

## Course Scheduling Working Group Recommendations December 10, 2012

### Scheduling Zones:

#	Time	Percentage Distribution
1	Before 9:00 AM	Combined with zones 6, 7 & asynchronous online: at least 20%
2	9:00-11:00 AM	Up to 20%
3	11:00 AM- 1:00 PM	Up to 20%
4	1:00-3:00 PM	Up to 20%
5	3:00-5:00 PM	Up to 20%
6	5:00-7:00 PM	Combined with zones 1, 7 & asynchronous online: at least 20%
7	After 7:00 PM	Combined with zones 1, 6 & asynchronous online: at least 20%
<b>Asynchronous Online</b>		Combined with zones 1, 6 & 7: at least 20%

### Scheduling Rules:

1. There are 7 zones. Courses cannot cross between zones. Exceptions:
  - Three hour labs
  - Clinically based classes or courses based off campus (with approval of the appropriate dean)
  - Graduate Seminars with up to 16 students
  - Classes placed in zones 6-7. Undergraduate seminars or lectures that meet for more than two hours must be scheduled in zones 6 and 7.
2. All courses start on the hour except for 80 minute classes beginning at 7:30 AM. One hour classes may start on any hour contained in a zone.
3. Up to 20% of a department's scheduled hours may be scheduled in **each** of zones 2-5 (total 80%). At least 20% must be placed in some combination of zones 1, 6, and 7, and wholly asynchronous, online classes. Asynchronous online class hours will be counted as though they were face-to-face in terms of seat time.
4. Day of the week patterns are MW, WF, MF, TR, MWF. 4 day per week classes can meet in any four day combination.
5. Classes must be distributed across all days of the week with no more than half of a department's classes on Tuesday and Thursday, subject to room availability.
6. All rules above apply regardless of whether a department or Schedule25 controls a room. Departmental classrooms must be made available for limited general purpose instructional use.
7. Standing meetings (ICC, Councils of Chairs, University Senate, etc.) must conform to zones.
8. Once assigned, rooms may not be moved without approval of the appropriate college dean. After early registration begins, the following changes to the published class schedule require dean's approval:
  - addition of new sections
  - cancellation of scheduled sections
  - day/time/classroom changes
  - capacity decreases/increases.
9. Enrollment history or anticipated increases for a particular course will be used by Academic Scheduling to determine classroom size, so enrollment limits should be carefully reviewed and adjusted. Departments should base estimated enrollments on the actual enrollment during the previous corresponding term, with an estimated increase no more than 15%. In cases where the department projects a greater than 15% increase, justification must be provided in writing.

### **Resolving Schedule Conflicts**

1. The Registrar's Office, in consultation with Institutional Research, academic departments and the college will develop a "conflict matrix" that will list all classes which cannot conflict with other classes. This matrix will include major, service and general education courses and be programmed into the scheduling system as much as possible. It is expected that this list of conflicts to be avoided will grow in scope and sophistication over time as departments are made aware of problems and work collaboratively to solve them. Departments and colleges will be provided with reports listing any conflicts that occur.
2. After the schedule has been run, if it becomes clear that major or GE classes need to be moved to better accommodate student enrollment, the deans and vice provost in consultation with department chairs, will make adjustments which may result in exceptions to scheduling protocols.

### **Protocols and Review for Prescheduling Rooms**

The Vice Provost will have oversight and approval responsibility for and pre-scheduling rooms, in consultation with deans, Department Chairs, the Registrar's Office and, for disabled faculty requests, Human Resources. Applications for prescheduling must be submitted online by the Monday of the 3<sup>rd</sup> week of classes. Eligibility for prescheduling will be reviewed after yearly. Current room attribute lists will be reviewed and adjusted as necessary. Criteria are as follows:

1. Access to specialized instructional resources or other physical features (e.g., piano, field sample collections, lab stations)
2. Effect of a class on neighboring classes (e.g., sound levels or other possible sources of distraction)
3. Instructor's need for accommodation due to documented disability.

### **Resolving Room Disputes**

The resolution of disputes between classes and rooms will be the responsibility of the college deans or their designees.

