Course Squeeze is On—430 Now Closed

4-1-70
By BRIAN DILL
Lanser Staff Writer

It used to be telephone booths and Volkwagens, but Tuesday it seemed to be classes, as more than 45,000 students tried to squeeze into the University's 1,500 courses.

The problem is a familiar one.

This quarter, like last, approximately 430 courses were either closed or canceled. The breakdown is roughly 360 closed and 70 canceled courses, according to the scheduling office.

However, the real problem is the number of students affected, not the number of courses closed, Bruce Bursack, assistant registrar for scheduling, said.

"The number of closed courses is not a true indication of how many students are affected," he said.

Decrease in Closed-out?

"I have a suspicion that the number of people affected has decreased since last quarter," he added. "However, this is only intuition, since we have no facts to base it on."

Bursack said the overall situation is improved from Winter Quarter.

"Lines are noticeably shorter, if that is any indication, and there have been few real problems so far," he noted.

Concern Helps

"This is most noticeable in the 100 level courses and the trend is creeping into higher level courses now," he said.

The Office of Academic Affairs, he said, has been in touch with the scheduling office, discussing problems and solutions to scheduling courses.

George W. Baughman, director of Administrative Research, said his office monitors 21 courses which, according to a report on 217 closed courses in Autumn Quarter 1969, affect 54 per cent of all students closed out.

The Big Six

Of these 21 courses, six account for nearly 30 per cent of the students affected. They are: Fine Arts 111, Health Education 101, Psychology 100, 101, 120, and Sociology 101.

One problem the scheduling office faces is not knowing how many students want a course once it has closed, Baughman said.

"We don't know what the demand is. There may be one or 1,000 waiting to get in," he said.

Past records, which are a likely source of help, are often fuzzy, he said, "especially with the changes in the ROTC requirement and the restructuring of University College."

Moreover, the fluctuation of freshmen classes has made enrollment forecsts difficult, he said.

Forecast Ability Poor

"Our ability to forecast has been poor since the freshman class can vary up to 400 or 500 students. This may not be noticed by some, but when you try to put an extra 500 students into an English course, the impact becomes very acute," Baughman noted.

He said he expects the limitation on freshman enrollment this fall, the first in the University's history, to help solve the problem.

Baughman advises students to turn in their schedule cards early and to see counselors about choosing suitable alternatives.

One freshman standing in line outside 108 Derby Hall, a scheduling center lamented that everything he had requested had been changed—either the courses themselves or the times offered.

"I can't get into anything I want, and I'm in everything I don't want," Fred Renner, University College-1, said.

He said his new schedule is spread out from 8 a.m. to 6 p.m. and does not allow him to work the four hours a day he had allotted for.

"I'm afraid it will take me half the quarter to get my schedule straightened out," he said.

A student standing near Renner said he was "pretty lucky this quarter," since he got into all the courses he had requested.

One coed, who asked to remain anonymous, said that this is the third quarter in which her 19 credit hours have been reduced to 10. "I don't think it's right," Theron Pritchard, Fine Arts-1, said. "I've been closed out of every theater course all three quarters, and that's my major," he said.

Another coed said she was closed out of three fine arts courses and an education course.

"I've never gotten every education course I signed up for," Sheryl Cohen, Education-2, said. Tuesday she had five credit hours on her schedule.

Bethel Andrews, Arts-4, said she was canceled out of two courses, one of which she needs to meet requirements.

"But I got back into the one I needed," she said. "They were very understanding."
Scheduling: Choice vs. Resources

If students could schedule courses the same way they buy clothes in a department store—that is, from an unlimited supply—they would be rid of a big headache.

At least this is how it seems at a glance.

Not so, says Ronald W. Brady, director of the University’s budget.

“This University is a free choice environment, but it is coupled with limited resources,” he said Wednesday. “When you have both free choice and limited resources, there is bound to be conflict. And as a result we have closed courses.”

Free Choice

Brady said that if the University did have unlimited resources, it would be at the expense of free choice. The headache of closed courses, then, would likely be replaced by one of a controlled environment.

Scheduling courses is not like shopping, he said. “When you go to a department store and ask for a pair of slacks and they don’t have your size, they’ll order it for you,” he said.

“But when you are closed out of a course, it’s impossible for the University to meet the needs every time, whether it is lack of faculty or space or money,” he said.

Courses Closed

“Some courses close because they have to. They were planned to accommodate a certain number of students and simply cannot go above that number,” Brady said.

Medicine and veterinary medicine courses work this way, he said.

Other courses close due to lack of staff, he said. It is a lack of teachers, not money, in these cases, he said.

Courses faced with this problem are psychology and fine arts, he said.

Ohio State has one of the lowest student-teacher ratios in the Midwest, he said. The ratio is 23 students to every teacher here, while other major tax-supported schools average 18 to one.

The University is in the midst of an enrollment “bulge” which is not expected to subside until 1972 and 1973, he said.

Less Students

“This autumn we expect to have 1,000 less freshmen and sophomores, due to the earlier date for application deadline,” he said. The new date is May 1.

The impact of this decrease, however, will not be felt until 1972 or 1973, he said, when those students presently enrolled will have graduated.

Brady said that all colleges and University officials have made a concerted effort in alleviating the closed course problem.

Charles L. Babcock, dean of the College of Humanities, said that many teachers have shown “a very great willingness to work with department chairmen about expanding courses and about taking overload classes.”

One possible solution currently being considered, he said, is that of scheduling courses several quarters in advance.

“This is one of the few possible salvations,” he said.

Petition Demands Fund Switching

By Mary Webster

With closed courses heading toward an all-time high and no answer in sight, a petition has been circulated on campus calling for reallocation of University funds, according to Roger D. Petersen, history instructor.

The petition, which calls for reallocation of funds from graduate programs to undergraduate programs, will probably be submitted to John T. Mount, vice president for student affairs, with the intent of making the administration aware of the number of students unwilling to accept the situation as it stands now, he said.

Petersen said that 2500 signatures have been secured so far.

“Necessary Thing”

“By cutting back graduate programs, more money would be available to hire more undergraduate teachers,” Petersen said.

Cutting back graduate programs is a “necessary thing, in and for itself,” he said.

A cutback is necessary to eliminate the absurdity of pursuing preparation for a job that does not exist, he said.

Too Many Ph.Ds

Throughout the nation universities are “producing more Ph.D’s than they can find jobs for,” Petersen said.

The survey reported that in the field of physics there will be 243 Ph.D candidates in June and only 12 vacancies for these people, he said.

Cutting back graduate expenditures would mean less teachers, and, logically, less graduate students, Petersen said.
Big Student Response Opens Closed Courses

4-28-70

The Free University is solving the closed-course problem. Seven courses will reopen this week to those who missed out at registration.

Ron Grischow, a Free University Executive Committee member, said the courses will reopen due to the large response Free University received since registration.

"We're in a position to open courses where space is available from drops, courses that changed their goals or direction, or from new sections added," said Grischow.

The new courses are:

Broadcast Media, at 7:30 p.m. Mondays at the Cochroach in the United Christian Center.

Effects of Science on Society, featuring guest speakers every Thursday at 7:30 p.m. at 89 W. Norwich.

Modern Dance Techniques, Thursdays at 4:30 p.m., 33 W. Norwich.

Ecology and Social Values, taught by Stephen Stollmack and Ed Schofield each Sunday at 7 p.m. in the United Christian Center.

The Mideast, Wednesdays, 7:30 p.m. at the United Christian Center.

Sociology of Modern Music, 156 E. 13th at 7:30 p.m. Thursdays.

Mysticism and the New Testament, 24½ E. 17 at 7:30 p.m. Tuesdays.

