in List
LINGUISTICS CORE REQUIREMENTS	CORE AREA B (15 UNITS)	1
	LOWER DIVISION CORE A (3 UNITS)	16
	UPPER DIVISION CORE B (3 UNITS)	24
	UPPER DIVISION CORE C (3 UNITS)	57
	UPPER DIVISION CORE D (18 UNITS)	69
LINGUISTICS ELECTIVE REQUIREMENT	LINGUISTICS ELECTIVE GROUP A REQUIREMENT	51
	LINGUISTICS ELECTIVE GROUP B REQUIREMENT	60

Requirements Dash

Requirement Categories

- [x] (All)
- [x] CORE REQUIRMENTS
- [x] ELECTIVE

Requirement

- [ ] JAPANESE OPTION
- [x] LINGUISTICS CORE REQUIREMENTS
- [x] LINGUISTICS ELECTIVE REQUIREMENT
- [ ] LINGUISTICS FOREIGN LANGUAGE REQUIREMENT (6 UNITS)
- [ ] MINOR IN ANTHROPOLOGY (18 UNITS)
- [ ] MINOR IN APPAREL MERCHANDISING (24 UNITS)
- [ ] MINOR IN CHILD AND ADOLESCENT DEVELOPMENT
- [ ] MINOR IN COMMUNICATION STUDIES (24 UNITS)
- [ ] MINOR IN COMPUTER SCIENCE (22 - 23 UNITS)

Sub-requirement

- [x] (All)
- [x] CORE AREA B (15 UNITS)
- [x] LINGUISTICS ELECTIVE GROUP A REQUIREMENT
- [x] LINGUISTICS ELECTIVE GROUP B REQUIREMENT
- [x] LOWER DIVISION CORE A (3 UNITS)
- [x] UPPER DIVISION CORE B (3 UNITS)
- [x] UPPER DIVISION CORE C (3 UNITS)
- [x] UPPER DIVISION CORE D (18 UNITS)

report)
Fall Registration
Spring Registration
Summer Registration

Applicants and Admits

by College and Entry Status
by County and Institution

Multi-Year Reports

Multi-Year FTES
Multi-Year Headcount

Demand Estimation

Course Capacity by Department
Course Capacity by College
Department Waitlists

Low Enrollment Reports:

Introduction
by Department
by College
University

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Kinesiology Low Enrollment

Semester	Sess	Abbrev	Numb	Suffix	Sched Numb	Cs Number	FTES	Enrl Reg
Fall 2019	1	KIN	0200		19250	02	3.6	18
Fall 2019	1	KIN	0313		19459	02	1.9	14
Fall 2019	1	KIN	0316		19015	02	1.7	13
Fall 2019	1	KIN	0349		19151	06	2.8	14
Fall 2019	1	KIN	0417		19233	03	1.4	10
Fall 2019	1	KIN	0437		18925	06	2.8	14
Fall 2019	1	KIN	0443		18926	06	1.9	14
Fall 2019	1	KIN	0452		19812	02	1.9	13
Fall 2019	1	KIN	0456		19465	02	2.4	12
Fall 2019	1	KIN	0478		19678	04	1.9	14
Fall 2019	1	KIN	0478		19679	04	1.9	14
Fall 2019	1	KIN	0478		19703	04	1.3	10

You may cut and paste the above data into another program or:
Export to Excel/CSV

What constitutes an unacceptably low enrollment is a departmental and College decision. However, the course sections included in the low enrollment reports shown here are those whose enrollments do not exceed the following levels:

- lower division classes: fewer than **20** regular students enrolled
- upper division classes: fewer than **15** regular students enrolled
- graduate classes: fewer than **8** regular students enrolled

Unfamiliar Terms Used in Displays:

Sess: the session within a term (generally 1).
Sched Numb: a unique course identifier (the ticket number).
Cs Number: the course classification number, which indicates the course type (e.g.,lecture, seminar, etc.)
FTES: the number of full-time equivalent students enrolled in a class.
Enrl Reg: headcount of regular students enrolled in a class.

report)
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Fall 2019
Biology Course Capacity

