Meeting Minutes

Committee:	Course Scheduling Committee (CSC)	Meeting Date:	January 6, 2020
Location:	Hinderaker 0154	Organizer:	Ken Baerenklau

ATTENDEES:

	Ken Baerenklau (Chair)	Associate Provost
	Bob Ream	Associate Dean
	Ivalina Kalcheva	Faculty Senate Representative
	Kathy Redd	Director& Student Services Advisor
	Rachel Wu	Faculty Senate Representative
	Thomas Kramer	Associate Dean
	Connie Nugent	Divisional Dean
	Kurt Schwabe	Associate Dean
	Bracken Dailey	Registrar

Did not attend:

	Alicia Arrizon	Associate Dean
	Kim Wolf	Student Affairs Assistant
	Marko Princevac	Associate Dean

1. Registrar Office data updates

The Registrar Office collected and analyzed data from the last quarter, the Registrar shared the findings with the committee and addressed questions asked in the previous committee meeting.

Discussion

The compliance comparison report addressed the missing departments and the departments added to the report. Bracken adjusted the excel sheet, to reflect the new additions. It is important to note, all the data collected and analyzed prior to registration being open to students.

i. Prime vs. Non-prime time: A committee member asked what courses were place in prime vs. non-prime time. The Registrar office analyzed how many courses were in prime and non-prime in the beginning and at the end of the process. There were seven out of compliance, an increase of sections, only sections that are scheduled in general assignment classrooms were reviewed (data looks only at general assignment classrooms). The data showed 4 out of 7 were in prime time. Out of the 28 courses, the Registrar Office saw a decrease in the sections from the time of the call to scheduling the courses. Eight of those were in compliance since the beginning of the process and did not end up in compliance. A possibility for the outcomes:

   1. Move sections to department space
   2. Canceled section
   3. Faculty leave the university

ii. Possibilities of how departments not initially in compliance, end up in prime time: The Registrar's Office goes in and begins to schedule, the first pass they use the optimizer to schedule courses that adhere to policy and are in compliance. Once it is completed, a scheduler schedules the other courses manually. The Registrar Office get every request in, and no longer considers compliance, they schedule a course that needs to be scheduled. They work with department schedulers and who might move things around; which might lead to some courses placed in prime time.
   a. At times departments take this approach to satisfy their needs e.g. TAs and faculty.
   b. Departments cancel sections and courses, which may lead to openings and allows other courses to be in prime time.
      i.   E.g., psychology canceled two courses that were going to be offered for Fall 2019, they were canceled because faculty left the university. *The Registrar Office is not notified the reasoning why a course is canceled.

iii. Scaffolding in CNAS and CHASS, a question about which college is benefiting the most from scaffolding. According to Registrar, CNAS does have the majority of

courses in scaffolding. Many of the CNAS courses service the campus landed in scaffolding. A few CHASS courses pulled out of the scaffolding matrix.

   a. The Registrar Office will look at how it might turn out if additional CHASS courses were in the scaffolding matrix and the impact on the schedule. In addition to how many courses are in compliance.
   b. According to the data, many departments are out of compliance.

iv. Historical Enrollment is crucial to scheduling courses and room utilization; it influences the placement of the course. The main goal of the Registrar Office is to utilize classroom space, it becomes challenging when new classes offered because there is no enrollment history. The Registrar Office has to anticipate a number and then look for an appropriate space.

v. Data on dead time, which means vacant time in between classes; they were trying to figure out if the university was utilizing space to its maximum potential. In 2018, there were 179 dead spaces in the schedule.

   a. Methodology: the entire sections of primary and secondary courses (excluded anything duplicated) analyzed. Organized day by day (demonstrate by a period of use per day) sorted by classroom, day, time and use. They used a formula to determine if the dead time was 40 minutes or less. If the time was equivalent 40 minutes or more it was not considered dead time. The committee wants to see the difference between Fall 2018 and Fall 2019. The team will compare Fall 2019 vs. Fall 2018 will analyze similarities or differences and provide information to the committee.

vi. Fall 2018 vs. Fall 2019: Registrar analyzed primary activity in Fall 2018 and Fall 2019. They look at every hour due to time change, and noticed the following changes:

   a. There were shifts in the 5:00 o'clock hour. The number of courses scheduled at this time decreased and the number of courses scheduled at 6:00 pm time slot increased drastically.
   b. There was an increase in secondary activity from Fall 2018 to Fall 2019. A decrease at the 3:00 pm time slot because it is at the end of prime time. There was also an increase at the 6:00 pm time slot. (Secondary prime time 3:00 to 6:00 pm).
   c. Secondary activity Fall 2018 and fall 2019- there is a big increase from 2018 to 2019, there is a dip at 3:00 pm because that is the end of prime time. Moreover, there is an increase at 6:00 pm. There is a secondary prime time is 3:00-6:00 pm.
   d. There was a request to normalize the start time of different class sizes in different colleges and schools
   e. The data showed time changes per college. There were no major changes. There was an increase at 6:00 pm and 8:00 pm time slot across campus. GSOE saw a huge increase at the 4:00 pm time slot. GSOE now has a new pre-assignment agreement.
   f. According to the data, there were 17 primary activity courses in Fall 2018 that began at 7:00 pm time slot. In Fall 2019, there were 20 courses; a small increase.

2. Survey

The survey will be ready by early February. After we do the survey, we will have a better idea of what we need to analyze every quarter. The Registrar Office will continue to analyze data and produce data and analytics for each quarter. The survey will go out by February.