Anyone interested can go to the first meeting of the course and register there.

Grischow encouraged those who would like to teach a course in summer or fall to contact the Free University at 89 W. Norwich.
It's the middle of finals week and you're going to be studying all day and probably all night. Then as the mail arrives, you're confronted with a big decision.

Should you open the letter from the University containing next quarter's schedule cards or should you avoid the likely chance of ruining the rest of your day?

Curiosity, naturally, wins out and you open the envelope which you hope will contain one completely unaltered schedule card.

Such is not the case.

To your dismay, the health course you've been trying to get into for six quarters is neatly crossed off, as are several other courses.

An English literature course, which you're taking only because it's a requirement, and a course in your major, likewise are eliminated.

As you consider your plight, you recollect the long lines you faced last quarter trying to fix up your schedule, and you prepare yourself once again for the familiar ordeal.

Off you start to see counselors and to beg faculty members to let you into their closed courses.

Studying for the big final will have to wait.

No Reports Kept

Unfortunately, this situation is not unique to a small minority. Scheduling problems are happening to more and more students all the time. This year there were more closed courses at Ohio State than in any other year.

Ohio State also is seeking improvements and solutions, but these are only in the idea and suggestion stage. The Council on Academic Affairs has set up a Committee on Closed Courses to study the problem. Among the suggestions it has proposed are computer-assisted scheduling, enrollment forecasting and preregistration.

However, many students and faculty feel that the attempt to solve the problem of closed courses and scheduling is beside the point since the courses many students are being closed out of are ones both groups would like to see dropped as requirements.

As one student exclaimed, "I'm studying for something I had to fight to get on my schedule, that I will forget tomorrow."

Which Course to Take?

Curriculum requirements are determined by each college and department, based on what educators believe will provide the most complete and well-rounded education.

But many people feel that the system of required courses is too rigid, and in some cases irrelevant.

Put together, required courses, closed courses and the present scheduling system have created an increasingly serious problem, frustrating and discouraging to students, faculty and Administration alike.

The problem is a long way from being solved. As an administrator points out, "Its solution requires campus-wide cooperation, high level attention and substantial funding."

What direction will scheduling take? A series of articles beginning today takes an in-depth look at the problems, the causes and the possible solutions.
Course Closeout High

By LESLIE ZOSLOV and ROBERT RHEES

There have been more closed courses this year than any other recent year at Ohio State, according to statistics from the office of the assistant registrar.

Bruce A. Bursack, assistant registrar for scheduling, said that between Autumn Quarter 1968 and Spring Quarter 1970, the University has added 318 courses, yet the closed courses for the same period of time have risen by 117. Bursack also pointed out that the undergraduate student enrollment has risen by 3,278 from Spring Quarter 1969 to Spring Quarter 1970.

Bursack said there was an unexplained drop in the number of closed courses Autumn Quarter 1967, the year of the course number change. However, he added that figures are misleading, and explained that included in the closed courses are courses requiring written permission to enter, so in effect they are not really "closed."

Bursack said the scheduling procedure is based on tradition, statistics which courses close most often, and common sense.

"The process we have," Bursack said, "is basically very inefficient, but it has been here a long time and when a system lasts that long it means it works."

The process of scheduling begins in the college offices where students deposit their cards in a box during scheduling time, according to Robert E. Cates, assistant dean of the College of Arts and Sciences.

"The office," he said, "empties the card box every hour." He added that the collected cards are checked for mistakes and then placed in boxes. The boxes are numbered in order to maintain a first-come, first-served basis when they are received.

The boxes are delivered periodically during the day to the scheduling office in Derby Hall.

An exception to the first-come, first-served rule is seniors and honor students who turn in their cards a day early. They also receive priority for the remaining scheduling days, Cates said.

Most colleges follow this procedure, although the College of Education and University College have programs whereby advisors handle the schedule cards for their students.

Each girl in the scheduling room is responsible for the cards of one college. These girls also are given a board with a list of courses which majority of students from that college must take.

If a course requested is not on her board, the girl sends the packet to another girl who has the course listed on her board. When the card is completed, the packet is sent back to the original girl who rechecks and initials it.

All academic subjects are scheduled first, Bursack said, then health education, physical education and military science, which are together on a separate board.

Bursack said the scheduling girls try to give seniors and honor students the times they request. If a student has no obligations, such as the work-study program, he may not receive the times he has requested since the scheduling office tries to balance the number of students in each class.

This gives students who do have obligations a chance to receive the hour and course they requested, even if they have turned in their cards later than someone who was closed out.

Course Mix-ups

Some students have been closed out of a course after turning their cards in the first day while others have gotten that course even though they turned their cards in later. They can blame their problem on either one of two things.

First, the priority of their cards may have been changed because of a mix-up in either the college office or the scheduling office.

If that wasn't the problem, then the other possibility is that one card may, for instance, have contained six courses all of which are located on different boards.

Another card may have had all courses listed on one board and therefore went right through and was completed.

The first card had to be passed around the room and time was lost as well as a course or two.

Done By Hand

After each packet is okayed, the part-time workers must copy the completed schedule card by hand onto the other two cards in the packet. The cards are then taken out of the packet and sent to data processing where they are separated.

The registrar's copy comes back to the Registrar's Office and is the official record. The student's copy is sent to the Bursar's Office, where it is used to establish fees and from which the fee cards are made. The schedule and fee cards are then mailed to the student.

The college's copy is used by data processing to pull grade cards. Grade cards are made out for each course, hour and section beforehand. A grade card is pulled for each course on a schedule card.

These are put into a computer with the schedule card where the name and student number are transferred from the schedule card onto the grade card. The grade cards are then filled in student order.

When the student's fees are paid, the paid fee card is matched against the filled grade cards, sorted in department order and sent to the department which gives them to the instructor.

Bursack said the girls in the Scheduling Office do the best they can to give students the best possible schedule. However, he admitted that the system does not always give students exactly what they want: Good hours and requested courses.
Plan to Keep Closed Courses Open

English department for six years, expressed concern whether or not the program would be entirely beneficial, and questioned the final result on the educational structure of the University.

"Our concern for the proposed plan is simple," Kuhn said. "We have for years, been doing all the things the special committee is trying."

Charles W. Hoffman, chairman of the history department, was another outspoken critic as to the overall thinking behind the council's proposal.

"The first phase which gives you information will be a help Hoffman said," but the second phase might cause some problems.

Donald Anderson, acting dean of the College of Education, said his college is exploring the new ways to staff the high enrollment courses, reshuffling faculty, exploring new ways to staff courses, and by raising the limits.

He interpreted the proposal by the Council as tightening some of the staff commitments across campus. "There is some luxury in the handling of courses," he said.

September 5 is the projected date the Council has set that will make available an accurate enrollment figure.

Richard H. Bohning, dean of the College of Biological Science, said too, he felt the proposal was to relate to departments that it was necessary to "use our resources more efficiently."

Lee Rigby, Dean of the College of Arts, said he foresaw no problem with the program, as long as it was only a temporary answer.

James R. McCoy, dean of the College of Administrative Science, explained his department is "working hand and glove" with the program, and added as long as the program was temporary, it would not affect the aims of the educational system.

The deans and chairmen are finishing compiling information for the first date of information gathering which the Council has set at July 31.
Course enrollment forecast to help scheduling problems

By STEVEN JAY
Lantern Staff Writer

If you are a freshman or sophomore, you may receive a letter informing you of your selection as a participant in a 10 per cent random sample course forecast survey.

The survey asks students to list courses they think they will be scheduling in the next six quarters.

Richard Tybout, special assistant to the provost dealing with closed courses, said, "Enrollment forecasting is a long range attempt to compile information so departments can staff in advance to alleviate next year's closed course problem."

