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1.0 Executive Summary

The process to schedule courses no longer effectively supports the growth in the number of students, campuses, and programs at the College.

The process has evolved over the past decade. New requirements have driven changes in the process that have introduced confusion, frustration on the part of students, and inefficiencies. The current process cannot support the College’s desire to provide a schedule that satisfies student needs while ensuring efficient use of resources. Without considerable change, the College’s ability to meet student and division needs will deteriorate to unacceptable levels and staff will be operating in a reactive mode.

In December 2005, a team of Wilmington College employees was charged with reviewing the current process and making recommendations that would streamline the process to meet new end results and support the College’s strategic initiative of “Focusing on Students.” The team met for two weeks full time and followed a process streamlining methodology to improve the overall process. The team’s design can be summarized as follows:

1. **Eliminate paper-based processes and redundant steps and decrease tasks that do not add value to the end result**
   The current process is resource intensive and results in inaccurate output. The streamlined process eliminates activities by leveraging the new CAMS system, capturing data at its source and only once; automating tasks to increase accuracy and decrease data entry; providing for increased sharing of information; and decreasing the time for the preparation and publication of the course booklet.

2. **Provide continued analysis and information to divisions during the registration periods**
   The current process ends when the Registration Booklet is printed. Course demand adjustments are then made for individual students (directed study) or by divisions. These changes are difficult to communicate to students. The streamlined process will continually provide information to divisions once pre-registration begins so they can make course changes that reflect actual demand.

3. **Establish consistent processes and procedures across all divisions**
   Each division has created its own processes that are not always aligned with the College’s or a student’s course scheduling requirements. The streamlined process outlines a consistent process for all divisions that encourages cross-divisional planning and information sharing. It also enables the College to maximize the use of automation and ensures that the College’s processes are designed to provide better support to the divisions.
4. **Provide and share information that enables divisions to make informed course schedule decisions**
Divisions have little to no information that shows changes in course scheduling demands each semester. The streamlined process will provide new data such as student class levels, number of new students admitted, previous demand, and dropped course statistics that will enable program coordinators to make more informed course scheduling decisions. These data will not only focus on the division’s enrolled students but other division’s students and College constraints such as classrooms’ availability.

5. **Define roles and responsibilities to eliminate duplication while increasing integrity and accuracy**
Defined roles and clarity on who is responsible for what parts of the end results are unclear. The streamlined process ensures that the roles of the faculty and the divisions continue to be focused on course requirements and policies while the Registrar continues to be the guardian of these policies. The current process is implemented using the core competencies of several College personnel. The streamlined process will use these best practices making it an institutional rather than a people-focused one. The streamlined process will be defined more by the steps involved than by the people involved.

6. **Incorporate the course approval / change process to capture Course Master information**
The current process to add / change course information is not used as the official data or the “feed” of information to the course scheduling process. For example, decisions regarding course offerings for the next semester are not based on previous course changes. This decreases data integrity and auditability and increases the amount of time spent to correct information. The streamlined process will capture this information into CAMS and it will become the official data used for the course scheduling process.
2.0 Case for Action, End Results, Bounds and Structure

2.1 Case For Action

The Case for Action outlines the compelling reasons for undertaking a project to improve the Registration Book Creation process.

Compelling reasons for streamlining this process include:

**Students Register for Courses Based on Inaccurate Information** – Course information is compiled and published in the Registration Book prior to advanced registration. Students then use this information to draft schedules and register. However, course information continues to change after the registration book is printed, so the book is outdated upon publication. If a student drafts a schedule based on information that has changed, his/her requests will be invalid when they register. (Course information is updated on the website but students do not always check the site when drafting a schedule based on the Registration Book.) This frustrates the students and can negatively impact their ability to complete required and desired courses.

**Students Cannot Easily Find the Best Courses for Them** – Course information is presently sorted by program and site in the Registration Book. However, when students draft schedules, they need to search and sort courses by time offered, location, division, major, etc. While the website allows for basic sorting, it does not offer desired flexibility. This can lead to students missing out on classes they may need or want to take.

**Current Process for Producing Course Information is Inefficient** – The process for creating and updating courses to be offered for a semester involves the manual transfer of information among the Registrar’s Office, divisions and coordinators at least three times. The process is paper intensive and employs limited technology (spreadsheets on floppy disks). Non-value-added tasks are repeated each cycle. In addition, divisions and sites must create and execute their own approaches to scheduling. The Registrar’s Office may be doing work that is not used by divisions and site coordinators. The result is a time consuming process for all involved, duplication of activities, wasted time between steps, the inability to track information and progress, and potential errors.

**Planning and Decision-Making Information is Not Readily Available** – The planning process for a given semester begins with the use of actual course information from the previous year. Those responsible for planning have access to little information (e.g., previous demand, enrollment information, course quantities, multi-year trends, etc.) about what transpired in previous years or what demands or graduation requirements are for the coming semesters. Data
that is available is hard to interpret. This results in initial course planning that is extremely general and requires a great deal of adjustment leading up to and during registration. This is time intensive for those planning courses and may result in a lack of course availability for students and the canceling of courses with low enrollment.

Curriculum Development / Change and Scheduling Becoming Limited – As the nature of higher education changes, so do the needs and expectations of constituents. The College will find it increasingly difficult to act quickly to develop and change curriculum and schedule courses in non-traditional configurations. This will negatively impact the College, especially as competition increases and the competition begins to offer courses and schedules that better match the needs of a diverse student body.

Current Process Causes Problems in Other Processes – The inaccuracy and delay in delivering output from the current process causes other processes to be inefficient and to not serve the needs of the stakeholders. For example, data in Blackboard is not up-to-date; course lists are inaccurate; enrollment numbers are incorrect; classroom scheduling is difficult; books are not ordered for the correct number of students; etc.

2.2 Project End Results

Streamline the Registration Booklet process to improve the experience for both those involved in the creation process and those using the process to schedule courses. The process encompasses creating and updating courses, determining demand and offerings, and dissemination of information about courses and offerings to students.

The creation and update process should be intuitive and easy to use, integrated, effective, efficient and bureaucracy free. Communication and information exchange should be as real time as possible. Information that supports the planning process, such as history, trends, demands, etc., should be available to those working on the process. The process should attempt to deliver the right information to the right audiences at the right time. It should attempt to decrease the number of changes and cancellations of courses after the production of the booklet and provide for optimized class sizes.

- The resulting process should be flexible and adaptable to change.
- The Registration Book should be primarily a reference for existing students and not a marketing vehicle for prospective students
- There are many related processes. The team should, when feasible, attempt to streamline the related processes while focusing on the primary process.
• The process used by stakeholders varies across departments and campuses. The new process should support the greatest number of stakeholders.

2.3 Project Constraints

Process Start: Previous year’s semester’s schedule is “rolled over” to become a template for the semester being scheduled.

Process End: The Registration Booklet is distributed to the community.

Constraints:

• Room / classroom scheduling is excluded from the scope of the project.
• The Registrar’s Office will continue to have quality assurance responsibility for the end result.
• The academic calendar cannot be changed but registration times can be adjusted.
• Any recommended technology solutions should leverage the functionality available in CAMS.

Project Structure

2.4 Project Sponsors

Betty Caffo                      Vice President, Academic Affairs
Jim Wilson                      Assistant Vice President, Academic Affairs
Erin DiMarco                    Registrar

Team Members

Dana Santoro  Institutional Research  Start of Process
Lynda Fuller  Undergraduate Coordinator  Internal to Process
Natalie Popham  Undergraduate Coordinator  Internal to Process
Maria Bannon  Academic Support  Internal to Process
Debbie Taylor  Registrar  Process Owner
Debbie Galloway  Registrar  Technologist (CAMS)
Liz Pipes  College Relations  End of Process
Sue Miller  Enrollment Management  Scribe
John Marrazzo  JM Associates  Team Leader
2.5 Project Approach

Our team met over a period of eight days, from November 30 to December 9, and followed a structured process streamlining methodology from JM Associates, a higher education consulting firm.

1. Process Mapping (1.5 days)
After the initial team training, the current process was divided into four major sub-processes and mapped. Each sub-process was divided into individual steps and attributes were identified.