Further recommendations

1. A list of scheduling best practices checklists and information will be developed and distributed to the academic departments by the Scheduling Working Group.
2. In addition to the conflict matrix, additional tools should be constructed that will show departments where they need to adjust their schedules to conform to the rules, so that the process can be as automated and intuitive as possible.
3. All classrooms/instructional spaces should be entered into a common database. Scheduling all spaces through a common scheduling software system will document actual usage, with the understanding that there are department centered space needs beyond scheduled classes.
4. Any further explanations and context for policies will be provided as an addendum to Registrations policies by the Office of the Registrar as needed (e.g., priorities and policies for resolving conflicts and rules for reporting use of departmental spaces).
5. Reports that reflect room usage and course availability under the proposed rules will be run as models to provide information for departments about course scheduling and allow for needed changes in the system or rules as the need arises.
6. Other information about rules of room use, including sharing of passing periods, returning rooms to their standard configuration and reporting of broken equipment will be published by the Registrar's Office.
7. The Scheduling Working Group will meet weekly in spring 2013 to oversee and further refine the new scheduling process and protocols.
8. A successor group should meet as needed in subsequent semesters to review scheduling procedures; consider feedback from faculty, staff, and students; and recommend changes to the Registrar's Office.

## Timelines

The timeline for class schedule build is as follows:

### Proposed Timeline

	1	2	3	4	5	6	7	8		9	10	11	12	13		14	
Week	1	2	3	4	5	6	7	8		9	10	11	12	13		14	
Fall Date	Aug 20 - Aug 24	Aug 27 - Aug 31	Sept 2 - Sept 7	Sept 10 - Sept 14	Sept 17 - Sept 21	Sept 24 - Sept 28	Oct 1 - Oct 5	Oct 8 - Oct 12		Oct 15 - Oct 19	Oct 22 - Oct 26	Oct 29 - Nov 2	Nov 5 - Nov 9	Nov 12 - Nov 16	Thanksgiving	Nov 26 - Nov 30	
Fall Timeline	Departments Plan Schedules				Department Data Entry on Schedule					Sched 25 Resolutions		Advising		Registration			Registration
Spring Date	Jan 21 - Jan 25	Jan 28 - Feb 1	Feb 4 - Feb 8	Feb 11 - Feb 15	Feb 18 - Feb 22	Feb 25 - Mar 1	Mar 4 - Mar 8	Mar 11 - Mar 15	Spring Break	Mar 25 - Mar 29	Apr 1 - Apr 5	Apr 8 - Apr 12	Apr 15 - Apr 19	Apr 22 - Apr 26		Apr 29 - May 3	
Spring Timeline	Departments Plan Schedules			Departments do data entry on schedule			Sched 25 Resolutions				Advising		Registration				
New Proposal	Departments Plan Schedules				Department Data Entry on Schedule			Deans' Level Conflict Resolution			Schedule 25 Resolutions	Advising		Registration			
Who	Departments				Departments			Deans, Departments			Registrar, Departments						
Deadlines			Requests for Prescheduling Submitted Online (Wed)	Roll Schedule (Monday)	Large Lectures/Labs due Tuesday to Registrar	Large lecture results back (Tues), Peoplesoft data entry due Fri	Monday: Run Audits	Run Sched 25 (Thurs-Fri)		Schedule Online (Fri)							
Other			Prescheduling Deadline		Census (Monday)			ICC Deadline (Oct 10)									

## **Appendix A**

### **Charge to the Course Scheduling Working Group from the Provost:**

“Thank you for agreeing to serve on this committee. Effective course scheduling is a critical part of helping our students succeed. In a recent survey of our students, 23% of respondents rated class scheduling as poor or very poor. A cursory look at class schedules shows departments scheduling upper-division major courses at the same time, an unsatisfactory distribution of courses throughout the day and a number of courses off module. Our current policies and practices clearly do not result in a schedule of courses that maximizes students' ability to take the courses they need to make timely progress to graduation. Those policies and practices will remain in effect for scheduling spring semester but will be replaced for scheduling next academic year.

Your charge is to research, develop and recommend a scheduling approach that maximizes students' ability to make timely progress to graduation. While maintaining local control of scheduling at the department level and accommodating faculty preferences for teaching schedules are desirable, they must be secondary to maximizing course availability. You need to strive to find an approach that achieves the latter while maintaining as much of the former as possible. In developing this approach you need to consult with department chairs and ASCs and keep myself and the Vice President for Enrollment Management and Student Affairs informed.