The secretary and the chief counselor of each college meeting with Tybout to plan the survey since the beginning of September, have drawn up guidelines to help counselors help students fill out the schedule survey.

Enrollment in courses that incoming freshmen will take next year will be estimated by what freshmen are taking this year.

First quarter freshmen will not participate in the survey until January, since lack of experience makes it hard for them to know what they want to take, Tybout said. However, other students must complete the survey before December 10.

Tybout said, "We want the results in the Winter Quarter because most of the departments make decisions on new assistant professors at this time."

According to Tybout, in addition to improving scheduling procedures, the survey will improve student-counselor communication. Tybout said the survey will not be very accurate because the student may change his mind but he hopes students will make good approximations.

"We have to do this for three or four years to get reliable information on trends and probabilities on students switching colleges and dropping out," Tybout said.

Tybout said, "The 10 per cent random sample figure is a compromise between what we can learn and what the counselors can accomplish."

He added that if enrollment forecasting is successful, he will expand the size of the sample taken.

Until last Summer Quarter, the University coped with the closed course problem through rough estimates, he said.

At the beginning of the summer, however, Tybout's office instituted a staffing program in which various college staffs were readjusted to conform to student choices of courses.

Tybout's office also has been working on a redistribution program designed to spread out the times certain courses will be offered to reduce the closed course problem.
Closed-course woes halved from year ago

By LINDA HALSEY

So think think you’ve got it bad because you were closed out of three courses and had to stand in a line that circled the first and second floors of Derby Hall? Don’t feel bad — last Winter Quarter nearly twice as many courses were closed.

That’s right — believe it or not, the situation is improving.

Richard A. Tybout, professor of economics and special assistant to James A. Robinson, provost and vice president for academic affairs, is in charge of solving the closed-course problem and said the improvement was due to a special short-term program. He said more improvements could be expected with two additional long-term programs.

The Staffing Program for Closed Courses, a two-phase program that directs each department to increase the maximum number of students allowed per course, was responsible for the improvement, Tybout said.

The number is increased to correspond with the number enrolled the same quarter of the year before and with student requests on schedule cards. Cards are tabulated and results sent immediately to the departments so they can make adjustments before the scheduling office begins its work.

The program also urges each department to combine low-enrollment sections of a course and to increase the size of five-hour recitation courses and change them to lecture-recitation classes.

Courses with an extremely low enrollment, such as any 300 level course or below that is an elective with an enrollment of 12 or less or any 300-799 level elective with an enrollment of eight or less, may also be cancelled under the staffing program.

The plan also suggests the postponement of newly proposed courses and 693 (individual studies) classes.

After original scheduling is completed (this quarter after 248 courses were closed) the second phase of the program begins.

Courses are reopened, either by adding more sections or by adding students to each section, and those students closed out of Phase I are given priority in getting back into the course.

The use of this system for the past two quarters has resulted in the reduction of the number of closed courses from 387 to 248 since last winter.

The number of "seats" closed — tabulated instead of students since so many students are closed out of more than one course and otherwise would be accounted for only once — was reduced by 15,554 to 6,832.

The number of seats per course closed last Winter Quarter was approximately 40, and this quarter it was only 27.

Tybout said the decrease has occurred mainly because of the cooperation among the departments, with each trying to maintain a balance between students and available course space.

The first long-term program, Class Hour Redistribuition, is planned for 1971-72. Each department will spread its courses throughout the day instead of grouping most between 9 and 11 a.m., the greatest concentration of class hours at present.

Under the second long-term program, the Student Course Forecase Survey, each student would fill out his schedule for the coming year.

These schedules would then be analyzed and the results distributed to departments to help them plan faculty, course, and student distribution.

The method is being tested with a 10 per cent sample of all undergraduate students who pre-scheduled Spring Quarter of this year and the entire academic year 1971-1972.

Its purpose is to improve scheduling procedures and student-counselor communication.

According to Tybout, however, the drawback in this program is that students may change plans between the time they schedule and the following year.

A third long-term program, not yet in operation, involves replacing hand-scheduling with scheduling by computers.

Despite the obvious improvements, especially in faster-moving lines, students are still complaining.

"It's a mess" was the opinion of many who stood in line for as long as three hours to get their schedules changed.
10% delay graduation a quarter
due to close-outs, poll shows

By WARREN GOULD
S MAR '71

Almost 10 per cent of Ohio State's
students must delay graduation at
least one quarter because of closed
courses, according to an Ohio State
University Poll (OSUP) survey
released Thursday.

In January, OSUP surveyed 450 stu-
dents about the pass/non-pass sys-
tem, closed courses and early finals
for seniors.

OSUP is an independent polling
organization funded by a College of
Social and Behavioral Sciences grant.

The results of the polls are reflective
of 94 per cent of campus, according to
Jack Combs, a senior from Hamilton
and director of information and analy-
sis operations for OSUP.

According to the survey 47 per cent
of the students polled had been closed
courses.

The survey showed whites slightly
more favorable to it than non-whites,
undergraduates more favorable
toward it than graduate students, and
students with grade points from 2.00-
2.99 more favorable toward it than
higher grade points.

"Those groups with a higher
grade average, graduate students,
and non-white students may have a
deep commitment to the present
grading system due to a prestige
factor or perhaps they feel some of
the incentive in the grading system
would be destroyed by pass/non-
pass," Combs said.

Ninety per cent of the students dis-
approve of eliminating the pass/non-
pass system altogether.

Eighty-three per cent disapprove of
decreasing the number of courses on
the pass/non-pass system and 75 per
cent approve of increasing the
number of courses on the pass/non-
pass system.

Forty-seven per cent approve of
allowing students to take all university
requirements pass/non-pass,
while 46 per cent disapprove. Of those
approving, 51 per cent are liberal and
34 per cent are conservative
politically.

Seventy per cent approve of allowing
students to take all electives on
the pass/non-pass system.

A majority has approved of pass/non-pass but 36 per cent of the
students have used it for anything
other than physical education or
health education. Of the 36 per cent
seven per cent have used pass/non-
pass for courses other than their
ROTC requirement.

Reasons given for approval of
were varied. Thirty-nine per cent said they are under less
pressure, they learn and enjoy more
from courses, and they get an oppor-
tunity to read what they want to other
than assigned reading.

Thirty-two per cent said it was an
easy way to get credit and they did
not have to work hard. Other reasons
also were given.

Students were polled about early
finals for graduating seniors. Early
finals have been questioned because
the senior must cover a quarter's
material in less time and the pro-
essor must construct and grade two
exams.

Eighty-one per cent approved of
early finals.

Students also responded to two
alternatives to early finals. Seventy-nine per cent opposed postposing
graduation, and 56 per cent opposed
holding ceremonies at the scheduled
time but mailing out official diplomas
at a later date.
OSU computers cause closed-course decline

By Mike Chern

The University task force that was aimed at reducing closed courses ceased operation June 30 with a record of about a two-thirds reduction in closed class problems over a two-year period.

Richard A. Tybout, professor of economics and head of the task force, said emphasis will now shift to individual departments with high levels of close-outs.

Tybout sees computer assisted scheduling (CAS) as the key to the overall “management problem” of providing courses to meet student demands. CAS went into effect Winter Quarter.

CAS furnishes early information to colleges and departments so they can enlarge or cut sections to meet demands, he said.

Close-outs reduced

During Autumn, Winter and Spring Quarters of the 1969-70 school year, slightly more than 16,000 seats were closed each quarter. A closed seat indicates a request for a class space that cannot be honored.

Tybout explained that the actual number of students closed out would be lower, since a student can request and be closed out of a course more than once in a quarter.

