

## **Report of the Registration and Class Schedules Committee on Registration and Drop/Add in September 2011 December 8, 2011**

Below is a summary of data collected early in the Fall 2011 term pertaining to undergraduate registration during Orientation and the initial drop/add period, stemming from development of new WebAdvisor registration software and procedures. Two surveys were conducted to gauge impressions of registration and feedback and suggestions for the future, one to all new first-year students and one to all undergraduate faculty after the drop/add period ended. The provost also hosted two registration roundtables on September 27 and 28 for faculty and staff to solicit additional discussion.

The Registration and Class Schedules Committee has reviewed these data and the feedback from the registration roundtables. Overall, the data suggests that the new registration software is successfully registering students in classes and there are many processes that are well received. It is doing its job despite the steep learning curve, change in culture, and administrative preparation and oversight required. However, the committee understands that “off-the-shelf” software has many limitations and that there is much room for improvement. The committee and administration are committed to continuing to improve the processes (as evidenced, in part, by additional customized processes made available to department and program heads in October), and to continuing the dialogue with faculty and staff.

On behalf of the Registration and Class Schedules Committee,

Barbara Rowe, Chair  
Elizabeth Knapp, Associate Provost  
Scott Dittman, University Registrar

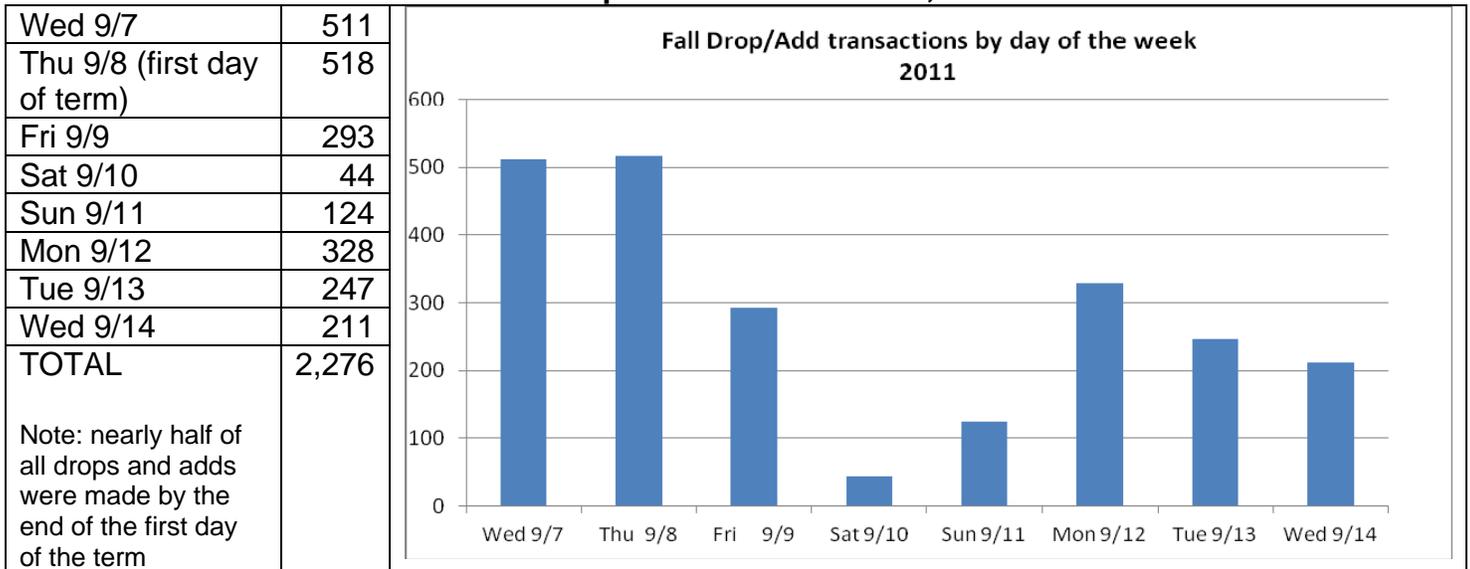
Entire committee, 2011-2012

Scott Boylan, Professor, Accounting  
Mary Elizabeth Bush '13  
Gwyn Campbell, Professor, Romance Languages  
Neil Cunningham, Associate Professor, Physical Education and Athletics  
Jenefer Davies, Assistant Professor, Theater and Dance  
Scott Dittman, University Registrar  
Johnny Gragg '13  
Janine Hathorn, Professor, Physical Education  
Kimberly Jew, Associate Professor, Theater and Dance  
Wendy Price, Assistant Dean of The College  
Barbara Rowe, Associate University Registrar, Chair  
Kary Smout, Associate Professor, English  
Robert Straughan, Associate Dean of the Williams School

## Registration Survey Results and Data – November 2011

The vast majority of student registration activity occurred before the third day of classes.

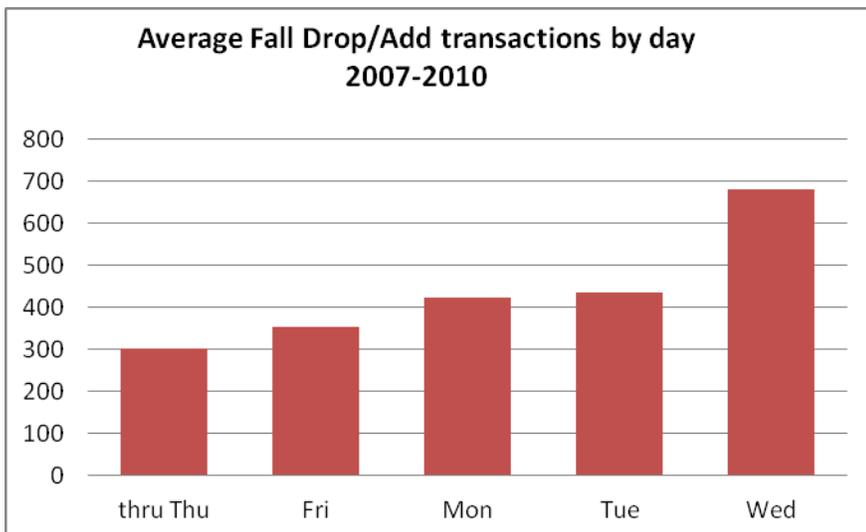
Individual drop or add transactions, Fall 2011



In the past, students waited until later in the first week to get their paper drop/adds in for processing.

Comparison of the day that drop and add transactions were made

|                              | 2010 | 2009 | 2008 | 2007 |
|------------------------------|------|------|------|------|
| thru Thu (first day of term) | 276  | 335  | 246  | 357  |
| Fri                          | 310  | 411  | 357  | 336  |
| Mon                          | 425  | 468  | 391  | 108  |
| Tue                          | 481  | 494  | 376  | 392  |
| Wed                          | 533  | 656  | 682  | 859  |



**Summary of waitlist actions (as of Tuesday of drop-add week)**

- 10% expired
- 20% dropped off the waiting list
- 45% enrolled/permission
- 25% still active

**Number of underloaded students at the end of day, Friday, of drop-add week**

- 2011: 53
- 2010: 94

**Winter 2012 Registration**

Summary of how many students began winter registration during the first hour each day of the first "Pick Two". Most students are jumping into registration and the network and database capacities seem to handle it well.

| registration start up stats |                       |     |     |     |     |     |     |     |        |        |
|-----------------------------|-----------------------|-----|-----|-----|-----|-----|-----|-----|--------|--------|
| term                        | Winter 2012, November |     |     |     |     |     |     |     |        |        |
| class size                  | fy#                   | fy% | so# | so% | jr# | jr% | sr# | sr% | total# | total% |
|                             | 494                   |     | 444 |     | 440 |     | 409 |     | 1787   |        |
| 1st 7:05                    | 410                   | 83% | 354 | 80% |     |     | 160 | 39% | 924    | 52%    |
| 1st 7:10                    | 425                   | 86% | 365 | 82% | 288 | 65% |     |     | 1078   | 60%    |
| 1st 7:15                    | 454                   | 92% | 372 | 84% | 292 | 66% | 203 | 50% | 1321   | 74%    |
| 1st 7:30                    | 460                   | 93% | 380 | 86% | 308 | 70% | 248 | 61% | 1396   | 78%    |
| 1st 7:45                    | 468                   | 95% | 382 | 86% | 315 | 72% | 261 | 64% | 1426   | 80%    |
| 1st 8:00                    | 471                   | 95% | 385 | 87% | 321 | 73% | 279 | 68% | 1456   | 81%    |