- Course Master
- Course schedule semester roll
- Creation of course schedule and course booklet information
- Distribution

2. Identify Step Attributes/Brainstorming (3.5 days)
With the end results the Project Sponsors charged us with in mind, we explored alternative approaches to doing each step and achieving the overall goals. This involved identifying the problems, inefficiencies, etc. of each current step and then brainstorming new and different ways of getting the step done.

3. External Research (1 day)
During the external research (some of which was actually completed during the brainstorming and through the use of surveys), we investigated the feasibility of some of our ideas and learned about other processes impacted by the course scheduling process. We interviewed people and conducted research both within and external to the College, including:

1. Reviewed course booklets from:
   - Delaware Technical & Community College
   - Delaware State University
   - University of Delaware
   - Delaware County Community College
   - Widener University
2. Conducted an undergraduate student focus group
3. Interviewed Melanie Baldwin, Site Director, Wilson Graduate Center
4. Interviewed Dr. Doreen Turnbo, Director, Academic Advising
5. Interviewed George Bellenger, Chair, General Studies Division
6. Interviewed Dr. Dick Gochnauer, Administrative Coordinator, Education Division
7. Interviewed Anita Lewis, CAMS

4. **Redesign (2 days)**

Based on brainstorming and external research, the process was streamlined into four major steps and mapped.

1. Course Approval and Changes (Course Master process)
2. Registrar’s Planning for Semester Roll
3. Divisions’ Process
4. Printing and Distribution

The major process improvements are:

1. Elimination of paper-based processes
2. Capture of data at the source and only once, eliminating data entry errors and reducing time needed by the Registrar to produce the booklet
3. Enabling course decisions based on data and division’s processes and institutional needs
4. An integrated and consistent process across all divisions
5. Continuous improvement of course needs during registration

The streamlined process is presented in greater detail in the remainder of this report.
3.0 Problems with the Current Process

The primary goal of the course scheduling process is to enable students to register for courses required to make progress towards their degree while maximizing College resources needed to teach these courses. The current process providing course schedules for students to register does not always achieve these goals, is inefficient, and is implemented at a high cost (mainly in human resources expended). Students cannot always find the courses they need or they find courses cancelled at the last moment. At times, instructors are hired to teach courses with low enrollments or are notified at the last minute that the course they were scheduled to teach was cancelled. To compensate, student satisfaction is maintained by providing directed study courses or by providing individual advising that hopefully minimizes any negative feelings toward the College due to a lack of planning or a better course scheduling process.

There are several aspects of the course scheduling process that needed to be addressed to meet the end results given to the team.

1. Large amounts of resources (human, financial, time, etc.) are expended in the current process producing inaccurate and inefficient results. By the time the booklet is published, it is out of date and has not achieved the institution’s goals of providing a course schedule that reflects student needs or providing efficient use of resources.

2. The current process is not consistent among divisions and does not provide the ability for divisions to understand course demands from other divisions’ majors. Each academic division has a different process that is not aligned with the Registrar’s process or does not take advantage of best practices developed by other divisions.

3. The current process is focused on ensuring accuracy in the data entry of changes provided by the divisions to the Registrar. Several “drafts” of the schedule are completed, taking several weeks each; this does not add value and does not further institutional goals or student needs.

4. The current process is not automated and is paper intensive. It lacks standard codes, has a high level of inaccuracy due to miscoding and difficulty in understanding handwritten changes, and is not aligned with divisions’ own processes.

5. The Registration Booklet has become a catchall for all types of information. The booklet was originally intended as a tool for publishing course information used by students to register for courses during pre-registration. Over time, the booklet has evolved to include other information, including academic regulations, announcements of
new courses and studies, etc.; it has also become a marketing tool for prospective students. In addition, information in the booklet can be outdated and inaccurate the minute the booklet is published. This is not nearly as effective as using the Internet as a source of up-to-date information --- an increasingly popular option. The conflicting uses, the limited data accuracy once the booklet is published, and the rise in the use of the Internet for timely information all create cause for questioning the need for the booklet itself.

6. The current process is not driven by data or predictive analysis. Divisions develop course changes based on limited information and, at times, using “educated guesses.” Course scheduling decisions are not effectively based on cross-divisional needs, curriculum changes, new admissions, retention and gradation rates, etc. Critical information such as room availability is not taken into account during the current process, and the ability to meet the College's target class sizes is limited by the lack of predictive tools and information. Rolling admissions and open registration periods also make it difficult to achieve desired results using the current process.

7. Roles throughout the current process are unclear. Staffs with different job responsibilities and positions execute the process across divisions; some who are critical to the process, such as Site Directors, have limited roles in achieving the end results. It is unclear at times who is responsible for critical activities such as ensuring academic policy is being followed.

8. The current process is built on the core competencies of several College staff. Many people who participate in this process have critical information “in their heads” and the process is undocumented. In some cases, the process has become dependent upon individual staff.

9. Each semester, there are a number of low enrollment courses as well as courses that are cancelled after students have registered for them. The current process does not include any safeguards to limit these courses. They are expensive to teach and, when cancelled, can cause student dissatisfaction or can prevent students from continuing their academic progress.

10. When students are unable to register for required courses, their needs, at times, are fulfilled through the use of “Z” and directed study courses. The current process does not provide the information students need so they can take more responsibility for their academic progress and scheduling of classes. Students are unaware of course cycles (i.e., when a course will be offered each semester) and do not have access to degree audit information that would allow them to understand what
courses they need to complete their degrees. (Note: CAMS will be providing degree audit functionality in the future.) Better course planning on all sides will help close the gap between courses students need and what is offered, helping to lessen the number of “Z” or directed study courses.

11. The booklet has limited marketing value today as new marketing collateral and marketing programs have replaced the need to use the booklet for certain marketing strategies. Using the booklet for marketing purposes increases production time and costs.
4.0 Process Streamlining Recommendations

4.1 Registration Booklet Recommendations

Based on our external research and student survey, the team determined that the Registration Booklet was valuable to students. We recommend retaining the booklet but making several content and presentation changes so that it continues serving the needs of the students and meets streamlining end results. The booklet recommendations are focused on decreasing the number of pages to reduce cost, providing more accurate information online, decreasing the content to lessen the amount of time to gather and proof non-registration information, and making it a more “user friendly” document to those using it.

The Registration Booklet should focus on providing information to students that enables them to schedule courses. The booklet’s primary audiences will be returning students and students using it for advanced registration. Information focused on marketing the College to new students should be deemphasized. Information about academic advising, student services, etc. should be briefly noted in the booklet, but students should be referred to the Web, student handbook or a College office for detailed information. The College should continue to focus on the Web as the official and most accurate source for information and continue migrating students to the Web for registration advice and information.

Changes to the Registration Booklet

- **Academic Policy** – To reduce the size of the booklet, a reference should be made directing students to the appropriate place (e.g., Web, College office, etc.) for detailed information.
- **Long-range Course Schedule Detail** – Provide more detail in the long-range course schedule section to allow students to better plan for their degree requirements. If students knew course cycles and planned their long-term schedule based upon them, it would reduce the need for courses to be scheduled every semester. When possible, the long-range course schedule section should be more complete and include the term (e.g., semester, Block I, Block II) and time (including day, evening or weekend modular at a minimum) of the course cycle. For ultimate planning, course schedules should be forecasted for the entire academic year. This process, of course, would allow for additions, changes, etc.
- **“Are You Ready to Graduate” Section** – Replace this section and form with a notice in the Registration Booklet indicating where to find graduation information. Send a notice to students with enough credits to graduate to inform them where to access information and forms (on the Web or at each site) for graduation.
- **Redesign / Simplify Registration Form and Instructions** – The registration form can be difficult to complete. For example, first choice course and
second choice course sections are not explained; neither are required fees (e.g., payment plan). Payment and financial aid information is confusing and difficult to follow. For example, in the Step-by-Step Instructions found on page 78 of the Spring 2006 booklet, the term “Course Level” is listed without explanation and the tuition rates given are for New Castle only. They do not explain the tuition rates at other sites and, therefore, cause errors in tuition calculation.