His task force, which started work during Spring Quarter 1970, tried a number of guidelines, forecasts, and rules-of-thumb to reduce the number of closed seats, while recommending the move to CAS.

By Spring and Autumn Quarters of 1971, they had reduced the closed seat number to around the 7,000 mark. Tybout said about 200,000 seats are requested each quarter.

In a recent report, Tybout shows 7,192 closed seats for Winter Quarter, 1972 and 6,433 for Spring Quarter, 1972. He explained, however, that these figures include about 1,500 graduate course close-outs, which were not in earlier statistics.

Adjustment of the Spring Quarter figure indicates about 5,000 undergraduate closed seats.

Department problems

Tybout said that six departments accounted for 73 percent of the Spring Quarter closed seats. Three of these departments had 60 percent of the close-outs. He would not name the departments.

He said some equipment limitations restricted the size of courses to available pieces of necessary equipment.

Tybout indicated that improvements on a departmental level could be made, however.

Functions of CAS

In explaining what CAS does, Jack K. Damron, administrative assistant in the office of the Registrar, said CAS furnishes an account of course requests the day after the CAS deadline. Manual scheduling took six weeks, he said.

He also noted that the scheduling office does not close courses. This is done by individual departments.

Classification of cards

Schedule cards come from the colleges in two groups, priority and regular, he explained.

Priority grouping is usually for handicapped, graduating, or honors students. Priority is determined by the colleges.

The cards are looked over for obvious errors, by the scheduling office. “We can’t catch them all, however,” Damron said.

After the visual check, the cards are programmed for the computer and run by a night shift on the CAS closing day.

Second day report

By 10 a.m., the following day, the scheduling office has a computer-made book that shows the number of places asked for in each class, the number of places the departments initially made available and an expected percentage increase of late applications for each class.

“No one is closed out at this point,” Damron said.

The computer information goes to each college. The colleges then decide whether to increase or decrease a course size, or to cancel it for insufficient enrollment.

Damron said the colleges have about five days to respond. He said this is the point where courses are closed.

Final computer run

When the information from the colleges come back, the scheduling office rebuilds the master schedule to indicate changes and prints a schedule supplement.

Damron said the student cards are run through the computer again, priority ranked cards first, to place students in available space.

Students scheduling after the CAS deadline are then manually assigned to courses or sections with openings.

Damron explained that under the old manual system there was not time for the departments to think about closing or expanding a course.

When a course limit was reached, the department was called for a decision that often had to be made on the spot.
Proper scheduling prevents close-outs

By Cyndy Woodyard 1-28-74

Students can help determine which classes they get into or get closed out of Spring Quarter, but only if they turn in their schedule cards on or before Feb. 9.

- The process of scheduling students in classes starts when the student turns his schedule request card in to his college office, according to Jack Damron, administrative assistant in the scheduling office.
- When students turn their cards in, the college offices separate them into two groups — priority and regular, Damron said.

Priorities decided

The college offices decide which ones are priority and which are regular — with the help of some guidelines from the scheduling office, Damron said.

Priority should be given to graduating seniors, honor students and handicapped people, he said. However, “it’s all up to the college office” in the end.

Schedule request cards are not turned in to scheduling in alphabetical order, Damron said. They remain in the order in which they were turned in to the college offices.

“Before everyone gets a fair shake, we build a composite file,” Damron said.

File is percentage

The composite file represents a percentage of the cards from each college office, the percentage determined by the enrollment of each college, he said.

One group is fed into the computer first, then another percentage and so on until all of the forms are entered into the computer, Damron said.

Before information on the schedule requests is fed into the computer system, the cards are edited for any "tying" errors, he said.

Personnel in scheduling make sure that each card has a social security number and name which is legible on both the top and bottom of the form, and that the college office signature is also on it, Damron said.

If a social security number is not on the form and the name is not legible, then scheduling has no way of knowing whose schedule request it is, he said.

Catches 90%

Damron advises students to use the Master Schedule for the current quarter since all call numbers are changed each quarter.

“The computer catches about 90 per cent of the students’ mistakes,” Damron said. “We correct them and put them back into the system.”

These mistakes include wrong call numbers and writing three call numbers when only one is needed as in some lab, lecture and recitation series, he said.

If a student does write three separate call numbers, then he probably will be scheduled for three different class times, he added.

Run 3 times

The computer is run three times during the scheduling process, Damron said. The first time it is run, 90 per cent of all schedule cards go through.

This 90 per cent includes all schedule cards received on or before Feb. 9. This is why it is so important that students turn in their schedule requests on time, Damron said.

After Feb. 9, the file in the computer is frozen, and no cards can go in or out until all the schedule cards are completed, Damron said.

During this period, the computer scans each schedule card and files student requests. A section demand report is then printed.

Department then knows

The section demand report goes to each college office and department telling what students requested in that department, how many signed up for each call number, what the limit of each class is and what the capacity of the room is, Damron said.

The department then knows which classes to cancel and which ones to expand — either by raising the limit of each class or changing capacity of the room, he said.

When departments turn in reports back in to scheduling, new classes are formed, some are cancelled and room changes are made, Damron said. This new information is fed into the computer, and the computer schedules students for various classes.

Students’ approved schedules are then printed and sent out in the mail with fee cards, he said.
Closed chemistry courses pose major problem, adviser claims

By Barry Gumerove 1-15-75

Sheila Ronis, a University College (UVC) adviser, says closed chemistry courses present a special problem for her pre-pharmacy students.

This quarter, 75 of Ronis’ 320 students were closed out of their chemistry courses.

“I don’t know what to tell them (students),” Ronis said. “I want to believe the University cares about them, about good human relations, but I’m finding it increasingly difficult.”

Three hundred and seventy-five students attempting to enroll in Chemistry 101, 121, 122, 123 and 204 have been closed out this quarter.

“One student suggested a sit-in, another even threatened me,” Ronis said. “I have fought this problem since autumn of 1973.”

“THERE IS a good indication money for more lab space will be requested from the state legislature,” Riedl said.

The unusually large freshman class and increased popularity of chemistry added to the problem of overenrolled chemistry courses, Riedl said. “We have more students than ever before which creates a negative work load.”

Ronis suggested the University create a priority system as to who may enroll in a chemistry course based on the students’ curriculum.

Ronis, working for a Ph.D. in Educational Development, plans to write her dissertation on the scheduling problems at Ohio State.
Close-outs to end

By David Stephenson
1-30-75

All those students who have tried again and again to get into organic chemistry courses and been shut out without a hearing will have a fighting chance to get in by the end of this year because of a computer scheduling system.

Dr. John Riedl, associate dean of the College of Math and the Physical Sciences, said a computer system first used in scheduling Winter Quarter organic chemistry classes has been refined and will be used next quarter.

Riedl said the computer will list all persons signed up for an organic chemistry class, and persons shut out last quarter will have their names marked.

This course “demand list” will be used to set up class size limits.

Riedl said in Spring Quarter a certain number of seats will be saved for people who need to have the course.

After the computer sets up the limits, the college will contact counselors, who will be asked which of their advisees need the organic chemistry course Spring Quarter.

Dorffman said the problem of constant shutouts results from students dropping the course after they have been assigned a lab locker for the entire year.

“We then have a lab locker we can’t re-assign, and thus another student closed out of the course,” Dorffman said.

Dorffman said the short term solution is to put students who drop an organic course “at the back of the line the next time they sign up for a course.”

He said this would make students think carefully before they sign up or drop a course.

Dorffman said he doesn’t like the idea of allowing students to drop because they aren’t satisfied with the grade they may get.

Dorffman said he thinks this has an ill effect educationally.

