

Sharing Insights

A STUDENT-CENTERED COURSE SCHEDULING RESOURCE

Purpose

Institutions that invite input on course scheduling create an expectation that they will report back on what they learn. Meeting that expectation matters: When findings are shared openly, participants see their contributions reflected in the work, and the case for change becomes a shared conclusion rather than an administrative decision.

Reporting back is also a substantive step, not simply a courtesy. Student and faculty perspectives are most useful when presented alongside scheduling data, where each source clarifies the other. Lived experience explains what the metrics cannot, and the data confirms which concerns are widespread rather than anecdotal.

The resources included here draw on best practices from the [AASCU Student-Centered Course Scheduling](#) initiative to help institutional leaders share early findings with the campus community, combining feedback and analytics to establish a common understanding of where the schedule is working and where it is not.

What's Included

This resource includes a customizable slide deck along with a companion email and social media content to help institutions share early findings with the audiences who contributed to them.

- **Deck**: A presentation template for reporting student and faculty input alongside scheduling data to faculty, staff, and institutional leadership. Slides include placeholder charts, a structure for organizing findings across infrastructure, course offerings, capacity, and student outcomes, and space to articulate what those findings mean for your institution and what will happen next.
- **Email Copy**: A ready-to-customize message for deans, faculty, and staff that acknowledges participation, summarizes emerging themes, and outlines next steps.
- **Social Media Copy and Graphics**: Posts tailored for two audiences: colleagues on LinkedIn and students on institutional channels.

Before You Begin

Three resources from the initiative precede this one, and together they generate much of the content this deck is designed to present.

- **Introducing the Work:** Establishes the case for student-centered course scheduling and sets the expectation that the institution will return with what it learns. This resource completes that commitment.
- **Feedback Toolkit:** Surveys, focus group guides, in-class polls, and event activities that produce the student and faculty insights presented on slides 3–9.
- **Course Scheduling Data Guide:** Definitions and framing for the scheduling metrics presented on slides 11–14.

Deck

DOWNLOAD: [PowerPoint Template](#)

1. Title Slide

Building a Student-Centered Course Schedule

Strengthening student momentum, faculty planning, and institutional sustainability

2. Section Slide

Sharing Insights

3. Student Survey Insights

- PIE CHART: "How often do you have difficulty getting the courses you need at the times you need them?" [PLACEHOLDER DATA]
 - Often – 38%
 - Sometimes – 32%
 - Rarely – 20%
 - Never – 10%

4. What Students Told Us

- [PLACEHOLDER] Many students said they could not register for at least one required class this term.
- [PLACEHOLDER] Working and caregiving students said they have limited availability outside evenings or online formats.
- [PLACEHOLDER] Students described stress during registration because they "don't know if classes will fit."

- [PLACEHOLDER] Some students reported adjusting their major or delaying graduation due to scheduling barriers.
- [PLACEHOLDER] Commuting students said large mid-day gaps make campus time costly and difficult.

5. Student Quote

6. Faculty Survey Insights

- PIE CHART: "To what extent do you believe the current course schedule meets most students' needs?" [PLACEHOLDER DATA]
 - Very well - 6%
 - Somewhat well - 30%
 - Not very well - 40%
 - Not well at all - 4%
 - Unsure - 20%

7. Faculty Survey Insights

- BAR CHART: "Please rank the times/days of the week you most prefer to *avoid* teaching. (Rank from 1 = least important to avoid, to 8 = most important to avoid)" [PLACEHOLDER DATA]
 - Y-axis: Average rank
 - X-axis: Times/Days of Week
 - [PLACEHOLDER DATA]
 - Early morning (8:00–10:00 AM) - 6.2
 - Late morning (10:00–12:00 PM) - 3.4
 - Early afternoon (12:00–2:00 PM) - 2.8
 - Late afternoon (2:00–4:00 PM) - 4.1
 - Evening (4:00–7:00 PM) - 7.4
 - Monday - 5.1
 - Friday - 7.0

8. What Faculty Told Us

- [PLACEHOLDER] Faculty noted recurring conflicts between required courses for key majors.
- [PLACEHOLDER] Many said current scheduling timelines make planning difficult.
- [PLACEHOLDER] Chairs reported uneven demand, with some bottleneck courses overloaded and others underfilled.
- [PLACEHOLDER] Faculty and advisors highlighted that high-DFW courses often cluster in the same term.
- [PLACEHOLDER] Faculty expressed concern that adding more evening sections could interfere with work–life balance and asked for solutions that balance student demand with faculty wellbeing.

9. Faculty Quote

10. Combining Lived Experience + Data

Scheduling becomes clearer when we bring together:

- What students experience
- What faculty observe
- What advisors surface
- What the data reveals

This helps us challenge assumptions and design smarter, more sustainable solutions.