**Orientation event and registration survey to FY students, Fall 2011**

- 248 respondents
- 50% response rate

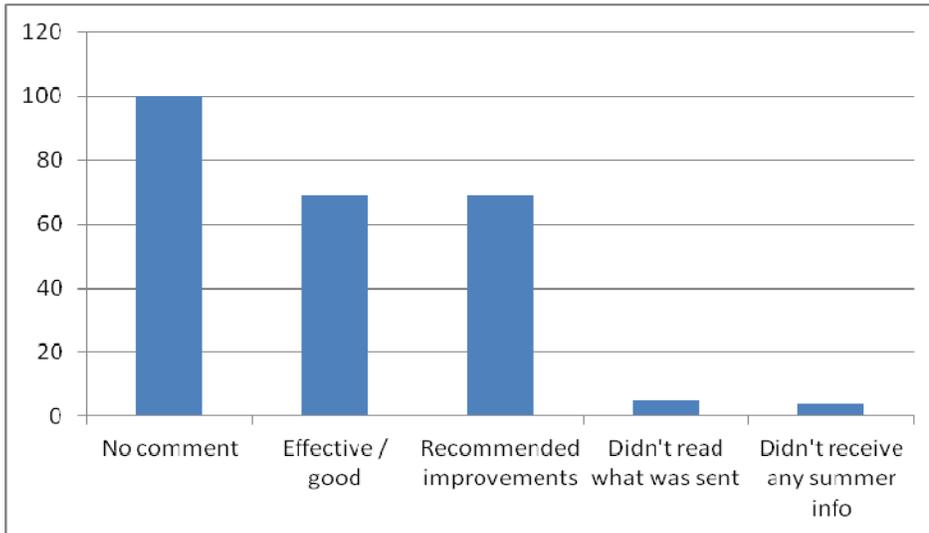
Events rated 1-4 (4=outstanding)

|                | Intro to Registration @ Keller Theater (Sunday, September 4) | Registration: Pick First Course @ WebAdvisor (Monday, September 5) | Academic Fair @ Doremus Gym (Monday, September 5) | Pre-arranged Meeting with Faculty Adviser (Monday, September 5) | Dinner with Faculty Adviser (Monday, September 5) | Registration with Faculty Adviser (Tuesday, September 6) |
|----------------|--|--|---|---|---|--|
| mean           | 3.0  | 3.4  | 3.2   | 3.5   | 3.4   | 3.4  |
| Percent 3 or 4 | 76%  | 85%  | 80%   | 89%   | 91%   | 83%  |
| Percent 1 or 2 | 24%  | 15%  | 20%   | 11%   | 9%  | 17%  |

## Information Received over the Summer

Think about the information you received about course selection and registration during the summer. How could we improve the timing, detail or quality?

| No comment | Effective / good | Recommended improvements | Didn't read what was sent | Didn't receive any summer info |
|------------|------------------|--------------------------|---------------------------|--------------------------------|
| 100        | 69               | 69                       | 5                         | 4                              |
| 40%        | 28%              | 28%                      | 2%                        | 2%                             |

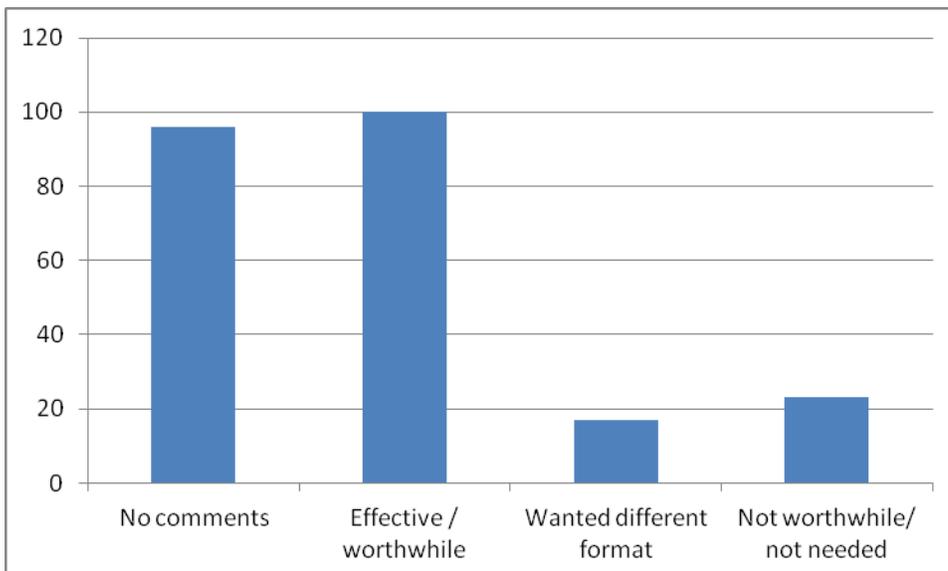


## Registration Training on Sunday Afternoon

Intro to Registration @ Keller Theater (Sunday, September 4)

Think about the Registration Training you received on Sunday afternoon of Orientation. How effective was it? How could it be improved?

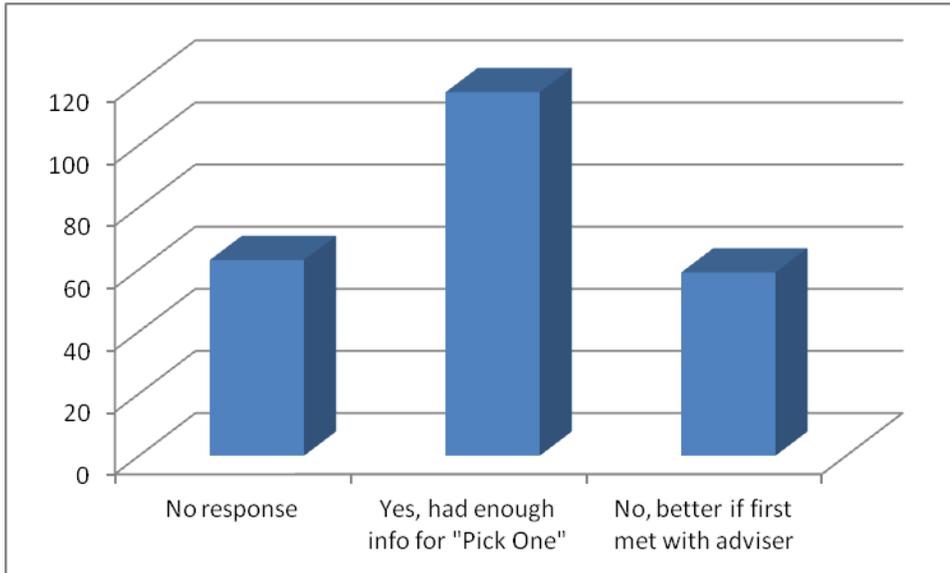
| No comments | Effective / worthwhile | Wanted different format | Not worthwhile/ not needed |
|-------------|------------------------|-------------------------|----------------------------|
| 96          | 100                    | 17                      | 23                         |
| 41%         | 42%                    | 7%                      | 10%                        |



## Pick One Registration

|   |   |
|---|---|
| <b>Registration: Pick First Course @ WebAdvisor (Monday, September 5)</b> | <b>On the "Pick 1 - Pick 3" schedule, did you have enough information/training to pick a course by yourself before meeting with your adviser?</b> |
|---|---|