This new approach needs to be in place for fall 2013 scheduling. That means it must be developed, approved and implemented by February 2013. It needs to be reviewed by the University Senate and recommendation to the President by the end of fall semester. To meet this timeline, it should be sent to the Senate Office by November 8th, in time for the November 13 meeting of the University Senate Executive Committee.”

## Appendix B

### Process and additional background for developing these recommendations

**Purpose:** The Campus Quality Survey, done in spring of 2012 reported that “Approximately 25% of all students reported problems with the convenience and/or availability of required classes.” One of the recommendations in the report is to “Assess scheduling of courses and course offerings across majors and classes.” Toward that end we seek to ensure that students can register for meaningful full loads each semester they are at HSU. Meaningful in this case refers to the ability to register for classes that satisfy GE or major requirements.

**Who we are:** The working group included Rick Bruce (CAHSS staff, former Psychology Department coordinator, University Senator), Cheryl Satter (Biology Department coordinator, former department coordinator for Biology and Nursing ), Ben Marschke (History faculty member, University Senator), Dale Oliver (Math faculty member and former interim associate dean), Izabella Gray (Academic Scheduler from the Office of the Registrar), John Filce (Institutional Research and Planning representative), Jená Burges (Vice Provost), John Lee (Dean of the College of Professional Studies), and Ken Ayoob (Dean of the College of Arts, Humanities & Social Sciences). Representation was chosen based on scheduling process experience and to include a breadth of viewpoints.

**Process:** We examined our current scheduling practices, including (but not limited to) lengths and days of various classes, availability/utilization of appropriate classrooms, course start times, timeline for the scheduling process, previous scheduling recommendation documents, and priority scheduling. In addition, we consulted with members of the Registrar’s Office at Oregon State University, which has recently gone through a transformation of their course scheduling process, and reviewed scheduling procedures and modules from Oregon State, Cal Poly SLO, CSU Chico, Duke, and University of Oregon. We have been meeting weekly since September 12<sup>th</sup>.

#### 1. Guiding Principles:

- a. Any new system needs to be relatively simple so that rules, times and days can be represented on one page.
- b. Courses should be distributed relatively evenly across times and days to increase access for students.
- c. Conflicts between co-requisite, major and service classes must be kept to a minimum.
- d. Best practices in developing schedules should be identified and distributed to departments.
- e. Authority to make accommodations or settle disputes needs to be centered in the College and Vice Provost offices, not in the Registrar or Departments.
- f. Once implemented, the system should be subject to yearly review and revision as needed.

**After careful consideration we recommend the following procedures, rules, review, timeline and delegation of authority protocols for the course scheduling process. In addition, there are several recommendations for best practices lists, scheduling software and “dry run” testing that could be developed before implementation. This draft report is submitted as a basis for consultation with the University Senate Executive Committee, Integrated Curriculum Committee, Department Chairs, and Administrative Support Coordinators to elicit their feedback before finalizing the report and submitting it to the Provost.**

As part of the mission of Humboldt State University, classroom facilities are primarily for use by students, faculty and staff for activities and programs that are directly related to the educational functions of teaching, research, and preparation of scholarly material. Every effort should be made to

ensure that classrooms are assigned fairly, used appropriately, and accommodate the University's academic and instructional needs.

The recommended protocols are designed to ensure that courses are scheduled in a manner that permits access for the greatest number of students and provides the best match between specific instructional needs of the faculty, courses being offered, and existing facilities.

Teaching facilities are a finite resource. The goal of these policies is to maximize room and seat utilization, apply scheduling policies in a consistent and equitable manner, and provide flexibility for our students as they develop course schedules that maximize their progress toward graduation. These objectives and classroom utilization expectations apply to all academic departments and classroom space.

Classroom scheduling is a dynamic process requiring reevaluation of class size, equipment specifications, and pedagogical changes each term. The assignment of a specific room at a specific time in a given term will not automatically guarantee a continuing assignment of that space, even if the room was used efficiently. Faculty members should not expect to use the same space on a continuing basis.