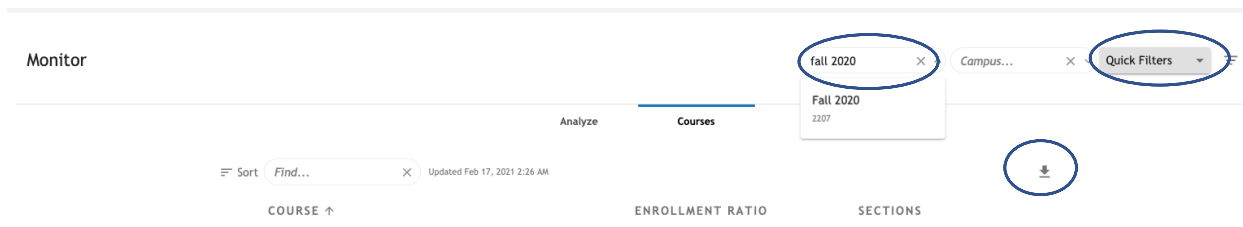


Tips for Schedule Evaluation and Planning

Prerequisite for this guide: Be familiar with the use of Monitor to get past enrollment information, and with Align for recommendations for an upcoming term.

What to do to get started: You need to be able to review the enrollment history for the last like term - meaning that if you are planning the next fall schedule, download the class enrollment for the most recently completed fall term. This will give you the classes offered in the last like term, how many sections offered, total seats offered, total enrollment and enrollment ratio.

Go to the Ad Astra platform and select Monitor. Go to the drop down menu under Quick Filters to select the filter for your school or college and enter in the term in the Term box. Click on the download arrow to the download.



You can also review the recommendations in Align, to help identify the top addition candidates (which is where you would want to add capacity if possible) and the top reduction candidates (which is where it may be safe to reduce capacity). This can help you prioritize your review of past enrollment trends to identify where it makes sense to make reductions, where it does not make sense to make reductions and where it makes sense to make additions.

What to pay attention to for planning purposes

- Look for solid flags in Align. These indicate the top addition or reduction courses, courses for which the analysis has multiple data points and trends over time indicating that more or fewer sections/seats are needed. Adding seats or sections of addition candidates has a high probability of positively impacting students, while reducing seats or sections of reduction candidates is likely to have minimal negative impact on students.
- Look for the presence of both reduction and addition candidates for your department, school or program. If there are courses in both the reduction and addition buckets, consider shifting a section from the reduction bucket to a section in the addition bucket to meet student demand for the addition candidate. This may be especially critical for addition candidates with persistent high demand over time.
- Consider how frequently a course is taught and the role of the course in the curriculum. Courses that are strict requirements for a program (i.e. students must take a specific course) and offered only once a year likely need to be offered so that students don't get off track for graduation. Courses that are electives, especially if multiple electives are offered the same semester, could be evaluated to make sure that demand for the group of electives isn't being spread thin over too many choices.

High demand courses

Courses that enroll above 85% are high demand courses. Courses that are high demand term over term should be last on the list of courses to think about reducing.

Low enrolled lectures or seminars

Look for **lectures or seminars** that enroll relatively few students (17 or fewer students at the lower division, 13 or fewer students at the upper division, 6 or fewer students at the graduate level) despite having a **higher cap**. Consider the following to evaluate if action needs to be taken:

- does the course consistently enroll few students when offered?
- how frequently is the course offered during the year?
- are there other courses that students can take in the same term to satisfy the same requirement?

If a course is offered every semester and doesn't enroll well, consider offering it only once a year instead of every semester, especially if there are other courses with capacity that satisfy the same requirement.

On the other hand, if a course is required for a program in a smaller major and only offered once a year, then it might be important to offer the course despite low enrollment to ensure that students aren't delayed in graduation.

Activities and laboratories and courses with lower enrollment caps dictated by pedagogy, safety, equipment or accreditation should continue to be offered with the caps appropriate for the requirements of the course.

Single sections of courses that serve a similar curricular purpose (program electives, GE, guided choice in a program)

If you offer multiple courses that serve a similar curricular purpose in the same semester, it may be possible to reduce the number of courses offered while still maintaining some choice for students. Consider the following:

- are all courses in the same group enrolling at similar rates?
- how frequently are any courses that have lower demand offered?
- how much total capacity is there in the group of courses? How does this compare to total enrollment in the group of courses? Is demand being spread over too many courses?
- is there enough capacity to cover enrollment in the course(s) that might be not be offered?
- are enrollment caps the same for all courses in the group?
- If not, is there a pedagogical need to have different enrollment caps for different courses?

If there is more capacity than there is enrollment in the group of courses, perhaps the course that has the lowest demand should not be offered, especially if there's capacity in the other courses for students. Courses that enroll fewer students could perhaps be scheduled in a later term to allow demand to build.

If there are different enrollment caps in the same group of courses that are not tied to pedagogical need, perhaps enrollment caps could be equalized, especially for higher demand courses with lower caps. This would allow capacity to be increased with what might be a moderate increase in cap that is consistent with caps for other courses in the same group.

Courses that have been high demand for several terms could be good candidates for an additional section in the current term because the likelihood of those seats being enrolled is high. Consider shifting a section of a lower demand course to an additional section of a higher demand course.

Multi-section courses

If you offer multiple sections of a single course, consider the following to evaluate if action needs to be taken:

- are all of the sections enrolling at the same rate?
- if the lowest enrolled section were cancelled, is there capacity in the other sections for those students?
- are enrollment caps the same for all sections of the course?

If there is capacity in other sections, consider offering fewer sections of the course. If enrollment caps are different between different sections, consider equalizing the caps, especially if the course is high demand, to increase capacity.