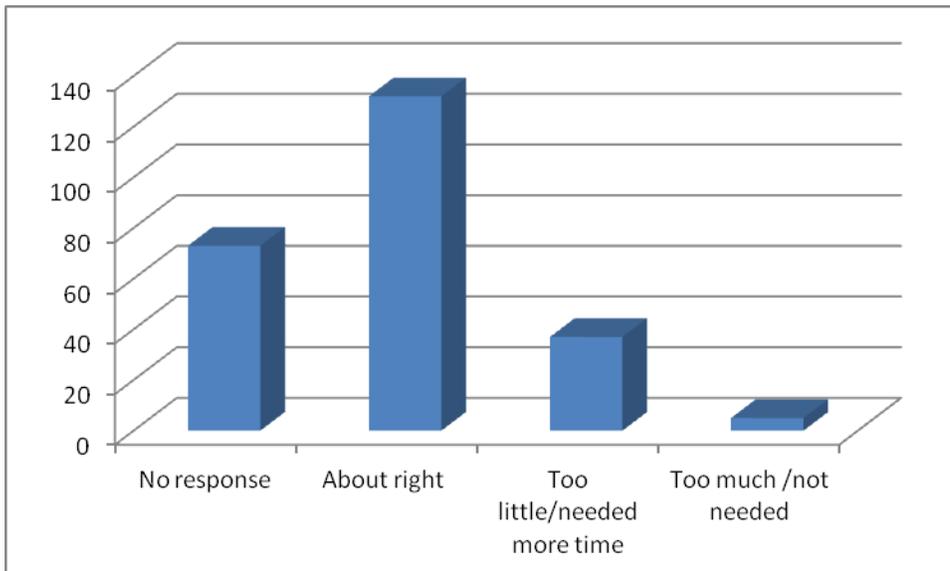
|             |                                     |                                      |
|-------------|-------------------------------------|--------------------------------------|
| No response | Yes, had enough info for "Pick One" | No, better if first met with adviser |
| 63          | 117                                 | 59                                   |
| 26%         | 49%                                 | 25%                                  |



## Registration and Time with Your Adviser

|   |   |
|---|---|
| <b>Registration with Faculty Adviser (Tuesday, September 6)</b> | <b>Think about the total time you had with your faculty adviser. Was it too little, too much, or about right?</b> |
|---|---|

|             |             |                             |                      |
|-------------|-------------|-----------------------------|----------------------|
| No response | About right | Too little/needed more time | Too much /not needed |
| 73          | 132         | 37                          | 5                    |
| 30%         | 53%         | 15%                         | 2%                   |

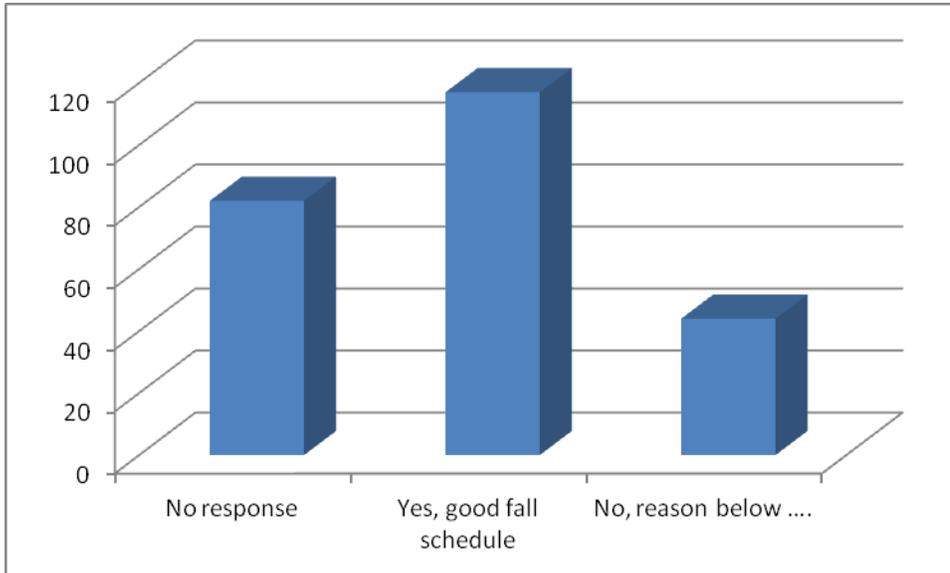


## Satisfaction with my Fall schedule of classes

Does your eventual class schedule meet your expectations/needs? If not, what was the primary obstacle to a "good" schedule?

| No response | Yes, good fall schedule | No* |
|-------------|-------------------------|-----|
| 82          | 117                     | 44  |
| 34%         | 48%                     | 18% |

\* 25/44 responded due to last registration time/all courses closed

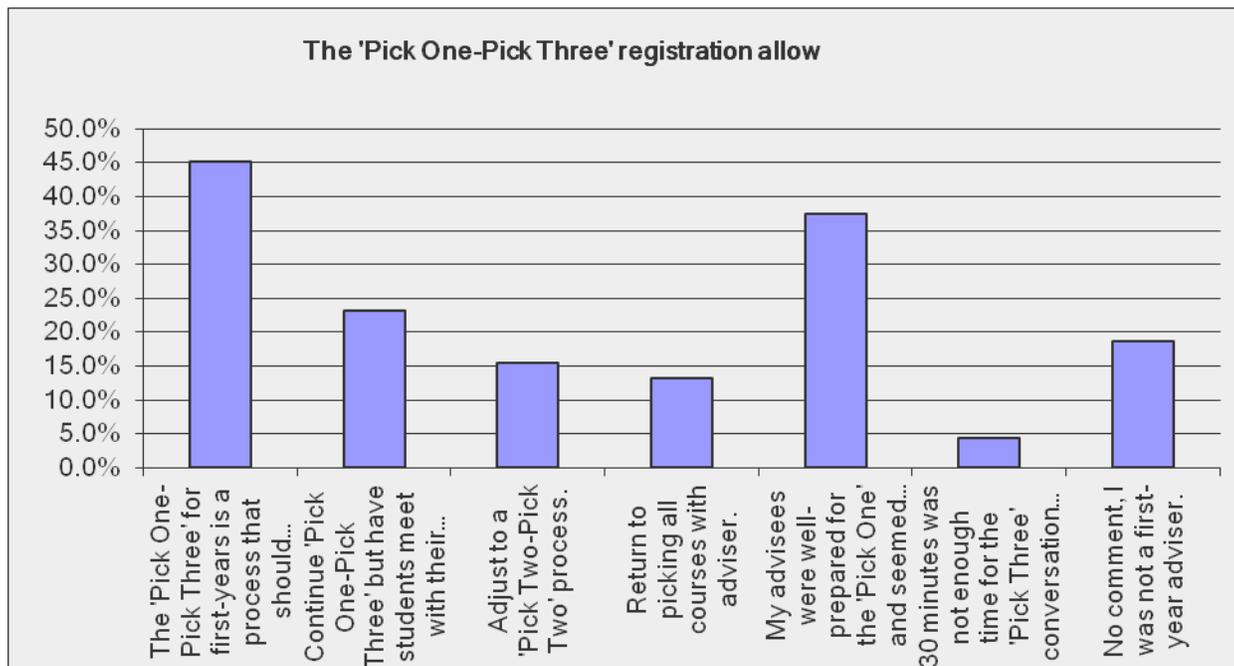


# Faculty Survey: Follow-up Fall Registration and Drop/Add Survey

94 respondents (34.2% response rate)

The 'Pick One-Pick Three' registration allowed First-year students the opportunity to learn the mechanics of the point-and-click registration process and it allowed them to register for a high-priority course before meeting with their adviser and completing the full-time load. Check all that apply.