“I always worry about surgeons trained on a drop option,” Dorffman said.

Dorffman agreed with Riedl that the long term solution to organic chemistry shutouts is another lab building.

Close-out rate high in Phys Ed

By Kathleen Kerr
5-8-75

More students are closed out of physical education classes, the only courses not completely computer scheduled, than any other classes offered at Ohio State.

Physical education classes have about a 10 per cent close out due to conflicts, compared to about a four per cent close out for other classes, said Jack K. Damron, director of scheduling and registration services.

Computer scheduling for physical education classes has been considered. But Mary F. Hull, assistant professor of health, physical education and recreation, said it is not foreseeable in the near future because of numerous drawbacks.

“A computer scheduling would enable classes to begin a week earlier and would make our job a lot easier,” Hull said, “but I would hate to lose the personal contact with students when they’re making their course selections.”

Under the present system for scheduling physical education classes, students see an arranged scheduling time. The student receives his schedule back with an appointment time to sign up for the specific class he wants to take.

Advantages to this type of scheduling are students have a better choice of what they want to take at a certain time, with optional choices if their first choice is filled.

This type of scheduling also eliminates the running around students do if they want to drop physical education.

“IIt’s easy for a student to misclassify himself and sign up for the wrong level,” Hull said. This is where the personal contact comes in, she added.

The people sitting at the registration tables are experts in their field and can advise students on which specific sport to take, Hull said.

Computer scheduling would cause too many conflicts with course selections, course close-outs, and change tickets. Damron said.

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This type of scheduling also eliminates the running around students do if they want to drop physical education.
Closed courses create problems for students

By Steve Malley

9-19-75

Closed courses create problems every quarter and this quarter is no exception. Try adding Art 170, Journalism 203 or Accounting 211 and see what happens.

Lack of finances, qualified instructors and poor planning by both students and departments all contribute to course closings.

According to John B. Gabel, chairman of the Department of English, maximum efficiency planning causes many courses to close.

"How many sections of a course we open and how many instructors we hire to teach are based on informed guesses and predictions of enrollment made in March of the preceding year," Gabel said.

THROUGH computer assisted scheduling (CAS), an attempt is made to accommodate as many students as possible through a step by step process beginning with the return of student schedule cards.

The computer sends a section report to each department showing demand, overflow and available seats for each course. Each department can then rearrange its staff within limits of instructional ability, Gabel said.

"We can adjust to a lot of demand this way," and "we have far fewer close-outs than before," Gabel said the problem arises when students register late, try to add a closed course or change sections.

EVEN STUDENTS who sign up early enough are occasionally closed from a course. "It's most economical to teach one-third of the students each quarter," Gabel said. "We keep UVC counselors informed on how many to sign up to save headaches."

He also said a course such as English 100 is under plan to accommodate all freshmen over the period of a year and not all at one quarter.

The Art Department had 23 Autumn Quarter courses closed. Robert J. Stull, acting chairman of the Division of Art, blames it on lack of finances.

"There's a very high demand for these courses, which is obvious," Stull said. "But we are limited to a number so students can get what we think they deserve."

Stull said the only way to deal with this is to add more sections which means more faculty or teaching assistants." But Stull said a freeze on hiring additional faculty not only keeps the faculty level even, but graduate students spend a year assisting more qualified professors before instructing in their second year of graduate study.

Since only a given number of faculty are involved, only the same given number of teaching assistants are prepared for their second year of teaching or studying.

AFTER BEING closed out of a course, Stull suggested petitioning into the course as an alternative. Even if the course can't be added, the student will receive priority the next quarter, Stull said.

"We try to honor graduating seniors who need to take a class to graduate or allow a graduating senior to take a course they have not had," Stull said. "We have to expand along clearly delineated growth lines. Quality, not quantity is important. We won't go the route of adding students and lowering quality," Stull added.

He said the closing of Botany 110 and Zoology 110 are financially related only to the extent that not enough lab space was originally constructed in the Bio-Learning Center.

"WE COULD take more students in a lecture situation," said Richard H. Bohning, dean of the College of Biological Sciences.
Classes prompt frustration

By Julie Campbell
and Beth Kozakewicz
Lantern staff writers

David Horn's secretary asked him what she should tell a student who wanted to add his class, which was already full. Horn, an assistant professor of comparative studies in humanities, replied half in jest, half in frustration, "Tell them to go away."

Horn is not the only person on campus who is aggravated with students' scheduling problems.

Marla Bielewics, a sophomore business major from Columbus, said she feels unsettled because her schedule isn't complete.

"I'm frustrated, and it's hard to start the quarter when you don't know if you should buy your books, do your homework or even try to get into classes," she said.

For some, being closed out of classes means more than confusion.

Michelle Zorman, a senior accounting major from Cleveland, said, "As a senior, I can't even get into the classes I need to graduate, which can unfortunately cause me to graduate at a later date."

Of 18,746 class sections offered for Winter Quarter 1992, 742 were canceled, said Jim Palavin, acting assistant registrar.

Autumn Quarter 1991 numbers weren't much different; of 18,769 sections, 927 sections were canceled — 105 more than this quarter.

Palavin said the largest of several factors that contribute to section cancellation is lack of enrollment in the section.

Before classes are scheduled each quarter, instructors in each department estimate a number of students they expect to take courses that will be offered, he said.

That estimate is usually based on the previous quarter's enrollment, he said.

If estimates are overprojected for a class section, the section can be cancelled to provide a classroom and an instructor for another class that is in higher demand, said Anthony Petrarca, associate professor in charge of scheduling for computer information science.

Students who sign up for sections that are cancelled must vie for spots in closed sections, Petrarca said.

Petrarca said many of the projections in his department are too low to meet students' demands.

If students are closed out of a CIS class, they will probably find themselves signing up on a waiting list to get into a section, he said.

"The secretaries in our office keep the lists in three bound notebooks," he said. The combined lists for students on waiting lists in CIS are around 200 to 300 people, Petrarca said.

Spots are available if some students decide to drop the class early in the quarter. Some professors will overfill their classes by 10 to 15 percent to accommodate student requests to add, predicting that other students will drop out, he said.

A spokesperson for the history department said if professors are not available to meet with students this week, it's because they're busy making schedule adjustments as well.
Budget hinders class options

By Stacy Goldheimer
Lantern staff writer

"Rejected, section full" is a phrase more and more students are hearing as the OSU budget keeps dwinding.

Students getting closed out of classes is a trend that will get worse in years to come, said Brad Myers, associate registrar at Ohio State.

In Winter Quarter of 1988, 10 percent of students who scheduled got closed out of at least one class, Myers said. In Winter Quarter of 1992, that number increased to 21 percent.

Myers said that in Winter Quarter of 1988, 173 students were closed out of all the classes they scheduled and in Winter Quarter of 1992, 737 students were closed out.

"A number of factors combined over time to make this more of a problem," he said.

A primary reason students are not getting their classes is because recent budget cuts have left departments without enough resources to meet the demand, Myers said.

The university budget has been cut because the country is in a recession and the states have no money for schools, said Robert Arnold, associate provost for academic affairs administration.

School funding comes from sales and income taxes that people pay to the state, Arnold said.

But he said that when people are out of work they don't pay income tax and can't afford to buy anything, so they don't pay sales tax.

As a result, the state does not have enough money for education -- has to cut the budget, Arnold said.

Last month, Gov. George V. Voinovich said state support to public colleges and universities would be cut by $58 million.

According to a study by the Center for Higher Education at Illinois State University, 13 states appropriated less money for education in 1991 than in 1990.

Another factor contributing to the problem of class close-outs is the university's new requirements for students, Myers said.

