Georgia State University
College of Arts and Sciences
SCHEDULE REVIEW GUIDELINES

The university now requires Dean's Offices to conduct a review of proposed course schedules in advance of room placements. This review provides the opportunity to identify areas of high demand, report solutions, and document decision making. The following components of the scheduling/enrollment management process will be discussed at schedule review meetings.

Review course history: Use institutional data (college schedule status system, Ad Astra, IPORT, and department data sets) to identify courses that are in high demand or appear to be underperforming.

Examine demand indicators: Examine the overall course fill rates (enrollment/limit) or available seat rates to assess demand (e.g., upper 90% fill rate may require adjusting limit up; below 60% may need to be adjusted down). The college estimates the fill rates for draft schedules by using the final enrollment for the previous comparable term and the proposed course limit.

Enrollment minimums: All sections from the previous comparable term should be reviewed to determine if courses met standard university enrollment minimums (15 ugrad, 10 masters, 5 doctoral).

Identify cross-listed courses/sections: Some course sections may not meet enrollment minimums alone but do when grouped with cross-listed sections in other units or at the graduate level.

Review course projections: Use multi-year admissions/graduation trends to project possible changes to previous enrollment patterns (Ad Astra will ultimately provide projections based on information in DegreeWorks system). IPORT can be used to track changes in major enrollment.

Prioritize courses: The college has identified high priority undergraduate courses by examining their primary curricular role. Those that are required, included in the core curriculum, serve as gateway courses, or are otherwise critical to student progress are typically high-priority courses. Conversely, courses that serve as electives, particularly when one of a broad range of options, are lower-priority courses. Be cognizant that in a grouping of cross-listed courses, some may have a different curricular role in their respective programs.

Document decision making: There may be compelling reasons to increase, decrease, or keep the same course limits, despite what the institutional data seems to indicate.

Identify Schedule Conflicts: Departments should work to anticipate and avoid unnecessary conflicts that can slow student progress. Whether developing a visual calendar of courses or other means, units should examine the consequences of scheduling decisions early in the process. The university is working to implement a standard scheduling tool that will provide department with new resources in this area.

Get started early and submit complete schedule proposal on time: As many decisions about the schedule as possible should be made before the college review. Late or incomplete submissions often lead to less desirable room and time choices and increases the possibility of schedule conflicts.

Monitor schedule regularly: Once registration has started, use institutional systems (college schedule status system, IPORT, Ad Astra, Argos) weekly – at minimum -- to monitor progress. Ensure that course limits are adjusted in relation to room caps as appropriate.