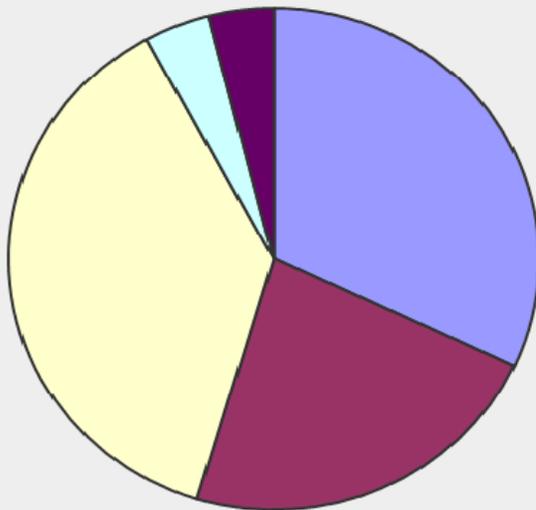
| Answer Options  | Response Percent | Response Count |
|---|------------------|----------------|
| The 'Pick One-Pick Three' for first-years is a process that should continue.                | 45.1%            | 41             |
| Continue 'Pick One-Pick Three' but have students meet with their adviser before 'Pick One'. | 23.1%            | 21             |
| Adjust to a 'Pick Two-Pick Two' process.  | 15.4%            | 14             |
| Return to picking all courses with adviser.   | 13.2%            | 12             |
| My advisees were well-prepared for the 'Pick One' and seemed to make a good choice.         | 37.4%            | 34             |
| 30 minutes was not enough time for the 'Pick Three' conversation and process.               | 4.4%             | 4              |
| No comment, I was not a first-year adviser.   | 18.7%            | 17             |
| <b>answered question</b>  |                  | <b>91</b>      |
| <b>skipped question</b>   |                  | <b>3</b>       |



### How well did the waiting list process work for you as an instructor?

| Answer Options   | Response Percent | Response Count |
|--|------------------|----------------|
| It worked well; I didn't manage it at all.   | 32.0%            | 24             |
| It worked well; I understood how to manage the list.   | 22.7%            | 17             |
| I liked having a waiting list for my course(s), but the process needs improving. (Tell us how in the comment box below.) | 37.3%            | 28             |
| I didn't like having a waiting list. Students should just wait for openings in my course(s).                             | 4.0%             | 3              |
| We shouldn't use waiting lists at all.   | 4.0%             | 3              |
| <b>answered question</b>   |                  | <b>75</b>      |
| <b>skipped question</b>  |                  | <b>19</b>      |

### How well did the waiting list process work for you as an instructor?

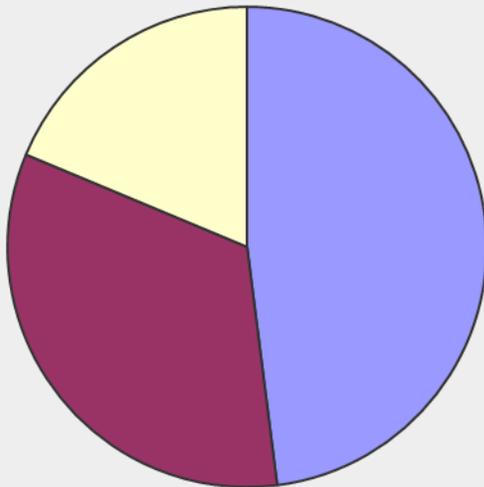


- It worked well; I didn't manage it at all.
- It worked well; I understood how to manage the list.
- I liked having a waiting list for my course(s), but the process needs improving. (Tell us how in the comment box below.)
- I didn't like having a waiting list. Students should just wait for openings in my course(s).
- We shouldn't use waiting lists at all.

Since waiting lists cannot be turned on during 'Pick One' or 'Pick Two' or 'Pick Three' registration windows when active course limits are being adjusted for different class years, how should waiting lists be used during drop/add (this year, from Wednesday, September 7 to Wednesday, September 14)?

| Answer Options   | Response Percent | Response Count |
|--|------------------|----------------|
| Use waiting lists as long as possible during drop/add.   | 48.0%            | 36             |
| Use waiting lists only for the first few days of drop/add, after which they would be cleared and students would have to wait for openings. | 33.3%            | 25             |
| Don't use waiting lists at all during drop/add.  | 18.7%            | 14             |
| <b>answered question</b>   |                  | <b>75</b>      |
| <b>skipped question</b>  |                  | <b>19</b>      |

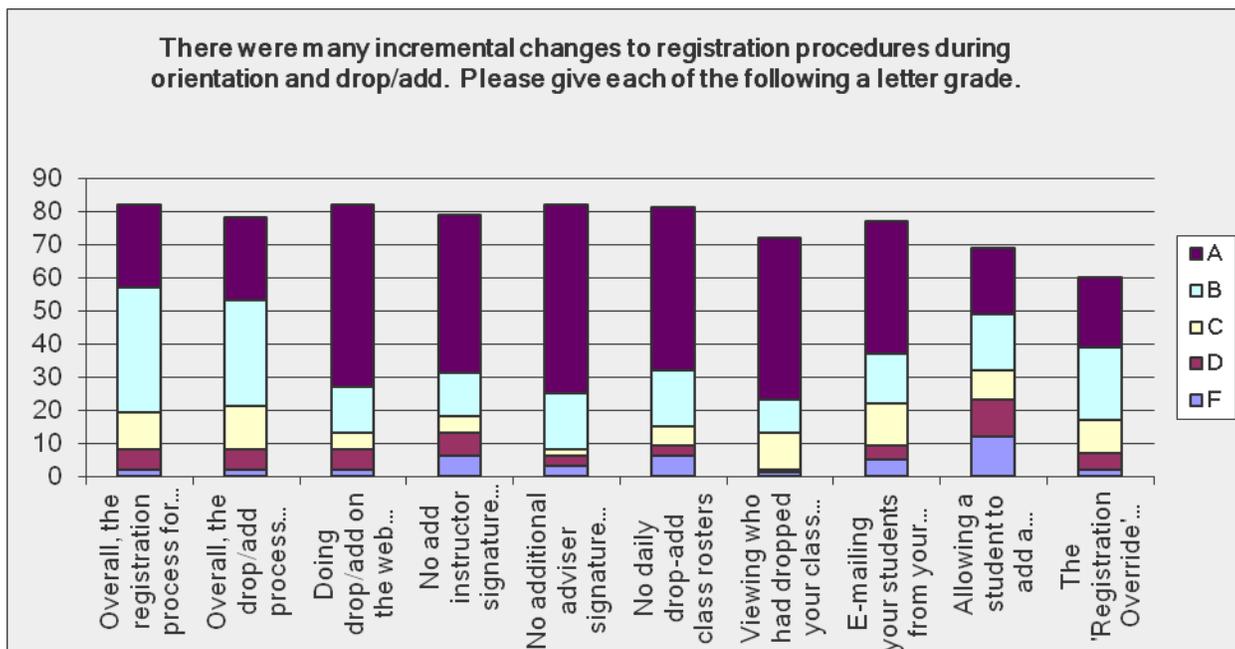
Since waiting lists cannot be turned on during "Pick X" periods...



- Use waiting lists as long as possible during drop/add.
- Use waiting lists only for the first few days of drop/add, after which they would be cleared and students would have to wait for openings.
- Don't use waiting lists at all during drop/add.

**There were many incremental changes to registration procedures during orientation and drop/add. Please give each of the following a letter grade.**

| Answer Options   | A  | B  | C  | D  | F  | Response Count |
|--|----|----|----|----|----|----------------|
| Overall, the registration process for new students deserved...   | 25 | 38 | 11 | 6  | 2  | 82             |
| Overall, the drop/add process deserved...  | 25 | 32 | 13 | 6  | 2  | 78             |
| Doing drop/add on the web without paper forms  | 55 | 14 | 5  | 6  | 2  | 82             |
| No add instructor signature required   | 48 | 13 | 5  | 7  | 6  | 79             |
| No additional adviser signature required   | 57 | 17 | 2  | 3  | 3  | 82             |
| No daily drop-add class rosters  | 49 | 17 | 6  | 3  | 6  | 81             |
| Viewing who had dropped your class by clicking 'Show dropped students'   | 49 | 10 | 11 | 1  | 1  | 72             |
| E-mailing your students from your WebAdvisor class roster  | 40 | 15 | 13 | 4  | 5  | 77             |
| Allowing a student to add a closed course using the waiting list and adjusting active course limits                | 20 | 17 | 9  | 11 | 12 | 69             |
| The 'Registration Override' form for time conflicts, corequisite exceptions, and registration into a closed course | 21 | 22 | 10 | 5  | 2  | 60             |
| Other (please specify)   |    |    |    |    |    | 17             |
| <b>answered question</b>   |    |    |    |    |    | <b>86</b>      |
| <b>skipped question</b>  |    |    |    |    |    | <b>8</b>       |



Other, please specify:

- Adding students to full classes is a truly screwed up process with this new system. First, the fact that department heads AND faculty must work in tandem to make an exception for a single student and that the process is several steps long ( a real problem for me in spring term) is ridiculous. Who has this much time? When are faculty schedules so easily coordinated? Also, the weird numbering system where you give a top priority student a number such as "99" is completely out of sync with American custom on these things and thus at first almost impossible to believe.
- See below for an explanation of the first two "B" grades.