Students who began school in the fall of 1989 are required to complete General Education Curriculum courses instead of Basic Education Requirements, he said.

GEC requirements include more specific courses such as analytical math and an expanded language requirement.

Myers said these new requirements put the university and students in a transition period.

More students are coming to Ohio State with high school background in foreign languages and continue their interest in them, Myers said. "This has been a major crunch for institutions over the last couple of years to meet the demand for all foreign languages."

The highest number of class close-outs has been 4,500 in humanities classes, including courses in English, history and foreign languages, Myers said.

This trend is not only happening at Ohio State.

According to the Chronicle of Higher Education, budgets are being cut across the country and education is taking the loss, he said.

Budget cuts at San Diego State University resulted in a 12 percent reduction in classes. More than 1,000 students there did not receive any of the classes they requested, according to the Chronicle.

The University of Iowa eliminated undergraduate programs in home economics and dental hygiene and master's programs in economics and finance because of state budget cuts.

Although the University of California at Berkeley found its budget cut by five percent in 1991, there was no significant reduction in classes offered.

But students there were affected nonetheless. Their tuition increased 39 percent in 1991-92 — and it might rise 22 percent next year, said Bob Sanders, public information officer for the University of California at Berkeley.

Arnold said Ohio State is doing everything possible to prevent and reverse such trends.

A committee recommended to the provost last Friday that a task force be appointed to focus on the issue of students being closed out of classes, Arnold said.

One idea the committee might consider is the university offering more classes during the summer quarters in order to lessen the demand for those classes during the year, Arnold said.

The university is also looking into creating an electronic wait-listing system for classes, Myers said.

A wait-listing system would allow students to be placed into a course electronically if a space becomes available, he said.

"We already have some parts of it built into the registration process and we hope to refine and use it in the next few quarters," he said.
Closed courses a sign of earlier cuts
By Tom Spring

Elaine Hairson, chancellor of the Board of Regents, warned about them Dec. 30 in discussing the impacts of the latest state budget cuts on higher education.

However, demand has already outstripped class availability at Ohio State, home of the largest student enrollment in the nation.

Tim Palavin, acting assistant registrar, notes that 599 of the 5,761 courses offered on campus this quarter were filled before classes began. In contrast, a year ago there were more courses, 5,884, and fewer filled, 516.

On the first day of the winter 1992 quarter, five prospective students talked to a Statistics 135 instructor after evening class in University Hall. One woman, a graduating senior, needed the class to graduate in March. All wanted to enroll.

The instructor told the woman he thinks it is immoral to close a graduating senior out of a class, forcing her to pay tuition for another quarter.

The prospective students learned that 275 people had been closed out of the course. Only two sections are offered. There are 140 students in the morning class and 70 in the evening one.

Shelby Boyer, a clerk who keeps track of enrollment in the Department of Statistics, says, "It's nuts! I have 275 students who hate me." Of the 275 closed-out students, 32 asked to be put on a waiting list.

Getting in was tough.

But Boyer had good news for the graduating senior. "If we have a waiting list, we try to give preference to graduating seniors and then it goes first-come, first-served after that."

Continued on page 7.

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Continued from page 1.

Normally, a lot of students cringe at the thought of taking statistics. But, "all of a sudden, it's a prerequisite for everything," Boyer says.

Actually, she says, statistics is a General Education Curriculum course.

On the second day of the quarter, students lined the hall outside a capacity-filled Accounting 211 class that meets from 5:30-7:30 p.m. Tuesdays and Thursdays in Hagerty Hall. They were waiting for the same two-hour class to repeat at 7:30.

An English major, who said she is the mother of four, thumbed through a winter quarter class schedule. She decided she really didn't need to try to enroll in accounting, "Linguistics! That's language, right? I think I'll go try that." She left.

When the 5:30 section ended, students — some who had sat in the classroom and those from the hall — crowded around the instructor's table to sign up for waiting lists for the two classes. A total of 77 students put their names down for the evening sessions, which already had 110 students.

The instructor, Ram Mangal, a doctoral student, said there were many people waiting to get in. He told students to go to the college office to try to enroll.

Mangal added that he wouldn't add students until at least the fifth day of the quarter, Jan. 10, when he'd drop any registered student who hadn't shown up. But he told his classes they had to read two chapters from a $59 textbook and do several problems to turn in on Jan. 9, the fourth day of class. Late homework wouldn't be accepted.

A tall blond, bespectacled student said if he couldn't get in the course Jan. 10, he hoped the bookstore would take back the textbook he needed to buy to do the homework for Jan. 9.

Such are the frustrations of students in these tough budgetary times. If there is any advice for them, it seems that persistence and attendance should count for something.

Those who show up for class, even though they are not enrolled, may have a better chance than others on the waiting list.

Boyer advises students to sign up on a waiting list as soon as they are notified they have been closed out.

Another suggestion from an instructor:

Keep trying to register through the BRUTUS telephone registration system in case another student has dropped the class in the interim.
OSU cuts begin to hit students

By Tim Dooley
Dispatch Higher Education Reporter

Long lines.
Closed courses.
Overcrowded classrooms.

Ohio State University students are familiar with those parts of college life. With the latest round of budget cuts, students can expect more of the same, OSU officials say.

The university announced a hiring freeze, campuswide budget reductions and other measures to deal with an estimated cut in state support of $14 million. That comes after OSU absorbed $16 million in cuts in state support last year.

"Services to students are starting to suffer," said William J. Shirkuri, acting vice president for finance. "It is creating problems for them.

"The university will go on because it must, but we hope we don't do permanent damage in our attempt to provide long-term services to students."

For years, students have had problems getting into the courses they requested. This quarter, the number of students closed out of courses already at capacity is 14,000, double the figure three years ago.

Greg Rodenfeld, 19, a sophomore from Besley, planned on attending school full time this quarter. He received his schedule only to find he had been closed out of a course, leaving him two hours shy of full-time status.

"Telephone calls to 'Brutus,' the computer registrar, in an attempt to add a course failed to solve his problem."

"I called Brutus every day for a week with a list of 30 courses and was rejected every time," Rodenfeld said.

"It kills me off."

"People are mad, and I don't blame them," said Charles E. Corbato, associate provost for academic affairs.

Budget cuts aren't the only reason for course closings, but they aren't helping, Corbato said. With less money, fewer part-time faculty members are being employed, resulting in fewer courses being offered.

"I wish I had a good crystal ball to predict how bad this will get. But I suppose the closings are going to continue to be a major problem until we see budget relief," Corbato said.

In some cases, people fortunate enough to get the courses they requested are finding more and more students in the classroom.

"There are people sitting on the floor in my sociology class. They just don't have any room to put them," said Ed Wessel, 19, a freshman from Cincinnati.

"The problem is going to get worse."

The College of Education, for one, plans to cut back on the number of sections in courses offered spring quarter. That means bigger classes. Also, many libraries on campus are cutting back on hours, and the university recently announced that bus service on main campus is being reduced.

"They cut the buses. That is going to sink in the winter," said James Bearden, 19, a freshman from Columbus.

"Things might not get much better in the spring when the university starts working on its budget for next school year. Students can count on a tuition increase in the fall.

The state has capped in-state undergraduate tuition increases at public colleges and universities at 7 percent or $170, whichever is greater. If the state does not restore its financial support, Gee and presidents of other universities want the legislature to lift the cap.

"They were going to raise tuition by $170, and now they are talking about going even higher," said Charles Geyer, 22, a junior from Marion, Ohio.
PROVOST OUTLINES STEPS TO ALLEVIATE CLOSED COURSE PROBLEM

COLUMBUS -- The number of undergraduate students being closed out of courses they request is "increasing at an alarming rate," Ohio State University trustees were told Friday (2/7).

