

Registrar's Report on Web Registration Pilot for Semester I 07-08

Prepared May 1, 2007, Mary Cisar, Registrar

A. Number of students projected to enroll (with paid deposit) I 07-08 by class year:

07: 34
 08: 721
 09: 709
 10: 783
 Total: 2247

B. Number of students in the web registration pool (projected, no holds, submitted schedules) by class year. This number does NOT include registration for applied music, off-campus semester programs for I 07-08, or for 9th-semester student teaching (all registered separately).

07: 4
 08: 665
 09: 617
 10: 751
 Total: 2037

C. Number of students who did not submit schedule choices (due to holds, plans to register for off-campus programs, other) [A. minus B.]

07: 30
 08: 56
 09: 92
 10: 32
 Total: 210

D. Number of students to be registered for I 07-08 off-campus (domestic or abroad) programs, by class year.

07: 5 (+ 19 9th-semester student teachers = 24)
 08: 36
 09: 91
 10: 9
 Total: 141 + 19

E. Number of projected students whose plans were unknown as of 4/24/07.

07: 6
 08: 20
 09: 1
 10: 23
 Total: 69

F. Of the students who submitted web schedules (B. above), of the Class of:

the following percentages of students were registered for:	2008	2009	2010	Total
their pre-registered or first choice for their first course:	94.7%	88%	93%	92%
a pre-registered / first web-registered course:	98.6%	97%	99.2%	98.4%
Their pre-registered / first choice for their second course:	81.35%	79.9%	78.7%	80%
a second pre-registered / web-registered course:	87.8%	87.4%	87.6%	87.6%
(=courses total + attached labs/discussions)				

Source: S:registrar/registration/web registration/final web reg results 4 20 07 st and cl lab/pick table with class FINAL 4 20 07.xls

G. Number of students who submitted web choices but received:

only one course:	68	62	88	218
% of web registration pool	10.2%	10%	11.7%	10.7%
no courses:	10	17	6	33
% of web registration pool:	1.5%	2.75%	0.8%	1.6%

“Course” is defined for the purposes of web registration as one choice taking up one registration slot. Most students chose 1.0 credit courses, but in some cases, students’ course choices were .25- or .50-credit courses.

H. Brief analysis:

Between March 24 and April 20, 2007, students submitted their ideal schedule, then multiple options for their first two courses. They completed their registration in the Black and Gold Ballroom, Buntrock Commons, April 24-26, 2007.

The Registrar’s Office spent the week of April 16-20 analyzing web registration results and conferring with departments and programs to try to ensure the best possible registration for the most students, with special sensitivity to rising seniors.

After web registration closed, we ran the results in three different ways, as follows:

1. The “round-robin” approach: Using a predetermined algorithm within each class year, we ran the results in three passes: pre-registered courses first; then the first course for all students from seniors to sophomores; then the second course for all students, seniors to sophomores. Some rising seniors were concerned that this option might disadvantage them this first time through. See below.
2. The “modified round-robin” approach: using the same algorithm as above, we ran the pre-registrations first; then both courses for rising seniors at once; then the first course for juniors and sophomores, then the second course for juniors and sophomores. We wanted to see if this helped the rising seniors without unduly disadvantaging the other students.
3. The “e-ballroom” approach: using the same algorithm, we ran the pre-registrations first; then both courses at once for seniors; both for juniors; and both for sophomores.

After analyzing the results, we discarded the e-ballroom approach. It had few advantages over the others and the disadvantages outweighed the advantages.

Comparing the other two approaches, we discovered that the round-robin approach (1.) was advantageous to all students in relation to the first course but created a very, very slight disadvantage to a small number of rising seniors in relation to the second course. Working with the departments, we were able to register the affected seniors into those courses before ballroom registration began. Overall, the basic round-robin approach was more advantageous to more students of all class years than the modified approach. We therefore decided to implement the round-robin approach at this registration. We then made some accommodations for rising seniors.

Factors that led to students receiving fewer than two web-registered courses:

One or more of these:

- Insufficient submission (sometimes only the ideal schedule; repetition of same choice multiple times; second-course choices not linked to enough first-course choices, so that if the student did not get the first course, the schedule was invalidated and excluded a second choice.
- Exceptionally high demand for a small number (approximately 5) courses.
- Department/program class-year limits combined with high demand within that class year for the course.

The vast majority of questions to the Registrar (estimated 80-90%) concerned availability of three courses in Biology. We added one new section of Biology 233: Intermediate Genetics, and one lab for Biology 243: Anatomy and Physiology. (Biology 243 will also be offered during summer school.)

The fact that we learned during web registration of the few problems that arose allowed us to respond before ballroom registration and resolve the problems to the best of our ability in the ballroom and working individually with affected students.