The B grade on Web-Advisor class roster is because we should be able to download the roster as a tab-delineated file (i.e. something that can be easily brought into Excel) The file would of course include a column of email addresses obviating the need to go to the web advisor when you wanted to email your students.

- "Allowing a student to add a closed course using the waiting list and adjusting active course limits" this is very cumbersome and time consuming for all concerned. Many emails generated per transaction.
- For drop/add, I depend entirely on the wait/list. If a student drops then the next person on the wait list gets to add. Perhaps during drop/add, the time limit for the add decision with respect to the wait list could be shortened to four hours. That would keep the list moving.
- Since I was not a first-year adviser, I was not involved much with this process. But my other advisees had no problem with the system. Everything seemed to work just fine.
- Note: I wasn't sure whether "grading" meant to grade how it worked, or whether I liked it... I left the answer blank if it was "NA".
- Register by section-Grade of F
- For aspects that received a C or lower, my general concerns: too much burden on department chairs, too much room for errors, especially in timing.
- Students had issue with the 24 hour notice period over the weekend - is there a way to adjust the time or to only run the process M-F?
- That's actually the first time I've heard of most of those. And I went to all the reg meetings.
- Some of these grades are not accurate because I didn't actually experience some items, such as Registration Override or use of waiting list.
- The email in WebAdvisor did not work at all. It would return an error.
- I didn't not know about "show dropped students"--sounds good  
I did not participate in emailing from WebAdvisor
- It would be nice to be able to attach documents to the emails to class via WebAdvisor.
- thank you for trying in so many ways to make registration as easy and friendly to all concerned.
- I really don't like students being able to add a class without the permission of the instructor. It's fine for the first day or two of class, and it would be a rare situation when I wouldn't let a student add a class. But at the very least, students had to contact me if they wanted into a class.
- The pick one system messed up the process of getting ESOL students into the appropriate WRIT 100 section. I had asked that their names be entered for Instructor Consent, but instead they had their "one pick" picked for them. All but 4 immediately dropped out of WRIT 100A and some didn't get back into any section. As a result we wasted WRIT 100 spaces and had to pay out to hire another winter term teacher. This is a big cost, running into the thousands of dollars!

**The following two sections are, first, comments received from the survey and, second, comments received in registration input sessions called by the provost in late September.**

| Please comment on any aspect of class registration and the new system. |                |
|--|----------------|
| Answer Options   | Response Count |
|  | 62             |
| <i>answered question</i>   | <b>62</b>      |
| <i>skipped question</i>  | <b>32</b>      |

- These comments are not intended to be personal towards anyone. We ran an experiment, and from where I can view it, it was a failure. I'm a scientist, I have run experiments that fail, and I understand failed experiments---they are not indicative of personal values. Therefore, again from where I sit, we need to completely change the model, and not do an incremental change. Therefore, I am not interested in what this system can or cannot do, in my view, we need a new system. I understand that everyone involved with this process did so in good faith and with good intentions. Problems:

(1) Having students register for a course before meeting with their academic advisor is, in my view, antithetical to a W&L education. I will quote from the handouts in the advising package for first year students that I received---the quote is the first sentence on the first slide, "The faculty adviser is a student's most important resource for selecting classes." This statement is completely inconsistent with having a student register for a course before talking to their advisor. Many people told me, "Well, they can change it later." But if a class at a time they can utilize fills during the "pick one", change is impossible. I have four first year advisees---two QuestBridge students, a low income student, and a home-schooled student. I was given the low income and QuestBridge students, as I was told, because they would need extra help. I cannot help them effectively if I am not given the opportunity to talk to them face to face.

(2) Having a "pick one" is, in my view, antithetical to a W&L education. First years in the past have had a "pick four" and that is what they need. Every year, English stands up and says, "Students really need to get into their writing course," and Math says, "Students really need to continue their math at whatever level they place," and Foreign Languages say, "Students really need to continue their foreign language at whatever level they place," and Health Professions or Sciences say, "Students really need a lab science their first term." All of these statements are true, and mean that if we are to educate our students properly, they must be able to get all of those courses in a timely manner. Two years ago I had a first year advisee sign up for Italian, because they thought it would be a really interesting way to fulfill the foreign language requirement. They were never able to make the second course fit their schedule (and I know, because I worked with them on it), and had to take a different language and do summer work. Of my four current first year advisees, two are QuestBridge students, one is designated low income, and the fourth was home schooled. They all posed advising challenges, but I can NOT tell low income students, "Oh, if something doesn't work out, enroll in summer school classes." They may not have the money. One of my QuestBridge students with a later time was unable to make Calculus, Physics, Spanish, and English all work. He wants to be an engineer. Writing 100 had to go. He will need to take Physics, Calculus, Spanish and English again in the winter. If the sections don't fill right for him, he will be without English again, and then the next opportunity will be his sophomore year. Because the computer cannot optimize across sections, this is a very real danger regardless of how many theoretical seats are available.

(3) I am not a Department Chair, but HUGE amounts of Department Chair time are being consumed by this system--literally 40-60 hours or more. If you do the math, and figure that 20 Department Chairs are under that duress, and that of those 20, if two of them could have used that week and a half to write a grant proposal, and if only one of those grant proposals was funded, that could represent \$100,000 of external funding lost. And that is a conservative estimate, in my view. Also, because the computer cannot optimize across sections, a greater excess of seats is needed to guarantee that students get classes---that represents increased staffing costs. And none of this takes into account increased faculty time devoted to this procedural stuff. We could have a much more expensive software system and still have it be less expensive. And even if it is not less expensive, getting students into the right classes is CENTRAL to our mission---nothing else is as important.

(4) Based on my own college experience, I have a very deeply held belief in first year advising. I have four first year

advisees, and I am very afraid that one of them who is a QuestBridge student might not get what they need to have by the end of the year.

I appreciate your time in doing this survey. As I said, I am a scientist, and I understand failed experiments extremely well. It is important not to get too upset about failed experiments, but it is also critical not to repeat them.

- I feel like we are sort of kind of approaching a system that incorporates 20th century database technology. We aren't even 50 years behind. Awesome progress for W&L. Still, the 21st century did arrive a decade ago... This is like using dos in the Windows era...
- DH should be able to see the rosters of all the classes in his/her department.
- What's Right:

\* Section - based. This is clearly the way to go.

\* Pick "X" - Pick "Y". This method of having multiple registration times is a significant movement toward more equitable and efficient outcomes.

What's Wrong: The Waitlist System.

Having a waitlist is a good idea, but almost everything about how the current system implements the waitlist is inefficient.

I suggest 4 improvements. The first 3 have to do with the waitlist system. The fourth suggestion would improvement about the initial course selection system.

1. Create Waitlist for course as soon as it fills. The waitlist does not open until after registration. This is just silly. What is the point of this? Almost by definition a student who wants to register for a filled course is "waiting" for openings, why are we waiting to create the list?

2. Pareto Efficient Swaps in the Waitlist System. Modern computer processing speeds are very fast. There is no excuse for not having a more intelligent waitlist manager. Suppose that student A is registered for Section 1 of Econ 101 and on the waitlist for Section 2. Meanwhile student B is registered for Section 2 of Econ 101 and on the waitlist for Section 1. The waitlist manager should be constantly looking for situations like this and offering swaps. Currently the only way to effect the swap (assuming anyone realizes its potential) would be for the department head to temporarily increase the capacity of one section (say 1) making sure to let the right person (B) off the list into the section and then making sure that the other person (A) get off the waitlist into the other section (2). In other words, under the current system, it unlikely that anyone would even realize that the swap would benefit both students AND if someone happened to realize it, the department head will bear a huge burden of making it happen manually. Moreover, two-way section swaps are just the beginning. A well-written waitlist manager could search for 3 or 4 way section swaps and if you implement the deeper structural changes suggested below (#3), mutually beneficial swaps across courses (not just sections) could also be automatically executed.