"Immediate steps need to be taken to minimize the problem," said Frederick E. Hutchinson, senior vice president for academic affairs and provost. "The close-out problem has grown much worse in the last two years."

Hutchinson outlined the factors causing the situation and announced a three-part response to the immediate problem:

- Convince deans, department chairpersons and other campus leaders that this a serious problem and that eliminating it will require concerted efforts at many levels.

- Provide a one-time allocation of $500,000 or more to reduce current major backlogs in courses by offering this summer a number of courses which have had a history of close-outs and by creating additional sections of these courses during the regular academic year.

- Examine the feasibility of changing the 8 a.m. to 5 p.m. daily class schedule to 7:30 a.m. to 5:30 p.m., thereby adding an extra hour of class time each day and permitting greater use of facilities.

-more-
In explaining how the problem has intensified in recent years, Hutchinson noted that closed courses have a long tradition at Ohio State, but used to be more accurately described as "deferred courses," to which students adjusted by taking similar courses which were open or taking fewer courses in a given quarter.

"This practice has become part of the way of doing business at this institution, as it has at many other large universities," he said. "It causes considerable frustration for students and parents, but as long as it was possible to shift curricular requiemings, students and parents tolerated the practice."

Two new factors have aggravated the problem, he said. The first is the implementation of a new undergraduate curriculum which gave students much less flexibility in choosing courses. The other is the recent budget reductions, which resulted in some vacant teaching positions being unfilled.

Hutchinson also pointed out that it is difficult to meet all students' requests because demand for certain classes changes from year to year. Large enrollment shifts, such as the recent trend toward several humanities and social science majors, strain the university's ability to have adequate teaching staff and facilities.

"Just this year," he said by way of example, "tremendous pressure has been put on basic chemistry courses by a planned change in the engineering curriculum, compounded by a shift of student interest to pre-med. Fortunately, through a combination of new resources from the Office of Academic Affairs and the -more-
College of Mathematical and Physical Sciences, much of this pressure has been relieved this autumn and winter quarters, although certainly not all. I must admit our ability to respond to massive enrollment shifts is limited and needs to be improved."

The university's computerized scheduling system has given senior-level students, honors students and disabled students top priority in course selection. Students who are closed out must try again another quarter, but do not get preference unless they belong to one of the priority groups. The Council on Admission and Registration is working to change the system so that students closed out one quarter will be put on a "wait list" and get higher priority the following quarter.

In addition to the three immediate steps, Hutchinson also announced he is appointing a task force to examine the long-range problem. The group will be composed of representatives of the offices of Academic Affairs and Finance, the Colleges of the Arts and Sciences, the Council on Admission and Registration, and undergraduate, graduate and professional student groups. The groups will consider such issues as new ways to respond to enrollment shifts, a computerized system of enrollment deferral, and academic counseling that helps students consider options before registration.

"The very notion that practices that irritate and frustrate students and parents exist at an institution striving for excellence should be examined," Hutchinson said. "Certainly, major efforts are under way in the offices of Admissions, Student
Financial Aid, and Fees and Deposits to eliminate such practices. To the extent that it is possible, all such practices -- including closed courses and deferred courses -- should be minimized or eliminated."

Contact: Frederick Hutchinson, (614) 292-5881.
Classes discussed

By Jo Crawford
Lantern staff writer

The increasing problem of closed courses for undergraduate students was brought to the forefront of discussion at the Board of Trustees meeting Friday.

"The close-out problem has grown much worse in the last two years," said Frederick E. Hutchinson, provost and senior vice president for academic affairs.

Two factors that have aggravated the closed course problem are changes in the general education curriculum and reduction in resources, Hutchinson said.

With the change in the general education curriculum there are fewer free electives offered. Recent budget cuts further erode the ability to solve that problem, Hutchinson said.

Hutchinson recommended three factors to solve the immediate problem:
- Attitude. Administrators and faculty need to be convinced that there is a serious problem.
- Financial resources. A one-time allocation of money to be committed to offer more summer courses to reduce backlogs and create additional sections during the regular academic year.
- Space. Examine changing the traditional day schedule by extending it one hour, 7:30 a.m. to 5:30 p.m., to create more space for classes.

Much of the classroom problem will be alleviated by 1994 when new buildings are completed, Hutchinson said.

The problem has intensified in the past because "deferred courses," which allow students who get closed out of a course to adjust by taking similar courses, Hutchinson said.

"It causes considerable frustration for students and parents, but as long as it was possible to shift curricular requirements, students and parents tolerated the practice," Hutchinson said.

Work is being done on the priority scheduling process, he said.

The feasibility of an automatic deferral system is being examined, so students who are closed out one quarter will have priority in scheduling the course the following quarter, Hutchinson said.

Student's requests vary from year to year, and this makes meeting the requests even more difficult, Hutchinson said.

For example, basic chemistry courses are under higher pressure because of changes in the engineering curriculum and increased student interest in pre-med backgrounds, he said.

"I must admit, our ability to respond to massive enrollment shifts is limited and needs to be improved," Hutchinson said.

Hutchinson said he is appointing a task force to look at the long-range problem. The task force will also look at new ways to respond to enrollment shifts, an enrollment deferral by computer, counseling to help students before registration and the amount of space available for classes.

Although it is unrealistic to eliminate this problem in the short term, the number of closed courses should be minimized or eliminated, Hutchinson said.
OHIO STATE IMPROVES CLOSED COURSE SITUATION

COLUMBUS -- There has been a turnaround in the closed course problem at The Ohio State University. In a report to the university's Board of Trustees Wednesday (9/2), Associate Provost Robert Arnold reported that 81 percent of the university's students have been scheduled into all of the courses they requested for autumn quarter.

This reverses a four-year trend in which each year more and more students were being denied admission to classes because demand exceeded the university's capacity to provide the class sections. In 1988, 85.8 percent of the students got into all of their requested courses. In 1989, the number was 83.8 percent; in 1990, 80.2 percent; in 1991, 77.2 percent.

"Despite all the budget cuts of the past two years, we have been able to turn the corner on this problem," Arnold said. "While having to make painful budget cuts in nearly every area of this university, President (E. Gordon) Gee and Vice President for Finance Bill Shkurti, allocated $1.5 million toward reducing the closed course problem this year. The progress has been significant."

To date, $658,000 has been spent to create 6,455 additional seats in autumn quarter classes with heavy demand.
CLOSEOUTS -- 2

Arnold said only 507 students got none of the courses they had requested, and of that number 358 had requested only one course, 80 had requested just two courses, 47 had asked for three. Only 22 students in the entire university were closed out of a full-time schedule of four or five classes. Last autumn 970 students got none of the courses they requested.

In all, 11,842 course requests were denied, a reduction of 3,078 from last year. Without the intervention program, Arnold estimated that there would have been at least 18,300 denials.

This autumn, Ohio State is offering 18,824 sections in 6,516 different courses. This year, there are 30 courses in which 75 or more students have been turned away. Last year, there were 45 such courses. Among the courses with large numbers of denials are freshman English composition, introductory level French and Spanish, beginning drawing, elementary statistics, and argumentation and debate.

Arnold noted that there are different reasons for the inability to meet demand for all courses. In some cases, budget cuts caused a decrease in teaching personnel, including graduate teaching assistants. In others, enrollment shifts have increased the demand on courses beyond the capacity of the specialized classrooms or laboratories needed to teach them. High enrollment units that lack personnel or access to appropriate space include the departments of Art, English and Spanish.