- **Day Exceptions** – List day exceptions for modular courses only. Currently each module repeats standard dates but should only list those modular courses with non-standard times to save space and limit errors.
- **Front Cover Index** – The index on front cover should be presented in alphabetical order.
- **Consistency** – Use consistent terminology (i.e. term and block).
- **Order of Information** – Present the information / content in the booklet in an order aligned with the actual registration process:
  - Move Academic Advising section to Registration section
  - Move Placement Testing to Undergraduate Only information section
  - Move Humanities Elective Options to Degree Requirements section
  - Move Professional Portfolio and Honors Policy to degree requirements section
  - Move information on Hybrid Courses, Long Distance Learning, and Fusion Courses to the first page of the course listings
- **Language** – Reword and simplify language that describes the following:
  - Non-Credit Courses
  - Student Services
  - Class Standing – It is indicated that Advanced Registration is for Ed.D. Graduates, Seniors and Juniors but does not state when it occurs for Sophomores or Freshmen.
  - The “Course Listing Explanation” section should explain all the key terms and symbols.
  - Define meaning of course number and class level to registration process
- Move all payment information to one section and simplify worksheet
- Categorize the FAQ section into subject areas
- Create a second index within the categories by subject area (i.e. registration, billing, academic policy etc.) of the sections to make it easier to find information
- Future implementation could include course syllabus information in Blackboard (Note: requires implementation of new processes and systems)

**Remove from the Registration Booklet**
- Move the following information to the Academic Advising collateral:
  - Lunch Box Talks
  - Academic Polices (except those related to registration)
o Placement Testing details (short summary to remain indicating where to get additional information)
o Reference the academic policy for Nursing Science Exams. This information should be moved to a new Academic Policy Section with a brief description and should note that students should contact their Academic Advisor.
o Why should I take a Long Distance Course?
o Graduation Policy (short summary to remain indicating where to get additional information)
• Move the following information to Marketing collateral:
o New programs
o Degree programs
o College Mission statement
• Remove the following information and provide a reference where to access:
o Section on Hybrid, Distance Learning and Fusion courses
o All forms (except for registration and payment calculation worksheets, which should be available as Editable PDFs on the Web for completion and downloading)
o DAFB pass should be moved to the Web
o Blackboard information
o Social Security number must be removed from all forms
4.2 New Design: Principles around the Streamlined Process

1. An informed process (scheduling that is based on information and data) will best meet the end results.

2. The primary focus of the process should be supporting the needs of the divisions to make better course decisions and not data entry and booklet production.

3. Providing a uniform process for the divisions will allow for the elimination of shadow systems.

4. Changing the deadlines and eliminating unnecessary tasks will give divisions additional time to enable them to do a better job.

5. Better communication among divisions, admissions and marketing will enable an institutional perspective on the process.

6. Planning should be viewed from the perspective of institutional goals and divisional requirements.

7. Defining roles and responsibilities will eliminate duplicate process steps.

8. Data should be captured once and at its original source.

9. Students are willing to take on more responsibility for their scheduling with the results of achieving a better schedule.

10. Leverage CAMS to perform data integrity checks and increase secured access to the Course Master file and class scheduling files.
### 4.3 Current and New Process Timeline (High Level)

#### Current Process (16 weeks)

<table>
<thead>
<tr>
<th>Est. 6 weeks</th>
<th>Est. 3 weeks</th>
<th>Est. 1 week</th>
<th>Est. 3 weeks</th>
<th>Registration Begins and updates to course scheduled is stopped</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Registrar prepares file for rollover / creates new semester - (2 wks)</td>
<td>1. Divisions update Final Draft - (10 days)</td>
<td>1. Divisions return Final Draft - (2 days)</td>
<td>1. Final print proof approved</td>
<td>Prod &amp; Design &amp; Reg. Update Printer Proof</td>
</tr>
<tr>
<td>2. Draft 1 report is sent to Chairs to make changes on report - (3 wks)</td>
<td>2. Reg. updates file (10 days.)</td>
<td>2. Reg. Updates file - (1 week)</td>
<td>2. Booklets printed and sent to mailing vendor and College</td>
<td>Est. 3 weeks</td>
</tr>
<tr>
<td>3. Draft 1 report is returned to Registrar</td>
<td>3. Final Draft sent to Divisions</td>
<td>3. Print file send to Prod. And Design</td>
<td>3. Booklets mailed and distributed on campus</td>
<td>Est. 3 weeks</td>
</tr>
<tr>
<td>4. Registrar updates file from report - (1 wk)</td>
<td></td>
<td></td>
<td>Est. 3 weeks</td>
<td></td>
</tr>
<tr>
<td>5. Final Draft is sent to Chairs</td>
<td></td>
<td></td>
<td>Registration Begins and updates to course scheduled is stopped</td>
<td></td>
</tr>
</tbody>
</table>

#### New Process

- 1. Course rollover occurs
  - 3. Meeting held with divisions and impacted departments
- 1. Divisions analyze reports and begin planning course schedule
- 2. Divisions update course schedule file directly
- 1. Production and Design with the Registrar create and proof final printer file.
  - 2. Booklets printed and mailed to students and limited distribution to College departments
  - 3. Advising and divisions monitor demand and waitlists and update file

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Wilmington College: Process Streamlining
Course Scheduling Process

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4.4 New Design: Course Master Process

Introduction

The streamlining team was not asked to review the Course Master process, the process used by the faculty to approve or change existing courses. However, during the brainstorming sessions it became clear that changing this process would provide significant improvements in the course scheduling process.

The team, therefore, decided to make recommendations to improve this process after learning that CAMS would support a new Course Master process. The recommendations below are not based on a detailed understanding of the CAMS functionality or timetable, but preliminary information suggests that the new system will be able to support the recommendations.

This process occurs during the academic year and should be aligned with the deadlines of the course scheduling process. This would allow for the creation of the course scheduling file using the approved course master data.

Note: A designee from each division will be given access to CAMS to input the Course Master data and changes. This assumes that CAMS will be able to provide secured access and the CAMS Course Master process will allow distributed access for approved users.

Course Master Process

1. Course Approval / Change form is completed (Appendix I) and forwarded to Registrar.

2. Registrar reviews data for accuracy and assigns course number for new or experimental courses being recommended to the faculty for approval.

3. Course is entered into CAMS Course Master (data integrity checks occur during this step).

4. Coordinator works with the Curriculum Committee to gain approval or disapproval of course recommendation and forwards approved courses to Faculty Senate.

5. Report of expired experimental courses is generated and forwarded to Divisions and then Faculty Senate for action.

6. Faculty Senate takes action and approves the removal of courses no longer offered or not meeting Senate policies.
7. Division coordinator forwards finalized course approval form to the Registrar.

8. Registrar changes / inputs approved decisions into Course Master (includes additional data integrity checks).

Note: It may be possible that CAMS could automate the process of requesting course changes and tracking pending course changes. This would eliminate the form recommended in this new process.
4.5 New Design: Registrar Planning for Semester Roll

Summary of Major Recommendations

- The Course Master will be the primary source of official data eliminating the need for the initial clean up of the semester roll.
- Change the process from using reports that are marked with changes to allowing users to input directly into the file. Build into the data entry process data integrity checks.
- Change the focus of the process from checking for data entry errors to creating a better semester schedule.
- Radically decrease the time needed by the Registrar to produce the final file for printing and giving the saved time to the divisions.
- Increase communications among divisions and College departments to create a better understanding of how each impacts course schedules.

New Process:

1. Changes to the Course Master are completed and the Course Master is updated.
   Note: Data is now collected for courses that require:
   - Specialized classrooms (computer labs)
   - Specialized software or hardware

2. The new semester course scheduling file is created using the previous semester’s courses and official data from the Course Master file. Assumptions:
   - CAMS will be able to create a new semester using the Course Master and new parameters (i.e., courses no longer in the Course Master are automatically removed; new courses are added, etc.)
   - The need for data integrity reviews by the Registrar is eliminated since the data has been automatically verified using the Course Master file as the official data.

3. Institutional Research (IR) produces data reports for the divisions.

4. Registrar representative(s) meets with division representatives, Admissions, Marketing and IR to review data and changes that would affect course scheduling. Meeting would include training in the use of reports and CAMS. A sample agenda could be:
   - New programs and/or majors
   - Review of reports
   - Review of previous semester’s schedule
   - Admissions impact
5. New semester file is made available to designated division representatives.