3. Advanced Swapping with deeper waitlist preferences. When a student puts his/her name on a waitlist, they should have the option (and perhaps the requirement) of specifying which class (or classes) they are willing to drop in favor of the waitlisted class. For multi-section courses and where the student is already registered for one of the sections, this preference could probably be assumed. (i.e. if you are registered for section 1 of Econ 101 and on the waitlist for section 2, it is fairly obvious, that you should be willing to drop section 1 in favor of section 2). However, for any other case, it would be good to know how important the waitlisted course is relative to the other courses one is registered for. Why? Because, if we coded a more intelligent waitlist manager (see suggest #2), then this information could be used to generate automatic Pareto Efficient Swaps across courses.

4. Improving Initial course selection. One could imagine taking the logic in suggest #3 of my waitlist critique, combining it with the logic of "pick X, pick Y" and taking this to the limit. Imagine the following (impossible) ideal (I will propose a feasible second-best below): Every student submits a 4-dimensional list of classes for a highly refined "Pick 1-1-1-1" system. (Note: a 2 dimensional list is a list of lists. A 4 dimensional list, then, is a list of lists of lists of lists.) The first dimension is the student's first round "Pick 1" choices from most preferred to least. Then for each contingency on the first round outcome, the second dimension contains the choices for the next round's "Pick 1". For example, the students first three choices for the first round of Pick 1 are courses A, B and C. Then for the second round there is a prioritized list of choices for a second class CONDITIONAL on getting class A, another list of prioritized choices for a second class CONDITIONAL on getting class B and a third list conditional on getting into course C, with higher dimensions working similarly. Clearly if the system had such 4 dimensional lists from each student along with an order in which to sequence over the students in each "pick 1" round, then we would hardly

even need waitlists. The outcome would be efficient from the get-go. Obviously requiring 4 dimensional lists from each student is impractical. However, I don't think that 2 dimensional lists are unreasonable, so a kind of "Pick (1-1); Pick (1-1)" system where students submit a 2 dimensional list for the first two rounds, then once the outcomes for those courses are realized, student submits another 2-dimensional list. Note that, (i) 2 dimensional lists can be represented visually as tables and (ii) for the most part, the 2nd dimension could be filled in automatically by the system (subject to editing by the user)- so this does not have to be nearly as tedious as it sounds. For example, a pretty good guess at what a student's 2 dimensional list could be formed from a simple list of prioritized classes. Suppose for example that roughly speaking the student likes Courses A, B, C, D, E in that order. The automatically generated 2-D list would look as follows....

A B C D E

B A C D E

C A B D E

D A B C E

The left-most column is the student's list for the first round. The student most prefers A follow by B, etc. Then the "B C D E" in the top row, represent the student prioritized list for the second round CONDITIONAL on securing class A in the first round. Similarly the "A C D E" in the second row are the classes the student would like to get in the second round conditional on having gotten in B in the first round, and so on. The student would then be free to edit any part of the table subject to schedule conformability.

- Would like to see who is trying to register for other sections in the same field.
- -- We've got to have waiting lists from the start, otherwise we cannot anticipate need (what if a dept really could use that extra section? they won't know till it is too late during drop add).

- i would prefer to get an email when a student drops, I didn't check the web page of my course often enough.

- i spent too much time advising by email, which is depersonalizing and inefficient, before I ever met the students, just so they'd be ready for pick one. Don't know how you'd schedule it, but I'd like to talk with 'em first.

- Management of wait lists in cross-listed courses should be improved.
- I liked the pick-one system, so that students could get at least one of their top choices. It certainly made for less heartbreak in the pick-3 time. I had emailed all of my students with my recommendations for their top choices. I did not know about the advice to pick the science lab first, which was given to students directly. That seemed weird that advisors were not told of that recommendation.

I do think students should meet with their advisors before they select //any// courses. It's hard to know the top 1 without the other three courses already known. It seems like this meeting could be Monday morning.

While the registration override form is convenient (yea!), it would be better if we could enforce constraints. For example, a student was allowed into a course if he took a co-requisite. But, he didn't sign up for the co-requisite, and there was no way for us to know that through the system.

- Wait lists need to be turned on during drop/add. When multiple sections of a course are full, it is practically impossible for a student to move from one section to another.

Too many clicks to get something done in WebAdvisor. Continue. OK.

Must have students meet with advisors BEFORE registering for anything.

Emailing from WebAdvisor is clunky. Too many things to check, drop down menus, etc.

Can the department head proxy for all courses in that department be created BEFORE winter term registration?

- When I ranked students for the waiting list, the ranking didn't seem to persist over time.

Also, I only answered questions above that pertained to my experience with the system.

- I didn't have to do much with the waiting list but it was a lot of work for my dept. head and section switches were really difficult.
- I'm giving top ratings to all aspects of the new system, but the only one where I had direct experience was pick-one/pick-three.

- In the Pick 3, there are too many "clicks" involved. It would be nice if course rosters, advisees, and other pages would default to the current semester when possible. Actually, this should always be the case.
- It would be nice for professors to get an email every time someone added or dropped their course or when someone went on the wait list so that we didn't have to constantly check our class roster to see if something has changed.

QUESTION: When students add their names to the wait list do they know what "rank" or "position" they are in? In particular, if I change the order of the wait list and students rankings change, do they know that? I would hope not. But if they added themselves to the wait list and it told them they were #1 on the list and then someone else got in before them and they heard about, they would know the professor reordered the list. It would be nice if they didn't know their rank on the wait list. Hopefully that is the case.

- I spent hours managing my wait list, first in the early rush of the spring registration window, then all during the summer, and again somewhat in the first few days of class. It was a huge headache and I'd like something different. The comment above, "Allowing a student to add a closed course" explains a lot of the management. Also, I had to work thru my dept. head, because he had the control over the course limit. In the early phase, I could not adjust for both class year and major, as in the past. For a course with multiple sections, I had to hassle students about which one they wanted in, had to get them on the right list, and then had problems balancing the sections.
- I'm not a fan of the current process of allowing a student to add a closed course. The dept. heads have to adjust the max enrollment up one, let the student add, then adjust the enrollment number back down to the original in case someone else drops the course. Just too cumbersome.
- I had one big problem with registration that suggests a more widespread limitation of the wait listing setup: a student trying to switch sections of a course. She couldn't get on a waitlist for the other section b/c she was already registered for the course. So, even though she was the first and preferred student to request a spot in the section, other waitlisted students enrolled before her (automatically taking any seats that opened) before we figured out a complicated process for getting her in -- this involved my chair reducing the number of seats in the class (to Real Limit minus 1) and then the student filling out a paper form to get in over the (fake adjusted) limit. It was silly -- should so many people and so many steps need to be involved in a section change?

On the happy side: my first-years were much less anxious and more satisfied, esp. those with later registration times who cd relax, knowing that they were in at least one course they were especially excited to take.

- The system is very frustrating and time consuming for Department Heads. I found the survey responses above insufficient to measure this frustration.
- I think the chair of the department should have more control; i.e. a proxy to reorganize waitlists for individual classes.
- Waitlisting should begin be a continuous feature of the system, not just a second stage. The consequence of the current arrangement is that someone who decides to sign up for a full class may lose any spot that opens up to some who at a later point (i.e., during drop-add) happens to get onto the waitlist sooner. I don't see why waitlist can't just be an "overflow" list generated by the regular registration process.
- The instructor consent process needs significant improvement. Call me and I will be glad to share my ideas with you.
- I don't think students necessarily should meet in person with their advisors before "pick one," but they should be required to get permission for what they pick, since so many of them don't really understand that picking their first course from a group that are easy and unlikely to be closed early during registration, or simply not appropriate for the plans they have for their majors, is not the best idea. I encouraged my advisees by email to pick a science lab course for their first pick (if they think they may major in a science), because the schedules and limitations on these courses are difficult once they start closing out. Anyway, I would have liked to be able to sign off, even electronically, on their first pick. I did not interact with drop/add this fall, since my course was upper division and already had a roster of upperclass students.
- The Enewetak system requires constant monitoring at a very busy time of the year. In would favor a system that does not require such close attention for weeks.

I don't understand the advantage of pick one or pick two for any years. It makes it very hard to manage class enrollments.

I favor a way to designate from day one how many seniors, juniors, sophomores and first-years can register. Adjusting it daily for two weeks is a pain.