Subject	Crs Nbr	Suf	Secs	Enrolled	Enr Limit	Opn Seat	Percent Full	Enr Last Year
BIOL	0495	C	1	22	15	-7	147	25
BIOL	0312	L	1	20	15	-5	133	
BIOL	0312		1	20	15	-5	133	
BIOL	0392	F	1	20	15	-5	133	
BIOL	0433	L	1	16	12	-4	133	
BIOL	0433		1	16	12	-4	133	
BIOL	0691		2	26	19	-7	137	24
BIOL	0698	C	1	24	20	-4	120	26
BIOL	0427	L	1	22	20	-2	110	
BIOL	0427		1	22	20	-2	110	
BIOL	0487	L	1	23	20	-3	115	19
BIOL	0487		1	23	20	-3	115	19
BIOL	0492	H	1	22	20	-2	110	
BIOL	0315		1	130	120	-10	108	126
BIOL	0411	L	1	24	24	0	100	19
BIOL	0411		1	24	24	0	100	19
BIOL	0421	L	1	21	20	-1	105	22
BIOL	0421		1	21	20	-1	105	22
BIOL	0429	L	1	20	20	0	100	23
BIOL	0429		1	20	20	0	100	23
BIOL	0430	L	1	20	20	0	100	19
BIOL	0430		1	20	20	0	100	19
BIOL	0447	L	1	19	19	0	100	14
BIOL	0447		1	19	19	0	100	14
BIOL	0476		1	10	10	0	100	10
BIOL	0483		1	25	24	-1	104	23
BIOL	0492	B	1	21	20	-1	105	22
BIOL	0492	BB	1	20	20	0	100	19
BIOL	0492	I	1	20	20	0	100	23
BIOL	0502	L	1	21	21	0	100	23
BIOL	0502		1	21	21	0	100	23
BIOL	0615	F	1	13	12	-1	108	
BIOL	0655	D	1	16	15	-1	107	

Best Practices

PLAN, PLAN, and PLAN

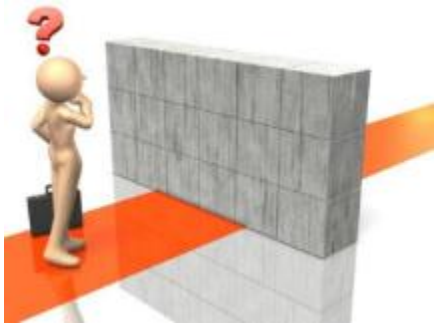
1. Set time aside in your calendar to work on the schedule
2. Survey the Faculty regarding Schedule of Classes

   Scheduling of Faculty Teaching Assignment
3. Provide enough time for Coordinators to enter the data into SOLAR

Timeline – BUILD Begins

What are some barriers to effective scheduling?

- Classroom allocation?
    - How do departments communicate their classroom needs to the colleges?



Timeline – Chairs Final Reconciliation

SOC Worksheet Review (BUILD)

- Project FTES of schedule as built
    - Is it under, over, just right?
    - Does the college recommend an overage %?
- Project Part-time faculty costs
- Project SFR
- https://www.csun.edu/academic-resources-planning/schedule-classes-soc-templates

Timeline – Chairs Final Reconciliation

Target for Arctic Studies

- FTES Target 165
- 3 Tenure/Tenured Track (FT) Faculty = 73 WTUs per semester
- PT Faculty Budget: $22,000
- 3 units reassigned time for 1 FT Faculty = $6,055

TOTAL PT BUDGET = $28,055

Schedule of Classes Management does not stop with submitting the schedule…

Timeline – Student Registration

What should a Chair be looking at as students register for classes?

- Waitlists
    - Bottleneck courses – are there waitlists for courses that are at the beginning of a sequence of courses?
- Low-enrollment
    - Review Degree to Progress dashboards – do students “need” this class. If yes, reach out to those students. If no, cancel and open a “needed” course.
    - *Manage the schedule of classes before it is managed for you!*
- FTES Targets vs. Actuals

Timeline - Census

- SOC Worksheet - ACTUALS
    - Compare build to actuals
        - What were the differences?
        - Make notes about changes, recommendations, issues…

Additional Best Practices...

4. Dedicated schedule refinement teams

5. Most students today are predominately interested in flexible scheduling options.

6. Courses that are scheduled twice per week are most consistently linked with positive student outcomes.

SOURCE: https://www.cmich.edu/colleges/se/Documents/Hanover%20Research%20-%20Best%20Practices%20in%20Course%20Scheduling.pdf

REMINDER

Course scheduling plays an important role in broader institutional effectiveness.