6. **Advanced registration to start of classes**
   Divisions and Site Directors will receive on-demand reports to show course demands and information needed to adjust course schedules. Academic Advising and the divisions will:
   - Add / Delete sections based on demand and waitlists
   - Review and resolve potential room conflicts with Site Directors
   - Continue to update course schedule with faculty names
   - Move students from low enrollment sections to other sections

7. **Post registration**
   After registration is completed, IR will generate the final tally reports that can be used to review and adjust schedule for the next semester.
4.6 New Design: Divisions’ Process

Summary of Major Recommendations

• Provide divisions with data and reports that enable them to make better and informed decisions on what courses to offer.
• Produce reports that show the impact of the initial schedule to Site Directors earlier to allow further changes to the schedule before site limitations cause concerns after registration.
• Provide continuous feedback and data reports starting with pre-registration to divisions so they can continue to improve the course schedule to course demands.

New Process:
1. Each division representative (DR) analyzes data reports and makes initial updates to course scheduling file.
   • Note: Assumes that CAMS can provide secured access.
2. Meetings held within each division to review data. Changes are collected and the DR updates course scheduling file during a specified period of time.
   • Notes:
     1. Further investigation is needed to determine what data integrity controls can be implemented in CAMS to ensure DR updates are valid.
     2. To help divisions review changes, during the process they will be able to 1) select data from the course scheduling file and produce ad hoc reports and 2) transfer data to desktop applications like Excel.
3. Division update access to CAMS closed.
4. Registrar initiates and transmits the following reports to Site Directors:
   • Courses requested requiring specialized classrooms
   • Courses requiring specialized software and hardware
   • Room utilization by site (produced after each day of registration)
5. Site Directors and Registrar work with divisions to maximize room usage and resolve any conflicts or lack of rooms. Course scheduling file is updated with changes.
6. Final data integrity check report is produced, checking data like modular dates, missing instructor names and format, unique section numbers, start and stop times to ensure they correspond to the format of the course, etc. The process will repeat from Steps 2-5 till the start of classes.
(Note: Students would start to register with divisions continuing to make minor changes as demand reports are produced)
4.7 New Design: Printing and Distribution (Design and Production Division)

Summary of Major Recommendations

- Decrease number of proofs made by Registrar to save time.
- Decrease the number of copies of the booklet printed and distributed, saving time and lowering costs.
- Booklet on the Internet is constantly updated to reflect changes made after printing. Students can reprint any section so they have up-to-date information.
- Separate the roles and responsibilities for the proofing of drafts from the Registrar to the Design and Production division where the skill set is contained to ensure the design is correct.

New Process:

1. Registrar and divisions complete updating course scheduling file.

2. Academic Advising and Student Financial Services complete policies and procedures sections.

3. Design and Production completes design and creates final proofs.

4. Final proof sent to Registrar for final approval.

5. Design and Production determines number of copies to print.
   - Admissions will have limited printing since the booklet is not used as marketing tool
   - Sites – Limited number of booklets sent to each site for pre-registration.

6. Updated booklets that just contain course listings are then printed the week before open registration and distributed to sites and College offices. Students are informed where to find this copy.

7. Registrar sends mailing addresses to printer. This would not include master’s degree or Ed.D. graduates or area businesses.

8. Booklets are printed and mailed by printer.

9. Additional booklets are distributed to College offices and sites.

10. Booklet is published as PDF and posted on the Web in three sections that allow students to print information from the Web.
• Section 1: Non-course listing information
• Section 2: Forms needed for registration and start of classes
• Section 3: Course listings

11. Course scheduling file is updated as determined by divisions. This will be available when CAMS is in production.

12. Section 3 of the booklet is republished in PDF format when a major update has occurred. Note: The need for a PDF may change if CAMS provides similar functionality.

13. Course changes are communicated on the Web to inform students of changes and waitlisted students are notified of opened courses. (Note: The use of waitlist notification may be limited by CAMS functionality.)
5.0 Ideas for the Future

5.1 Related Processes Recommendations

1. **Program Guide** – The program guide provides students with course requirements for completing their degrees. When creating each semester’s course schedule, the College strives to offer courses enabling students to make progress towards their degrees. Students’ current expectations are that courses are offered almost every semester or, if a particular course is not offered, they can request directed-study courses. Offering courses each semester can lead to low enrollment courses that may need to be cancelled, the use of facilities for courses with a small number of students, and students waiting until the last moment to request courses. (I think if we go to an academic year schedule, you will have fewer students waiting until the last minute).

Under the streamlined process, programs would be changed to cycle courses in set sequences over the degree program. For example, for a program that can be completed in two years, a course would be cycled once a year to allow students two opportunities to schedule the course versus the current approach of scheduling the course every semester. This will reduce the number of low enrollment courses, reduce course cancellations due to low enrollment or lack of faculty, increase student satisfaction, improve efficiency, lower costs, and reduce resources impacted by course schedules. Providing students with information about when courses will be offered will help them to better plan their schedules and allow the College to create course schedules that continue to meet student expectations and satisfaction.

2. **Technology Classrooms** – The demand for technology classrooms continues to grow. This demand cannot be met only by changing the Registration Book process. The streamlined process will begin to collect the requirement for a technology classroom during the Course Master process. Collecting this data will enable better and more timely reporting on the number of courses requiring technology-enabled classrooms for future planning but also enable reports to be generated during the course scheduling process allowing Site Directors to monitor demand weeks before the classes start.

3. **Faculty Scheduling** – The team recognizes that inefficient scheduling creates hardships in hiring of faculty. Faculty are hired expecting to teach when low enrollments could cause the course to be cancelled. Demand for qualified faculty and additional competition for these instructors will become a growing concern for the College. The team recommends that the College consider hiring adjunct faculty for multiple semesters. This
could become feasible if the College implements processes creating better semester schedules, moves to cycle planning, and begins using early data on course demands. Faculty surveys showed that a majority of current instructors could commit to teaching for multiple semesters. (Note: see survey results in appendix III)

4. **Software Requirements** – The team recommends that a process similar to the one described for technology classrooms be implemented for courses requiring software or software upgrades. Currently these requests can be late or are not known by the Site Directors until classes start. This information is vital to efficient lab scheduling and IT upgrade planning.

5. **Average Class Size** – The ability to create a schedule that would balance course sections and provide an average class size that the College wishes to achieve goes beyond the scope of the process that was streamlined. Future implementation of processes for advanced registration for students and automated balancing of course requests should provide an approach to balance courses. Automated registration could be a candidate for another process streamlining project.

Currently, the registration process allows students to request courses based on their degree requirements. The College has been very successful in providing a registration process that serves the student rather than providing efficient course scheduling all the time. The team recommends that the College begin to look at alternative course scheduling that would still allow for student requirements but begin to balance those with College goals. Student surveys show their willingness to be flexible in the choosing of courses that start earlier or by traveling farther to get the courses they require.

**Interim recommendations:**
The team recommends that the College implement several changes to help achieve its average class size goals. These include:

- The current process unofficially ends after the Registration Booklet is printed. The streamlined process will continue to provide information to the divisions that can be used to adjust course schedules from pre-registration to the start of classes. The continued adjustment of course schedules and communication to students about course changes should allow for better course load balancing.
- Encourage students to register for courses early by enforcing student level prioritization, limiting the use of directed studies, and communicating the advantage of early registration.
- Limit the number of sections at the start of registration and monitor course enrollments and demands during the registration process.
Open new courses as demand increases and notify students of new sections during the pre-registration process.

- Investigate the use of CAMS waitlists to advise students of alternative courses and to adjust the course schedule.

6. Course Location and Times – The student survey and focus group showed that students were willing to travel to attend preferred courses and could start classes earlier than the current schedule. Distribution of high demand courses to other locations and the possibility of starting classes earlier could potentially relieve the pressure on classrooms and parking at New Castle. The team also recommends that the College further investigate:

- Scheduling certain courses earlier for students in majors that have the desire and ability to start earlier (e.g., education majors).
- Offering the same courses at the same time but at different locations
- Coordinating Block scheduling among divisions. Coordinating course scheduling between and among sites and divisions would result in prerequisites being more available.

5.2 Implementation Recommendations and Suggestions

The recommended process will vastly improve efficiency as well as greatly enhance divisions’ ability to make better decisions when creating a course schedule. However, several cultural changes will be required to successfully implement the streamlined process.

For the new process to be effective, the team recommends that the implementation framework include the following principles:

- The College culture needs to shift from one that defines student service as solving problems created by poor processes via personal contact to one that values preventing the problem in the first place. For example, the team learned during research and discussion that some College personnel felt that personally calling students about cancelled courses provided good student service and “solved” the problem; however, the cause of the problem was not addressed.

