

# Creating a Student-Centered Schedule Utilizing Needs Assessment and Gaps Analysis

**Problem Statement:** Student schedule needs are often incongruent with faculty scheduling preferences, which hinders effective use of facilities and reduces the likelihood of student persistence and completion. An additional problem is identifying an ideal course schedule that satisfies the entire college community.

**Data:** AACRAO surveyed 340 institutions of higher education - public and private, offering undergraduate and graduate degrees, from across the United States.

49%

of institutions plan out / release schedules one semester at a time



**76**%

of institutions roll schedules from one semester to the next



**78**%

of institutions have faculty preference as a strong influence in determining when, where and in what delivery modality undergraduate classes will be offered.



27%

of respondents agree or strongly agree with the statement, "Our institution engages in student-centered class scheduling."



Resource: AACRAO. A Comprehensive View of Undergraduate-Class-Scheduling Practice, Policy, Data Use and Technology. AACRAO, 2022.

### Reforms Proposed:

In order to solve the issue of creating a student-centered schedule while also supporting faculty and institutional needs, a two-step approach is required.

#### **Needs Assessment**

- Survey all stakeholders
- Use survey results to create focus group questions

#### **Gaps Analysis**

- Identify similarities and differences in stakeholder needs.
- Create course schedule



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## **Expected Outcomes:**



Stakeholder engagement with the scheduling process



Better understanding of student needs



Improved scheduling, which will improve retention and time to completion

#### Timeline:

February 1-28 Survey students and faculty

March 1-15 Analyze survey responses and complete comparison chart

March 16 - April 1 Conduct student, faculty, and advisor focus groups

April 1-30 Analyze information from focus groups

May 1-31 Develop scheduling suggestions

Share findings and suggestions with department chairs, discuss plan for action, negotiate changes

Share findings and suggestions with faculty to describe need for change

**June 1-15** 

**August 15-31**