11. Data Insights - Infrastructure

- Areas of Strength
 - [PLACEHOLDER] 30+ faculty and staff engaged
- Top Opportunities
 - [PLACEHOLDER] Determine overlaps in meeting patterns
 - [PLACEHOLDER] Build opportunities for collaboration and communication
 - [PLACEHOLDER] Understand the relationship between pathways, accuracy, and advising

12. Data Insights - Course Offerings

- Areas of Strength
 - [PLACEHOLDER] Average Enrollment Ratio (83%) near benchmark goal (85%)
- Top Opportunities
 - [PLACEHOLDER] Addition Candidates - 121 of 491 courses are overloaded
 - [PLACEHOLDER] Higher offering courses tend to be highest filled
 - [PLACEHOLDER] Reduction Candidates - 178 of 491 courses are underutilized
 - [PLACEHOLDER] Single sections are underutilized on average

13. Data Insights - Capacity

- Areas of Strength
 - [PLACEHOLDER] 55 rooms of varying sizes
- Top Opportunities
 - [PLACEHOLDER] Gen ed spread on higher demand course offerings
 - [PLACEHOLDER] Improved adherence to on-grid meeting patterns
 - [PLACEHOLDER] Decrease amount of unique meeting patterns

14. Data Insights - Student Outcomes

- Areas of Strength
 - [PLACEHOLDER] Hybrid modality consistently correlated with highest passing rates
- Top Opportunities
 - [PLACEHOLDER] Reduce time to degree (7.3 years) by increasing productive credits/year (16.4)
 - [PLACEHOLDER] Improve % of students making sufficient progress in their first year (66%)
 - [PLACEHOLDER] Improve passing rates in Hyflex courses (66%)

15. What This Means for Us

- [PLACEHOLDER] Students are struggling to get classes they need at times they can actually take them.
- [PLACEHOLDER] Faculty see significant scheduling barriers, and they are also trying to protect their work-life balance.
- [PLACEHOLDER] Student and faculty experiences point to the same core issue: the schedule isn't aligned with when real students can attend or when faculty can realistically teach.

16. What's Next

- [PLACEHOLDER] Timeline - Activity
- [PLACEHOLDER] Date - Milestone
- [PLACEHOLDER] Timeline - Activity
- [PLACEHOLDER] Timeline - Activity
- [PLACEHOLDER] Date - Milestone

17. Questions?

18. Let's Build Student-Centered Systems—Together

Contact email@email.org or visit website.edu for more information.

Email Copy

To Deans/Faculty/Staff

Subject	Results are in: early insights about course scheduling
Preview Text	Here's what students and faculty shared about [Institution's] course schedules.
Heading	What we're learning about our course scheduling.
Body	Thank you to everyone who shared feedback on our course scheduling process. Your input is giving us a clearer picture of how our schedule impact student progress and faculty planning. Early Insights Here is what you need to know about the feedback process: • # surveys, # focus groups, and # in-class polls were conducted between [DATE] and [DATE]. • # faculty members participated • # students participated Across surveys, conversations, and data analysis, a few themes are emerging: • [THEME] E.g., <i>Students often struggle to get required courses at workable times</i> • [DATA] E.g. 38% of students surveyed report having difficulty getting the courses they need at the times they need them. • [THEME] E.g., <i>Working and caregiving students need more predictable and flexible options</i> • [THEME] E.g., <i>Faculty see recurring course conflicts and uneven demand across sections</i> • [DATA] E.g. 49% of faculty surveyed believe the current course schedule does not meet students' needs very well. Next Steps These lived experiences, combined with scheduling analytics, help us move beyond assumptions and toward smarter, more sustainable solutions • [PLACEHOLDER] Timeline - Activity • [PLACEHOLDER] Date - Milestone • [PLACEHOLDER] Timeline - Activity

	• [PLACEHOLDER] Timeline - Activity • [PLACEHOLDER] Date - Milestone Please review the attached insights deck for a snapshot of what we're seeing so far. We'll continue sharing findings and outlining next steps in the coming months. Thank you for helping shape this effort. [Name] [Title]
Attachment	<u>Deck</u>

Social Media Copy and Graphics

To Deans/Faculty/Staff from Individual LinkedIn Account

Graphic	Option 1: You shared. We listened. What we're learning about course scheduling. DOWNLOAD: Image, Canva Template (page 3) Option 2: Survey Data Points DOWNLOAD: Canva Template (page 4)
Caption	Thank you to [INSTITUTION] faculty and academic leaders who shared feedback on course scheduling. Early insights show common themes: • [THEME] E.g., Students often struggle to get required courses at workable times • [THEME] E.g., Working and caregiving students need more predictable and flexible options • [THEME] E.g., Faculty see recurring course conflicts and uneven demand across sections These insights are helping us take smarter next steps: • [PLACEHOLDER] Timeline - Activity • [PLACEHOLDER] Date - Milestone • [PLACEHOLDER] Timeline - Activity • [PLACEHOLDER] Timeline - Activity

	• [PLACEHOLDER] Date - Milestone More updates to come.
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To Students from Institution Social Accounts

Graphic	Option 1: Thanks for your feedback. It matters. DOWNLOAD: Image, Canva Template (page 5) Option 2: Survey Data Point DOWNLOAD: Canva Template (page 6)
Caption	Students told us [THEMES SUMMARY; e.g., scheduling can be stressful and sometimes makes it hard to get required classes]. We hear you. Your input is shaping how we think about improving course scheduling so it better fits real student lives. Thank you for speaking up and helping improve the path to graduation.