- Related processes, or ones that impact the end results, need to be aligned from the students’ perspective and work the way the students want them to. For example, when a student is registering for courses, there needs to be a process allowing them to understand the total cost of the course, including fees and books.

- A critical success factor for the implementation of the new process will be to provide training to everyone who will use the process.
6.0 Quick Wins

Process Changes

1. **Provide coordinators with broader access to scheduling data**
   
   Academic divisions require an understanding of other divisions’ course needs to meet student degree requirements and to improve the efficiency of the scheduling process. The College should broaden access for all divisions to see scheduling, student and course-related data.

2. **Train coordinators in the current process and use of data reports**
   
   Coordinators and/or those responsible for executing the process in divisions have varied knowledge of the process and of how to interrupt the data that is currently provided to them. Training will help those responsible be more effective and deliver better results.

3. **Triple space the paper draft sent to divisions**
   
   Triple spacing the paper draft will provide more room for coordinators to write in changes and will reduce keying errors when the information is entered into the automated system in the Registrar’s office.

4. **Consolidate current data integrity reports used by Registrar**
   
   Multiple individual reports are produced for data integrity reviews that increase the amount of time the Registrar’s Office needs to check drafts for accuracy. A single report with the same information will decrease the amount of time needed to both produce the reports and to perform the data integrity checks.

5. **Eliminate Draft #2 and the Overnight Drafts**
   
   Too many drafts of the report used to collect course information are printed and distributed during the current process. This creates more work and adds little value or accuracy. Eliminating the second and overnight drafts will save time and allow divisions to focus on better scheduling rather than the repetitive completion of the course reports. The reduction will allow more initial time for the coordinators to make educated decisions.

6. **Encourage students to use the Internet for course and academic policy information**
   
   Booklet information should be published on the Internet to allow for added value services that can only be provided using this type of access. Use of the Internet for these functions should be extensively marketed.
7.0 Sample Reports

- **Induced Course Load Matrix (ICLM):** This matrix will show the number of courses each student took for a given semester. The matrix will separate the students by their chosen major and separate courses by division. This will allow program coordinators to see the makeup of their course enrollment and therefore will serve as a tool to help predict future course enrollment.

**Example:**

<table>
<thead>
<tr>
<th>Major</th>
<th>Division of Business</th>
<th>Division of General Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>BAC 101</td>
<td>EGC 101</td>
</tr>
<tr>
<td></td>
<td>45</td>
<td>20</td>
</tr>
<tr>
<td>Business Management</td>
<td>BBM 102</td>
<td>MATH 110</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>38</td>
</tr>
<tr>
<td>Human Resources Management</td>
<td>Human Resources Management</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>56</td>
</tr>
<tr>
<td></td>
<td></td>
<td>99</td>
</tr>
</tbody>
</table>

- **Freshmen Enrollment by Program:** This report would show coordinators future “new” enrollment to their program/major as well as a history of new enrollment by semester. This report would be pulled from the admissions database listing the number of students who were accepted into Wilmington College for a specific major and semester. This would give the coordinator a better understanding of how many entry-level courses to run for a given semester.

- **Classroom Utilization Report:** This report would show classroom utilization by division on a certain day at a certain time. It would be necessary to include how many classrooms are available at that site. This report would be broken down by standard classrooms and specialized classrooms, i.e., labs. (Previous “George” report)

- **Cancelled Courses Report:** This report would show a history of cancelled courses by semester. This report can be sorted to show trends. 

  *NOTE: When a course is cancelled in RINGO, the enrollment is set to 0, therefore you are not able to see how many students had registered for the course before it was cancelled.*
• **Directed/Independent Study (“Z”) Courses Report:** This report would show a history of courses that were designated as an Independent Study by semester. This report can be sorted to show trends.

• **Student Level Report:** This report would show coordinators enrollment in their program/major by student level for a given semester. (Ex., Freshmen, Sophomores, etc.) This report could also include an additional breakdown to report how many students are enrolled by the number of credits they’ve earned. (Ex. 0-15 credits, 15-30 credits, 31-45 credits, etc.)

• **Specialized Software/Hardware:** This report would show what courses require specialized software/hardware.

• **90+ Credits Report:** This report would be run prior to the course registration process showing how many students that have 90+ credits in each program. This would give coordinators a better idea of how many high-level courses to run.

• **Experimental Course Check:** This report would track “experimental” courses to make sure that they have not been offered more than 3 times.

• **Future Course Offerings:** This report is similar to the current long-range course schedule report in the course registration book but it would be more accurate and show what courses are being offered in the next year, rather than just the next semester.
Appendix I Current Process Mapping

Step 1: Timeline Calendar (Registration Booklet Preparation and Distribution Timeline)

- Purpose: Provide the timeline to the College in order to meet publication deadlines.
- Responsibility: Scheduling and Publications Coordinator
- What is it? Duplicate of last year’s timeline with dates changed reflecting present academic calendar. If there are any time conflicts, divisions will let Scheduling and Publications Coordinator know and calendar is adjusted accordingly.
- Form: Word Document
- Problems: There is no uniform electronic distribution of the timeline from the divisions to their coordinators.
- Data: Distribution and due dates and a short description of each task and who is responsible for that task.
- Time to complete: Minimal.
- Process Steps:
  1. Prepare calendar and distribution to those involved in the process.
  2. Adjustments are made to the calendar.
  3. Final calendar is sent to the appropriate people.

Step 2: Course Semester Rollover

- Purpose: Provide a template for the divisions to use to start the process of preparing the next semester’s course schedule.
- Responsibility: Scheduling and Publications Coordinator.
- Form: Ringo report.
- Problems: The information on previous enrollment is not accurate and not of value to the divisions. There is not enough information / data for divisions to make accurate decisions about the upcoming semester courses. The course semester rollover is not tied into the course master process therefore new courses, courses no longer being offered, title changes etc. are not reflected in the report.
- Data: Previous semesters courses that were offered, course prefix, short title, course code, days, times, instructor, credits, limit, pre and post comments, and previous enrollment.
- Time to complete: Minimal.
- Process Steps:
  1. Information Technology is requested to perform the course rollover in Ringo.

Step 3: Data Integrity Check
• Purpose: To prepare the data to reflect next semester’s course listings prior to sending to the divisions.
• Responsibility: Scheduling and Publications Coordinator.
• Form: Hard copy reports that are printed from Ringo. Course master inventory book is used to verify titles, etc.
• Problems: The process is manual and paper intensive. It is time consuming and open to human error that introduces further errors. The information needs to be verified manually against the course master hard copy book. This process does not verify academic policies.
• Data: There are several reports that are produced separately. These reports are verified manually for accuracy and relevance to the next semester’s course listing.
  o Reports and action for each report.
    1. Post comment: Delete dates from post comments.
    2. Division Codes and Category codes: Verify category and division codes for accuracy.
    3. Levels: Verify levels for undergraduate, graduate and doctoral student of level of course.
    4. Title Report: Verify the accuracy and spelling of short / long title.
    5. Dates: Verify the start/end dates.
    6. Hybrid Report: Check for consistent comments.
    7. Credit Hour Report: Check for accuracy of the listed credit listing for courses.
    8. Lab Fees: Check to ensure that courses that have fees are listed and accurate.
    9. Prerequisite Report: Verify that prerequisites for the courses are listed.
   10. Location Report: Check for computer lab usage and distance learning courses notations.
• Time to Complete: This process takes at an estimated 5 days.
• Process Steps:
  1. Run reports
  2. Manually make changes in red pen on each report
  3. Update Ringo with changes
  4. Re-run reports and verify changes
Step 4: Draft #1

- **Purpose:** To gather course scheduling information from the divisions for the next semester’s course listing.
- **Responsibility:** Scheduling and Publications Coordinator and Division Chairs.
- **Form:** Hardcopy single spaced report from RINGO.
- **Problems:** Process is manual and paper-based. The distribution of the report to the appropriate divisional personnel is time consuming. Divisions do not see any value in this draft. Data is often copied several times from divisions processes (shadow systems) to Draft #1.
- **Data:** Same as Step 2.
- **Time to Complete:** Minimal time for the Scheduling and Publications Coordinator. Divisions are given 3 weeks to make their changes.
- **Process Steps:**
  1. Create separate reports by Division.
  2. Prepare cover memo with instructions and due date.
  3. Deliver to each Division Chair.
  4. Division Chairs produce copies for coordinators or course scheduling personnel within the division.
  5. Divisions make changes on the report.