- I would like to meet with my advisees before the pick one. This is especially true for students who picked a lab science course as their pick one. Without speaking to me before, they didn't think of the consequences of picking a particular lab section.

Lab switches were especially difficult with the new system.

Department heads seemed overly burdened by new system.

Waiting list priorities are confusing - i.e. giving a 99 designation to the student with the highest priority. Can't it be changed so that the highest priority student is #1.

- The pick one - pick three worked for my advisees, but only because I sent them an email in advance telling them what to register for. I really didn't like that they had the option to register without talking to me first. However, since they all read my email it worked out well in the end!
- I've already expressed myself verbally here. The main idea is that if we think advising is of primary importance, as I do, we need to get this message out more strongly to advisors. We also need to make the mechanical process less "clunky" so that it'll work smoothly.
- I much preferred the old way of handling wait lists. I like to look at the list of students and determine exactly who gets clicked into my class. Frequently the first person on the wait list is not the person most deserving of the open spot. I take a student's personal commitment in seeking me out much higher than a person whose name happens to appear first on the wait list.

Furthermore, although one can access anything one wants from Web Advisor, it is the clunkiest web interface I have ever come across. Things that should take one or two clicks take 5 to 10 clicks. The layout looks like it was cobbled together in MS-DOS.

And with an incoming freshman class that is technologically superior to every previous class, why is it that our registration system has grown so complex that an additional session for freshmen had to be added to teach them how to use it.

- It was confusing doing this for the first time but we'll catch on. I didn't like students adding into my course after 2 sessions without having to talk to me first. I miss the convenience of email lists terribly--web advisor adds a LOT more clicks plus I couldn't figure out how to do attachments.
- I had one problem not addressed by this survey and it was a big one (which is why I did not give the process an A overall). I am a department head and was supposed to be monitoring section limits closely. I was also a first-year adviser with five advisees. While I was working with the students and fielding phone calls from other advisers, as happens on registration day, the sections I was supposed to be monitoring got badly out of balance. It was too late to do anything, with the result that I had to add another section to remedy the problem. I am now teaching an overload.
- I am against W&L's "faculty-centric" process in general because I believe it remains too complex and most aspects of it are better left to professional administrators. If we care so deeply about advising, why leave it to DIY amateurs? The primary rationale that this is the only way to make students interact with their advisors is based on many questionable suppositions. I don't object to advising in principle, but I do object to administering it to the point where I have to keep up with inconsistent and somewhat mysterious policies. Much of what ends up being discussed with advisees is how to overcome administrative obstacles, not how to attain student aspirations. Recent changes have significantly diminished administrative burdens, but have hardly eliminated them.

The more "front-loading" like "pick one" that can be injected into registration, the better. Faculty have more constructive things to do than try to figure out an arcane system, again, every year for the dubious reason of spending "quality time" with students. Anything that brings students & faculty closer to norms that prevail in higher education outside Lexington (in such exotic hotbeds of innovation as Roanoke, for example) is welcome.

I would still give W&L's overall registration process an F, but give the recent innovations an A.

- I would like waitlists structured in such a way that I can see if there are any majors or minors that I should move up on the list or contact. Be able to eliminate those students who are very unlikely of getting in.

I would like PE courses to be handled by PE, move that totally away from the other registration; let them meet with students and sign them up and see what physical activities they want and then provide numerous sections of those activities.

- Excellent system. I thought it worked very well and registration was easier than in past years.

I did not have any waiting list for my courses, so I can't comment much in this area.

I like the fact that I was "advising" students and not telling them what to take. They had a greater sense of ownership. We did too much hand holding in the past. One still gets a sense that there are faculty who still want control over students and want their advice to be taken. I want to work with the student and get them to tell me what they'd like to take. I'm there to gently guide, suggest and recommend.

Well done - let's continue this system.

I thought the incoming students had a clear idea of the technology of the system and didn't see the adviser as the tech guru. This was a suggestion of the Advising Task Force - thanks for taking that suggestion to heart.

- I like the idea of pick-one. It seems unfair that some freshman should otherwise have to start off college by getting none of their preferred classes. But one consequence of having them choose the course in isolation is that many would pick a section (e.g. Chem 111) that would end up locking them into some unworkable schedule with the rest of their sections. Most would make sure at least one desired schedule worked, but if one of those sections filled up, they'd then be out of luck when they went to register. Perhaps they could be advised to try to maximize flexibility when selecting their course - still, it takes some serious strategy to do as well as when the computer assigned students to sections.
- It is risky to assume all students will have a computer and be able to log on. I had one student who could not log on to his computer, making it necessary for him to use mine in a cramped space behind my desk and with a left-handed mouse he had trouble manipulating. Added a great deal to the anxiety of his late registration time.
- This new system has one unfortunate and significant side effect. Because add/drop is done online without signatures, we lose touch with our students and what they are doing. I know they can still come and talk about drop/add, but especially for the first year students, it would be nice if they had to. Now I can advise a student, they go home and completely change their schedule, and I never even know. I lost my chance to say, "where did this idea come from?" It only seems to increase the weight of peer advice on the younger students.

I know that online everything is more convenient. Section switches and drop/add was much easier on faculty this year, but at what price? This new system is reinforcing the "don't need to talk to anyone" generation. If you want to add into my class, come talk to me. Isn't that what W&L is about?

And finally, if you want a diverse range of students from first-year to senior in your class because it is pedagogically useful, good luck. You have to run down the hall to your department head constantly so that the right limits are in place. We paid a bunch of money for this system, and it is advertised as being customizable. There must be a way to fix this problem or at least make the work-around not so confusing and error-prone. For these types of registration issues, there are just too many cooks in the kitchen.

- 1. For International students in WRIT 100, give them a FREE course in addition to Pick One. That means they are in the WRIT 100 of their choice ahead of anyone else. THEN they can Pick One and come out with another course before seeing their advisors.
- 2. I had a student add into my ENGL 293 and show up on Thursday of second week, having missed two classes. That was disturbing, and I'm not sure it was helpful to this student. I'd prefer to have spoken with him, since he has not approached me at all since joining the class.
- What I hate the most about the new system is the fact that I have to go to the department chair to make any changes to the class. If he is busy and does not get to it immediately, then the student I want to take may go somewhere else, and some other student who has never talked to me shows up on my roster.

This new system takes all control we have had over drops and adds and our own courses and leaves instructors at the mercy of luck. Department chairs are overwhelmed. Why can't we be trusted to make our own decisions about course limits? Why does it have to be the chair? I find it insulting.

- This system is cumbersome and labor intensive for faculty. The wait list system is terrible and the process takes too long. Students can do add/drop without consulting their advisor. The section based registration was a huge pain. Students signed up for sections they wanted, blocking students who HAD to have a specific section. I had to beg my students to volunteer to switch sections to accommodate some other students. Particularly for a course that is required in a major and is a pre-requisite to other courses, this is not a good system. My course is filled to capacity, so there is just no play room in the sections to allow for this.

Most of my first year advisees would have gotten the classes they wanted under the old system but could not with the section based because they were blocked out of sections that fit with their schedule while there were multiple openings in sections that did not fit. The pick one was a disaster. First, they did this without meeting with their advisors. I had to spend a lot of time prior to registration emailing my students to determine their pick one. In the end, picking one without knowing their full schedule meant that they later found that the section they randomly picked ended up blocking out other courses during pick 3. Many would have had no problems under the old system as there were spaces in some sections (just not ones that worked for them). In general, the section based registration caused big problems. As courses filled, they had to revise all their class selection on the fly, during which time other sections were continuing to fill.

- The waitlist process is cumbersome. For me, it involved the dept. head entirely too much since all my sections were full. There were a lot of requests for switching lab sections (I think as a result of "pick one" without seeing an advisor first.) The dept. head was the only one that could change the course limit, and with full sections, it was a tricky process. I'm still not sure what is the best way to get two students to switch sections with each other without the possibility of some random student who is in WebAdvisor grabbing the open spot intended for someone else. (maybe I missed something at the training?)
- Not allowing faculty to change registration limits made drop/add cumbersome. It required too much coordination between the faculty member and the head
- Not that we don't, but yet. Could we emphasize a professor's prerogative to drop a student who does not come to the first class. And if a professor did just a ghastly thing, could she remove the enrolled student from the roster thereby making way for another wait listed?
- The new system does not work for cross-listed courses. The Registrar's Office always led me to believe that one big problem with the old system was its inability to handle cross-listed courses. The new system does not address this problem. It seems that the new system fixes things that were not broken.