Students schedule classes by requesting courses via touch-tone telephone connected to a computer. The system gives scheduling priority to graduating seniors, other senior-level
students and other students with special needs. Special needs students include those with disabilities, those enrolled in the Honors or other special academic programs, and those participating in varsity athletics. Those closed out of a requested class may choose an alternate course or attempt to be admitted to the class directly from a waiting list maintained by the department. The criteria for the waiting lists vary among departments.

The Office of the Registrar is now working to revise the computerized scheduling process to reduce some of the frustrations caused by closed courses. Under the new system, which the university hopes to put into place later this academic year, the "wait list" would be standardized across the university with students being automatically moved into open spaces as they occur. The new system would also give top scheduling priority to students who were closed out of a requested course in the previous quarter.

"I want to compliment the Office of Academic Affairs, the deans and department chairs, and our faculty for their creative and committed efforts to reduce the number of closed courses," Gee said. "Our faculty and staff members are working diligently to make good choices that advance our goals. These times call for good people with creative ideas and willing spirits -- and that is a resource which is plentiful at Ohio State."

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Contact: Robert Arnold, (614) 292-5881.
SPECIAL FUND
OSU thins the class closure gap

By Tim Doulin
Dispatch Higher Education Reporter

Ohio State University is reporting slight improvement in satisfying course requests from students for fall-quarter classes.

The university set aside $1.5 million to correct the longstanding problem of students' being closed out of courses. About 81 percent of the students received all the courses they requested for the fall quarter. That is up from 77.2 percent last fall and the highest percentage since fall quarter 1989.

About 54,000 students are enrolled at OSU's main campus.

"The downward trend of the past four years in satisfying course requests has been reversed despite the budget cuts and the financial difficulties the university has had," said Robert L. Arnold, associate provost of academic affairs at OSU.

About $658,000 was spent to create new course sections this fall, Arnold said. That opened up 6,455 classroom seats.

A total of 507 students were closed out of every course they requested for the fall, but that is down from 970 last fall.

Of the students closed out of every course, 368 had requested a single course; 22 requested a full schedule of four or more courses.

"It is sort of a horrifying thought to receive a statement in the mail that says you have been closed out of everything you asked for," Arnold said. "Clearly, we have turned the corner on this one."

A total of 11,842 course requests were denied because of closed or canceled courses. That is about 3,000 fewer than last fall.

He estimated that without the changes, more than 18,000 course requests would have been denied.

OSU is offering 6,516 courses this fall — about 200 fewer than last year — but is offering about 55 more course sections.

"Colleges are eliminating courses with very, very low enrollment, and that is making a difference," Arnold said.

The university still has a way to go to solve the course-closing problem, he said. There were 30 courses that closed out 75 people or more.

"We are targeting each of those courses and plan to begin conversations with the department chairs and deans to determine why those closeouts are happening," Arnold said.

Freshman English composition and first-level Spanish and French still turn away a high number of students.

Because of the uncertainty of budgets, OSU lost graduate teaching assistants and adjunct faculty members who often teach those courses, said Richard J. Hopkins, associate dean for curriculum and instruction in the College of the Humanities.

"We can't say to people, 'Hey, we think we are going to hire you so hang around until we decide.' People had to make decisions this summer," Hopkins said.

The departments now are trying to hire back some instructors to add course sections in Spanish and French fall quarter, Hopkins said.

"English, I'm not so sure. The demand is so large and the teaching pool so small that they may be difficult."

Remaining money from the $1.5 million also is going toward revising the scheduling system. Students closed out of a course the previous quarter would receive scheduling priority under the new process.
Fewer students are closed out of class

By Danielle Rogers
Lantern staff writer

Fewer OSU students were closed out of classes this quarter than in past quarters, but that does not mean the problem of closed courses has been solved.

Associate Provost Robert L. Arnold said 81 percent of all university students received all of the courses they requested for Autumn Quarter. The new figure reverses a four-year, downward trend and a record low 77.2 percent of all students receiving all of their classes in Autumn 1991, Arnold said in a report Sept. 2 to the OSU Board of Trustees.

"Despite all of the budget cuts of the past two years, we have been able to turn the corner on this problem," Arnold said in a news release.

"While having to make painful budget cuts in nearly every area of this university, President (E. Gordon) Gee and Vice President for Finance Bill Shkurti allocated $1.5 million toward reducing the closed course problem this year. The progress has been significant," the release stated.

"When first round data came in, we looked at what was filling and made commitments of extra sections to those classes. Those classes continued to be monitored and new classes added until we ran out of space or people." -Robert Arnold

Five hundred and seven students were closed out of their selected courses, and only 22 of these students had requested full-time loads of four or five classes, Arnold said. In autumn of 1991, 970 students received none of their selected classes.

Arnold said $665,000 of the $1.5 million has been spent to create 6,456 extra seats in Autumn Quarter classes with heavy demand. For example, the number of closed out students in Spanish 101 was reduced from 484 to 78 by adding new sections and placing students with high school Spanish into 102. The closed-out student total for History 261 was reduced from 300 in Autumn 1991 to 89 this fall.

Individual colleges were asked to submit proposals to solve closed-course problems in their departments, Arnold said in an interview. These suggestions were compared with the courses that have historically been problems for students. Registration data was then monitored in early August to see which classes were filling quickly.

"When first round data came in, we looked at what was filling and made commitments of extra sections to those classes," Arnold said. "Those classes continued to be monitored and new classes added until we ran out of space or people."

The lack of classroom space prompted registrar officials to begin some classes at 7:30 a.m. last spring, a move that freed space for the extra sections. A total of 18,825 sections in 6,016 courses are offered this quarter.

"There was a concerted effort between the registrar and the provost's office to remedy the problem of closed classes," Jim Palavin, acting assistant registrar said. A future plan to ease registration woes of students is a revision of the BRUTUS system to include a standardized wait list. The wait list would automatically move students into open spaces as they become available and give top priority to students who had been closed out in earlier quarters. The registrar's office hopes to have the wait list system placed later this year.
WAIT LIST FEATURE IMPROVES SCHEDULING FOR OHIO STATE STUDENTS

COLUMBUS -- Another giant step has been taken toward resolving the "closed course" problem at The Ohio State University.

A wait list feature has been added to BRUTUS, the university's computerized registration system. Beginning with scheduling for spring quarter, students who are denied admission to requested courses because of lack of space in the classes may choose to be placed on a waiting list.

When spaces become available -- through drops by enrolled students or the addition of extra seats by the department, BRUTUS automatically runs through the wait list and matches the waiting students with the appropriate classes. Students are then notified that they have been admitted to the class. This eliminates the need to petition instructors, travel from section to section looking for an opening, or constantly call BRUTUS to see if someone has dropped the course.

The wait list is the second major enhancement to BRUTUS this year. The first was a system to give priority to students who had been closed out of a requested course in the previous quarter.
University Registrar Gene Schuster said that students should see a marked improvement in scheduling.

"Both enhancements to the registration system should make a tremendous difference," he said. "They should ease student anxiety concerning closed courses. The central wait listing facility can replace the efforts of departments or individual faculty members who have tried to run their own wait lists. Furthermore, the university will now have a much better idea of exactly how much demand there is for a course and can plan accordingly."

As of Monday (3/14), some 3,600 spring quarter students had already been moved by BRUTUS from the new wait list and into the classes they sought. The wait list is active until the end of the first week of classes, so that as students drop classes others can be added from the list. Those who do not make it off the wait list will be given priority next quarter if they request the course.

In winter quarter 1994, 80 percent of undergraduate students were scheduled into all of their requested courses. Schuster estimates that the wait-list feature will improve this figure to about 95 percent for spring. These figures to compare to a 70 percent rate at the height of the closed course problem in 1992.

Contact: Gene Schuster, University Registrar, (614) 292-1556.