Step 5: Divisions Changes are Updated into RINGO

- **Purpose:** Update semester course listing from divisions’ changes.
- **Responsibility:** Scheduling and Publications Coordinator
- **Form:** Returned Draft #1 with divisions’ changes marked in red.
- **Problems:** Often illegible due to small amount of space allocated to mark changes. Missing or inaccurate data and no space is available to add courses or other course information. There is a duplication of effort with multiple people responsible for the same data. Manual process and is subject to data entry and transpose errors. No time to verify that Senate polices are being followed. Divisions see little to no value in this draft. Focus on these repeated steps is on printing the booklet and not to provide an efficient and effective semester course listing.
- **Data:** Course listing information needed for draft.
- **Time to Complete:** one week
- **Process Steps:**
  1. Divisions return Draft #1 to the Office of the Registrar.
  2. Changes are updated to RINGO.
  3. Changes continue to be received after deadline.
  4. Draft #2 is sent to divisions.
  5. Step 4 and Step 5 are repeated. (2 weeks)
  6. Final overnight is sent and changes made to RINGO. (1 week)

Step 6: Run Data Integrity Reports
• Purpose: To check for errors created by Steps 4 and 5.
• Responsibility: Scheduling and Publications Coordinator
• Step 2 is repeated.

Step 7: Design and Production Creates Print Proof

• Purpose: To ready the course semester listing for printing.
• Responsibility: Design and Production
• Form: RINGO produces an electronic file.
• Process Steps: Scheduling and Publications Coordinator lets Design and Production know when updated course information is available in Ringo.

Step 8: Verification of Print Proof

• Purpose: Check for errors prior to the printing of the booklet.
• Responsibility: Scheduling and Publications Coordinator
• Form: PDF
• Problems: This process is manually intensive and takes too long. Previous data and integrity steps are not working that create many changes at this late time. Changes are introduced due to the manual updating of the file.
• Data: Print proof report.
• Time to Complete: 1 week with several repetitive steps.
• Process Steps:
  • PDF proof sent from Design and production to Scheduling and Publications Coordinator containing format changes.
  • Proof is verified manually and changes marked in red.
  • Proof sent back to design and production for updates. into RINGO.
  • Steps are repeated several times until file is error free.
  • Any changes that are made to the proof, then have to be made in Ringo.

Step 9: Course Listing File Sent to Vendor

• Purpose: Set course semester listing into print format from vendor.
• Responsibility: Design and Production.
• Form: Electronic file sent to vendor.
• Problems: None
Step 10: Printer / Vendor Returns Proof for Verification

- Purpose: Review the printout of the final format of registration book
- Responsibility: Scheduling and Publications Coordinator
- Form: Vendor printout
- Problem: Time consuming and the responsibility to review print proofs should be with Design and Production, where the skill set lies.
- Time to Complete: 1 day
- Process Steps:
  1. Proof returned from vendor to Registrar Office
  2. (2) personnel review and make corrections to proof
  3. Proof with changes marked returned to vendor

Step 11: Addresses are Created for Mailing Labels

- Purpose: Provide the mailing vendor with the addresses used to mail the booklets
- Responsibility: Scheduling and Publications Coordinator
- Form: RINGO file is created and then downloaded into an Excel spreadsheet
  - Students who attended in the past 12 months
  - All employees
  - Prospective students
- Problem: Labels are created for all previous attendees, not all accurate causing returned mailings
- Time to Complete: one hour

Step 12: Determine Required Number of Booklets for Sites

- Purpose: Provide sites with the correct number of booklets.
- Responsibility: Scheduling and Publications Coordinator
- Form: Email is sent to sites requesting a count of the number of booklets they require.
- Problem: Sites are unable to accurately estimate the number of booklets needed and feel that they are not utilized at the first printing.
- Time to Complete: several hours, often phone calls must be made when sites do not respond to emailed request.

Step 13: Vendor Delivers and Mails Registration Booklets
Step 14: Daily Updates to Course Listings after Booklet Publication

• Purpose: Continually update the web with course listing information.
• Responsibility: Divisions, Scheduling and Publications Coordinator and site directors and other affected offices.
• Form: Email and RINGO reports
• Problem: Time and human resource intensive. Transposing updates from email to RINGO creates inaccuracy and errors. Booklet becomes out of date. Instructors’ payment contains errors, and inconsistent student service. Inconsistent application of academic policies that are driven by college’s culture of serving students.
• Process Steps:
  1. Email updates are received from division chairs, administrative coordinators, syllabi support personnel, bookstore, and advisors.
  2. Email is sent to HR for any pay changes.
  3. Printed copies of emails are made for updating into RINGO.
  4. Ringo is updated.
  5. Students are notified of any cancellation or time or day for New Castle.
  6. Students from other sites are notified by site directors (non New Castle).
  7. Institutional Research sends HR and Divisions reports after drop/add deadline.
  8. Divisions make changes based on reports.
Information Content Process

Step 1: Informational Content Creation for the Registration Booklet

- Purpose: Create the information that is contained in the registration booklet outside of the course listings.
- Responsibility: Scheduling and Publications Coordinator and persons in the College responsible for this information being gathered
- Form: Word documents and forms
- Problems: Often information is not prevalent to the registration process, can be inaccurate and confusing to the students. Process is time intensive, manual and each proof step introduces errors. Documents is not proofed for academic accuracy or consistency.
- Process Steps:
  1. Previous semester’s Word file gets updated with current academic dates.
  2. A copy of each department’s section is sent by interoffice mail for updating.
  3. Updates are returned and the Word document is updated with new information.
  4. Word file is proofed by 2 people.
  5. Scheduling and Publications Coordinator sends to Design and Production for inclusion in the registration book
  6. Office of the Registrar and Design and Production create several proofs till accurate.

Step 2: Information is Created for Posting on the Web

- Purpose: Provide information contained in the registration booklet to the web
- Responsibility: Scheduling and Publications Coordinator and Ed Tech
- Form – Printed copies from last semester’s registration book and information on the web
- Time: Approximately 2 days
- Problems: This is a separate process from the content verified for the booklet. Introduces errors and repeated work already completed for the booklet. Web and printed content is not always consistent and can be confusing.
- Process Steps:
  • Registrar’s Office pages are printed from the web
  • Corrections/additions are made in red.
  • Hard copy is inter-office mailed to Ed Tech.
  • Ed Tech publishes information on the web.
### Appendix II Curriculum Data Update Form

**Curriculum Data Update Form**

<table>
<thead>
<tr>
<th>Field</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Division:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Status:</strong></td>
<td>(New experimental/new required/course change)</td>
</tr>
<tr>
<td><strong>Course number:</strong></td>
<td>(Existing number) or requested new number</td>
</tr>
<tr>
<td><strong>Requested course number:</strong></td>
<td>(Requested new number)</td>
</tr>
<tr>
<td><strong>Course Title:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Course Description:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Credits:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Effective Date:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Pre-requisites/Co-requisites:</strong></td>
<td>(Multiple fields)</td>
</tr>
<tr>
<td><strong>Format:</strong></td>
<td></td>
</tr>
<tr>
<td>• Semester/Block</td>
<td></td>
</tr>
<tr>
<td>• Modular</td>
<td></td>
</tr>
<tr>
<td>• Hybrid</td>
<td></td>
</tr>
<tr>
<td>• Distance Learning</td>
<td></td>
</tr>
<tr>
<td>• Fusion</td>
<td></td>
</tr>
<tr>
<td>• Other</td>
<td>(Specify)</td>
</tr>
<tr>
<td><strong>Forecasted Frequency:</strong></td>
<td></td>
</tr>
<tr>
<td>• Fall</td>
<td></td>
</tr>
<tr>
<td>• Spring</td>
<td></td>
</tr>
<tr>
<td>• Summer</td>
<td></td>
</tr>
<tr>
<td><strong>Experimental schedule:</strong></td>
<td></td>
</tr>
<tr>
<td>1st offering</td>
<td>(Specific semester and year)</td>
</tr>
<tr>
<td>2nd offering</td>
<td>(Specific semester and year)</td>
</tr>
<tr>
<td>3rd offering</td>
<td>(Specific semester and year)</td>
</tr>
</tbody>
</table>
### Appendix III Student Survey