20 minutes would be enough for me to register my first year advisees. Given five advisees, cutting 10 minutes from each would save about an hour.

- I have not used some of the features (e.g., waitlists), so I could not comment about them.
- The registration process worked well when students had an extensive number of preferred sections pre-selected. In the case of a student who had picked out only 3-4 preferred sections, it was a disaster, and 30 minutes was not enough to complete the student's registration.
- My main concern was with students picking which lab they want to take rather than having the computer fit it into their class schedule. We ended up with 10 spaces in Bio 111/113 only because the lab sections that would fit with first-year schedules were full. Our open lab spots were in morning lab sections did not fit with first-year students schedules who had language classes or math classes each day. We know there were some students who would have taken the spaces if they could have.

For next semester we will have to manage each section daily so that only a few spots for each lab section open up for each year group. This means a lot more work during registration for faculty and over quite a long time period.

If you can think of a better way to do this, please let me know.

- Thanks, Scott and Barbara, for all your work on this.
- Process much more difficult for FYs. Usually spent full half-hour trying to fit puzzle pieces together.

Major problems managing multi-section courses. DH cannot see all sections, cannot coordinate. Lecture/lab pairing problematic.

Blocks due to prerequisites in AP or by placement problematic.

Hate hate hate entering the term every time you do anything. Make the current term default.

Loved that drop/add was much tidier, no frenzy of section swapping.

- I'm a visiting prof and didn't oversee registration/advising. I hadn't realized I could email students from the WebAdvisor system and have been using Sakai for this. Are there pros and cons to each? Also, it took a long time for me to realize that it was useful to look at WebAdvisor, since I had been told that I wouldn't need to do advising, and I assumed that the website was meant only for Advisors.
- First-year students (including those with late windows) were much more satisfied with their choices, since they (almost) all got into the course of their choice.

Paperwork was light, but I would have liked to have access to the courses list with enrollments and openings and waitlists during late registration and drop/add list. It was extremely time consuming to look for an alternative.

The new system did away with the frantic race of students for advisers and instructors to drop a course at the last minute. But going through WebAdvisor for each of my four courses to check who had dropped out, if I had a waitlist etc... was time consuming. The old system where we could check enrollment and roster per course on the Registrar site was more practical.

- All of the low grades are explicitly due to the enormous amount of time (and clicks) required by the chair and professor to accomplish basic tasks. One example of steps required to admit students to my courses: (1) waive requirement/coreq, (2) student goes on waitlist, (3) prof. manages waitlist, (4) chair increases class roster (5) student notified and accepts position (6) prof checks list and asks chair to reduce list back to normal capacity. (7) chair

reduces capacity.

It should only require (1) goes on waitlist (2) professor admits student (3) student accepts. Note that the chair is not involved and the professor only goes into WebAdvisor once.

Too many clicks and too much time required by the chair and the professor.

- I loved the new system. My only issue was around the waiting list for closed course. I didn't want the course to get bigger but there were some students on the waitlist that needed to get into the course. While the enrollments were adjusted to let in those students, others would drop the course and then someone else from the list would get in as well. Because of this we tried to readjust enrollment really fast after someone was let in. This coordination between me, the students, and my chair seemed too complicated. It would be great if there was some way to over enroll a class with chosen students without managing the waitlist or enrollment numbers.

but I loved Picked one and how the students were much more prepared for registration. I will trade this for the waitlist hassle if needed.

- Beyond the initial registration period, course limits drive too much of the process, especially a problem since we must go to department heads for these changes. Even with a very responsive department head, there can be substantial delays in getting someone into the course, which really gets difficult near the end of the drop/add period. And I imagine department heads spend a lot of time moving those limits up and down.
- Allow instructors to control class limits. With the new system instructors must ask the head to increase limits and then lower them after a specific student adds. Often we want to add a student with a valid reason but cannot do so without involving the department head. This is cumbersome. Instructors are aware of the number of seats available in the classrooms and should be permitted to control their own class sizes.
- I thought the new registration worked very well. As department head, I especially appreciated being able to control course caps. That change, along with having class rosters closed to faculty not teaching the course, made the experience much better than in the past.

For now, I would make no changes. Our course enrollments are all good, they are evenly distributed across sections, across levels, and overall.

For me, the process went smoothly and the results were good.

- Everything worked very well for my three first-year advisees.
- It took an hour to find courses for my 10:30 advisee. Under the old system it would have taken 10 minutes. With the pick one system, why have advisors? Just let the provost office and registrar advise the students to pick all four.
- 1. Handling of students who had been offered a wait list slot but not accepted was not transparent. It would be very helpful to know that as it made it very difficult to gauge what the impact would be of bumping up section sizes.

So ... Enrolled / pending waitlist acceptance / on wait list / open slots.

2. A consolidated screen as in the past with red / black for open and closed sections and courses would be helpful.

3. It was awkward having to jump among screens to try to reconcile the roster with the wait list particularly given lack of information for students who had been offered waitlist slots but had not accepted them. Cf. above.

Note that I did not have to help [freshmen] students find and enroll in courses / sections. From my end the underlying process looked sensible but the information to aid decision-making needs to be better presented and easier to access.

- Students had too much time to decide whether or not to commit to or drop a course. I had a waiting list of seven students for two sections. In section one, because of the lag in the process, by the time some had officially dropped the course, students on the waiting list had found another course to take. And students were also able to clog the waiting list with the option of registering without committing for far too long. My second section remained full with no change-over. The first section whittled down to three under capacity. I would have raised the limit on the second section earlier had I suspected that the first section would wind up short of capacity--but with students hanging on and not clearing space early enough, there was no way to tell. E-mailing students to ask if they definitely wanted to join the class did not help either. By the time the openings were there--the students weren't.
- I would like to receive automated emails informing me when a student has dropped or added.
- I did not have any problems. I went to one of the prep session given by B. Rowe, and had emailed my first-year advisees with suggestions before the "pick one."
- HI, I like the registration system. I don't like that I must involve the department head to add a student to my class. I

also had a student show up to my class on the first day, but to add him, I had to 1) go to my department head to explain why and 2) add him and the person ahead of him, because I couldn't rank him during the drop add window. Better for me if the ranking system was closed after classes started and the paper forms, signed by the instructor only, were used for adds. Overall a good job with the new system,

- I hate how protracted registration has become, with a burdensome degree of daily oversight required by chairs over a 2 week period. The computer seems to be running us rather than serving our needs.

I like the fact that courses end up with more equitable enrollments.

I think drop-add has become much less utilized--was this our intention?

## **Summary of points made during the September sessions.**

Registration Input Sessions – open to all ugr faculty and academic support staff

Tuesday, September 27 – 2 faculty, 2 support staff, 2 provost's office, 5 RCSC members

Wednesday, September 28 – 1 faculty, 2 provost's office, 5 RCSC members

- Loved no paper drop-add
- Administrative assistants would like to be able use WebAdvisor
- "Pick One" for FYs before seeing adviser sends the wrong message
- Likes "Pick One", but just needs to meet with adviser first
- Spend the money to get the 'out-of-the-box' Datatel software customized to W&L needs
- Help students to decide on "Pick One" – what they need to take or what they want to take; Sunday email for Health Professions helped
- Concern about student not meeting with adviser to do drops and adds
- Some departments would like to take on more advisees – especially potential majors
- Indoor academic fair too loud and noisy
- Too much online info for FYs and advisers – 1 doc (more readable) for both Curricular Advice and First-Year Reg?
- Reconsider offering a section switch form
- Difficult for science labs to manage drop and adds between lectures and labs, very labor intensive
- Lost efficiency of scheduling into optimum schedules for all involved. Now more open sections because students who didn't necessarily need one lab section, took up the space for someone else who needed that lab space.
- Department heads are taking hours and hours to manage – not cost effective use of DH time
- Training was good – for both advisers and FY students. Transition to new software was culture clash for advisers.
- New system pushing departments away from instructor consent courses