#### Student Course Registration Survey

**What campus do you mainly attend for classes?**

<table>
<thead>
<tr>
<th></th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Masters</th>
<th>Doctoral</th>
<th>Other</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Castle</td>
<td>110</td>
<td>27</td>
<td>19</td>
<td>3</td>
<td>10</td>
<td>1</td>
<td>169</td>
<td></td>
</tr>
<tr>
<td>Graduate Center</td>
<td>160</td>
<td>1</td>
<td>2</td>
<td>11</td>
<td>1</td>
<td>9</td>
<td>170</td>
<td></td>
</tr>
<tr>
<td>Dover</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td>2</td>
<td>11</td>
<td>1</td>
<td>22</td>
<td></td>
</tr>
<tr>
<td>DAFB</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td></td>
<td>7</td>
<td>7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Georgetown</td>
<td>2</td>
<td>3</td>
<td>11</td>
<td>15</td>
<td>2</td>
<td>3</td>
<td>33</td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>113</strong></td>
<td><strong>34</strong></td>
<td><strong>29</strong></td>
<td><strong>16</strong></td>
<td><strong>195</strong></td>
<td><strong>3</strong></td>
<td><strong>401</strong></td>
<td></td>
</tr>
</tbody>
</table>

**What time are the majority of your courses held?**

<table>
<thead>
<tr>
<th></th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Masters</th>
<th>Doctoral</th>
<th>Other</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day</td>
<td>99</td>
<td>22</td>
<td>13</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>137</td>
<td></td>
</tr>
<tr>
<td>Evening</td>
<td>14</td>
<td>12</td>
<td>16</td>
<td>13</td>
<td>193</td>
<td>3</td>
<td>10</td>
<td>261</td>
</tr>
<tr>
<td>Weekend</td>
<td>3</td>
<td>3</td>
<td>16</td>
<td>196</td>
<td>3</td>
<td>10</td>
<td>3</td>
<td>401</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>112</strong></td>
<td><strong>34</strong></td>
<td><strong>29</strong></td>
<td><strong>16</strong></td>
<td><strong>196</strong></td>
<td><strong>3</strong></td>
<td><strong>401</strong></td>
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</table>

**How far do you commute to the campus where the majority of your classes are held?**

<table>
<thead>
<tr>
<th></th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Masters</th>
<th>Doctoral</th>
<th>Other</th>
<th>Totals</th>
</tr>
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<tbody>
<tr>
<td>0-25 miles</td>
<td>101</td>
<td>31</td>
<td>27</td>
<td>8</td>
<td>92</td>
<td>3</td>
<td>6</td>
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<tr>
<td>26-50 miles</td>
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<td>3</td>
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<td>8</td>
<td>69</td>
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<tr>
<td>51-75 miles</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>30</td>
<td>1</td>
<td>1</td>
<td>34</td>
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<tr>
<td>76 miles</td>
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<td></td>
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<td>5</td>
</tr>
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<td><strong>Totals</strong></td>
<td><strong>113</strong></td>
<td><strong>34</strong></td>
<td><strong>29</strong></td>
<td><strong>16</strong></td>
<td><strong>196</strong></td>
<td><strong>3</strong></td>
<td><strong>10</strong></td>
<td><strong>401</strong></td>
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</table>

**Have you used the registration booklet in the past 6 months?**

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<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Masters</th>
<th>Doctoral</th>
<th>Other</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>78</td>
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<td>9</td>
<td>1</td>
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<td><strong>34</strong></td>
<td><strong>29</strong></td>
<td><strong>16</strong></td>
<td><strong>194</strong></td>
<td><strong>3</strong></td>
<td><strong>10</strong></td>
<td><strong>308</strong></td>
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</tbody>
</table>

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### Student Course Registration Survey

**Overall, how would you rate the usefulness of the booklet?**

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<tr>
<th></th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Masters</th>
<th>Doctoral</th>
<th>Other</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>VERY USEFUL</td>
<td>29</td>
<td>13</td>
<td>9</td>
<td>7</td>
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<td>1</td>
<td>7</td>
<td>150</td>
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<td>13</td>
<td>8</td>
<td>57</td>
<td>1</td>
<td>2</td>
<td>145</td>
</tr>
<tr>
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<td>2</td>
<td>1</td>
<td>10</td>
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<td></td>
<td>19</td>
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<tr>
<td>NOT AT ALL USEFUL</td>
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<td>2</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td></td>
<td></td>
<td>4</td>
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<td>22</td>
<td>16</td>
<td>153</td>
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<td>9</td>
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**For what reasons do you use the booklet?**

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<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Masters</th>
<th>Doctoral</th>
<th>Other</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
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<td>6</td>
<td></td>
<td></td>
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<td>2</td>
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<td></td>
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<td>Course Information</td>
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<td>7</td>
<td>6</td>
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<td>6</td>
<td>163</td>
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<td>1</td>
<td>1</td>
<td>4</td>
<td></td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Totals</td>
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<td>21</td>
<td>16</td>
<td>150</td>
<td>2</td>
<td>9</td>
<td>315</td>
</tr>
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</table>

**How often do you use the internet to check course schedules, etc.?**

<table>
<thead>
<tr>
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<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Masters</th>
<th>Doctoral</th>
<th>Other</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>NEVER</td>
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<td>6</td>
<td>8</td>
<td>2</td>
<td>10</td>
<td>1</td>
<td>2</td>
<td>56</td>
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<tr>
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<td>9</td>
<td>8</td>
<td>61</td>
<td>4</td>
<td></td>
<td>133</td>
</tr>
<tr>
<td>Often</td>
<td>37</td>
<td>16</td>
<td>11</td>
<td>5</td>
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<td>2</td>
<td>3</td>
<td>134</td>
</tr>
<tr>
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<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td></td>
<td>17</td>
</tr>
<tr>
<td>Totals</td>
<td>112</td>
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<td>29</td>
<td>16</td>
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<td>3</td>
<td>10</td>
<td>400</td>
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</tbody>
</table>

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### Student Course Registration Survey

#### When do you normally register for your classes?

<table>
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<tr>
<th></th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Masters</th>
<th>Doctoral</th>
<th>Other</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Registration</td>
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<td>8</td>
<td>8</td>
<td>9</td>
<td>135</td>
<td>1</td>
<td>6</td>
<td>194</td>
</tr>
<tr>
<td>Open Registration</td>
<td>84</td>
<td>26</td>
<td>20</td>
<td>8</td>
<td>55</td>
<td>2</td>
<td>2</td>
<td>197</td>
</tr>
<tr>
<td>Late Registration 1st week of classes</td>
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<td></td>
<td></td>
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<td></td>
<td>6</td>
</tr>
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<td><strong>Totals</strong></td>
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<td>26</td>
<td>16</td>
<td>196</td>
<td>3</td>
<td>10</td>
<td>397</td>
</tr>
</tbody>
</table>

#### Where do you get course registration information besides the booklet and internet?

<table>
<thead>
<tr>
<th></th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Masters</th>
<th>Doctoral</th>
<th>Other</th>
<th>Totals</th>
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</thead>
<tbody>
<tr>
<td>Advisor</td>
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<td>10</td>
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<td>1</td>
<td>137</td>
</tr>
<tr>
<td>College Staff</td>
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<td>3</td>
<td>1</td>
<td>19</td>
<td>2</td>
<td>3</td>
<td>48</td>
</tr>
<tr>
<td>Peers</td>
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<td>5</td>
<td>1</td>
<td>75</td>
<td>1</td>
<td>2</td>
<td>38</td>
</tr>
<tr>
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<td>11</td>
<td>7</td>
<td>3</td>
<td>4</td>
<td>75</td>
<td>1</td>
<td>3</td>
<td>103</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>6</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>111</td>
<td>34</td>
<td>28</td>
<td>16</td>
<td>194</td>
<td>3</td>
<td>9</td>
<td>395</td>
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</tbody>
</table>

#### What is your highest priority in choosing courses?

<table>
<thead>
<tr>
<th></th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Masters</th>
<th>Doctoral</th>
<th>Other</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
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<td>1</td>
<td>1</td>
<td>9</td>
<td>1</td>
<td>1</td>
<td>21</td>
</tr>
<tr>
<td>Degree requirement</td>
<td>57</td>
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<td>19</td>
<td>11</td>
<td>123</td>
<td>2</td>
<td>5</td>
<td>245</td>
</tr>
<tr>
<td>Time offered</td>
<td>32</td>
<td>12</td>
<td>6</td>
<td>3</td>
<td>48</td>
<td>3</td>
<td>3</td>
<td>104</td>
</tr>
<tr>
<td>Faculty teaching the course</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>13</td>
<td>18</td>
<td></td>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Other</td>
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<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>111</td>
<td>34</td>
<td>27</td>
<td>16</td>
<td>195</td>
<td>3</td>
<td>10</td>
<td>396</td>
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</table>

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Student Course Registration Survey

What is the second highest priority in choosing courses?

<table>
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<tr>
<th>Location</th>
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<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Masters</th>
<th>Doctoral</th>
<th>Other</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
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<td>4</td>
<td>9</td>
<td>26</td>
<td>2</td>
<td>52</td>
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</tr>
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<td>Degree requirement</td>
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<td>7</td>
<td>1</td>
<td>25</td>
<td>3</td>
<td>59</td>
<td></td>
</tr>
<tr>
<td>Time offered</td>
<td>30</td>
<td>19</td>
<td>14</td>
<td>7</td>
<td>92</td>
<td>1</td>
<td>196</td>
<td></td>
</tr>
<tr>
<td>Faculty teaching the course</td>
<td>13</td>
<td>3</td>
<td>3</td>
<td>2</td>
<td>48</td>
<td>1</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Other</td>
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<td>2</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Totals</td>
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<td>34</td>
<td>26</td>
<td>16</td>
<td>193</td>
<td>3</td>
<td>385</td>
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</tbody>
</table>

How far would you travel to get your highest priority criteria met?

<table>
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<tr>
<th>Distance</th>
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<th>Junior</th>
<th>Senior</th>
<th>Masters</th>
<th>Doctoral</th>
<th>Other</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-25 miles</td>
<td>53</td>
<td>16</td>
<td>18</td>
<td>3</td>
<td>55</td>
<td>2</td>
<td>2</td>
<td>159</td>
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<tr>
<td>26-50 miles</td>
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<td>9</td>
<td>85</td>
<td>5</td>
<td>5</td>
<td>151</td>
</tr>
<tr>
<td>51-75 miles</td>
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<td>2</td>
<td>2</td>
<td>37</td>
<td>1</td>
<td>1</td>
<td>52</td>
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<tr>
<td>75 miles</td>
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<td>1</td>
<td>8</td>
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<td></td>
<td></td>
<td>12</td>
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<tr>
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<td>24</td>
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<tr>
<td>Totals</td>
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<td>16</td>
<td>195</td>
<td>3</td>
<td>10</td>
<td>398</td>
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</tbody>
</table>

What is the earliest time of day when you could start attending classes?

<table>
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<th>Time</th>
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<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Masters</th>
<th>Doctoral</th>
<th>Other</th>
<th>Totals</th>
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<tr>
<td>8:00 am</td>
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<td>13</td>
<td>4</td>
<td>30</td>
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<td>8:30 am</td>
<td>7</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>5</td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>9:00 am</td>
<td>87</td>
<td>22</td>
<td>13</td>
<td>7</td>
<td>30</td>
<td></td>
<td></td>
<td>139</td>
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<tr>
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<td>13</td>
<td>65</td>
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<td>1</td>
<td>244</td>
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</tbody>
</table>

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### Student Course Registration Survey

What is the earliest time of evening when you could start attending classes?

<table>
<thead>
<tr>
<th>Time</th>
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<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Masters</th>
<th>Doctoral</th>
<th>Other</th>
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<td>16</td>
<td>5</td>
<td>36</td>
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<td>146</td>
</tr>
<tr>
<td>4:30 pm</td>
<td>8</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>34</td>
<td></td>
<td></td>
<td>40</td>
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<tr>
<td>5:00 pm</td>
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<td>4</td>
<td>5</td>
<td>1</td>
<td>75</td>
<td>1</td>
<td>5</td>
<td>102</td>
</tr>
<tr>
<td>5:30 pm</td>
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<td>6</td>
<td>7</td>
<td>8</td>
<td>51</td>
<td>3</td>
<td>3</td>
<td>100</td>
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<tr>
<td>Totals</td>
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<td>16</td>
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</tbody>
</table>

What personal factors influence your selection of courses?

<table>
<thead>
<tr>
<th>Factor</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
<th>Masters</th>
<th>Doctoral</th>
<th>Other</th>
<th>Totals</th>
</tr>
</thead>
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<td>12</td>
<td>6</td>
<td>75</td>
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<td>144</td>
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<td>0</td>
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<td>5</td>
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</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Totals</td>
<td>58</td>
<td>15</td>
<td>19</td>
<td>6</td>
<td>91</td>
<td>2</td>
<td>5</td>
<td>196</td>
</tr>
</tbody>
</table>

---

Date: December 21, 2005
Appendix IV Faculty Survey

Faculty Course Registration Survey

What division do you mainly teach for?

<table>
<thead>
<tr>
<th>Label</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division of Behavioral Science</td>
<td>18</td>
<td>19.6</td>
</tr>
<tr>
<td>Division of Business</td>
<td>14</td>
<td>15.2</td>
</tr>
<tr>
<td>Division of Education</td>
<td>17</td>
<td>18.5</td>
</tr>
<tr>
<td>Division of General Studies</td>
<td>13</td>
<td>14.1</td>
</tr>
<tr>
<td>Division of ITAC</td>
<td>14</td>
<td>15.2</td>
</tr>
<tr>
<td>Division of Nursing</td>
<td>9</td>
<td>9.8</td>
</tr>
<tr>
<td>Doctoral Program</td>
<td>7</td>
<td>7.6</td>
</tr>
<tr>
<td>Total Valid</td>
<td>92</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Please indicate your status:

<table>
<thead>
<tr>
<th>Label</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Faculty</td>
<td>58</td>
<td>62.4</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>35</td>
<td>37.6</td>
</tr>
<tr>
<td>Total Valid</td>
<td>93</td>
<td>100.0</td>
</tr>
</tbody>
</table>

1. How far in advance could you keep your course teaching commitment?

<table>
<thead>
<tr>
<th>Label</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 semester</td>
<td>11</td>
<td>12.0</td>
</tr>
<tr>
<td>2 semesters</td>
<td>16</td>
<td>17.4</td>
</tr>
<tr>
<td>3 semesters Full Academic Year</td>
<td>36</td>
<td>39.1</td>
</tr>
<tr>
<td>More than 3 semesters</td>
<td>29</td>
<td>31.5</td>
</tr>
<tr>
<td>Total Valid</td>
<td>92</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Date: January 31, 2006
Faculty Course Registration Survey

2. How far are you able to travel for a teaching assignment?

<table>
<thead>
<tr>
<th>Label</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-25 miles</td>
<td>34</td>
<td>37.0</td>
</tr>
<tr>
<td>26-50 miles</td>
<td>25</td>
<td>27.2</td>
</tr>
<tr>
<td>51-75 miles</td>
<td>11</td>
<td>12.0</td>
</tr>
<tr>
<td>76 miles</td>
<td>19</td>
<td>20.7</td>
</tr>
<tr>
<td>I would not do any additional travel</td>
<td>3</td>
<td>3.3</td>
</tr>
<tr>
<td>Total Valid</td>
<td>92</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Day Classes

<table>
<thead>
<tr>
<th>Label</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00 am</td>
<td>6</td>
<td>10.3</td>
</tr>
<tr>
<td>7:30 am</td>
<td>5</td>
<td>8.6</td>
</tr>
<tr>
<td>8:00 am</td>
<td>13</td>
<td>22.4</td>
</tr>
<tr>
<td>8:30 am</td>
<td>34</td>
<td>58.6</td>
</tr>
<tr>
<td>Total Valid</td>
<td>58</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Evening Classes

<table>
<thead>
<tr>
<th>Label</th>
<th>Frequency</th>
<th>Valid Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4:00 pm</td>
<td>35</td>
<td>33.9</td>
</tr>
<tr>
<td>4:30 pm</td>
<td>14</td>
<td>15.6</td>
</tr>
<tr>
<td>5:00 pm</td>
<td>40</td>
<td>44.4</td>
</tr>
<tr>
<td>8:00 pm</td>
<td>1</td>
<td>1.1</td>
</tr>
<tr>
<td>8:30 pm</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total Valid</td>
<td>90</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Date: January 31, 2006