

**SHAPING ENROLLMENTS IN THE COLLEGE OF ARTS  
AND SCIENCES  
February 2009**



This document gives an overview of enrollment issues facing the College of Arts and Sciences, and outlines specific strategies and actions, both underway and planned, as the College and its departments seek to maximize their ability to function with increasingly limited resources. Department-specific sections at the end of this document detail customized actions developed to suit the needs of their enrollment challenges.

## **Background**

The College of Arts and Sciences (the largest and most comprehensive academic unit at Boise State) consists of eleven departments and several interdisciplinary programs. As part of a metropolitan university charged with serving the diverse needs of the state's population center, the College is a center for research and creativity. Its mission includes offering a range of courses to allow students to realize their fullest potential, and to prepare them for enlightened citizenship in a diverse world.

Departmental focuses and responsibilities vary widely, as do degree offerings. Some departments offer only undergraduate degrees. Others offer Master's degrees. Some offer terminal degrees, either Master of Fine Arts or PhD. COAS departments deliver all of the required mathematics and First Year Writing courses and have almost exclusive responsibility for delivering Area I and Area III core courses, which constitute approximately two-thirds of the University's core offerings. We also offer some Area II courses in geography.

Like other segments of the University community, the College faces ongoing challenges in delivering both core courses and courses required for its major emphases as enrollments increase, particularly as we strive to participate in the Finish in Four program. For many courses, access is limited by the number of full-time faculty and a lack of qualified adjuncts. Limitations in classroom, laboratory, and performance space can also make it difficult for departments to provide well-timed offerings that do not conflict with each other.

A tension exists between the College's on-going commitment to academic excellence and its desire to respond to burgeoning student needs and desires. The tension is exacerbated by several factors. Primary among these factors is that enrollments are increasing more rapidly than operating budgets and support staff, while the expectations for research by tenure-track faculty have expanded.

All departments in the College are committed to the delivery of outstanding degree programs, and to attracting quality students to those programs, while also contributing to the University's core education. Our goal is to establish and maintain course enrollments at levels that assessment, research data, and accreditation agencies suggest facilitate optimal learning. The College is also committed to providing on-line offerings, provided they are consistent with classroom standards; such offerings have increased dramatically in the last two years, with the number of available seats in 31 courses more than doubling. We resist, however, the growing trend of for-profit institutions to allow for effortless, rapid acquisition of credentials.

## **College-Wide Approach to Enrollment Management**

We approach enrollment management within the context of *Charting the Course*, which continues to be a part of the College's ongoing strategic planning process. Limited resources (including dollars, space, staff, equipment, and technology) need to be aligned with values and top priorities. Our goal is to create progress that is sustainable through various economic ups and downs. The COAS Enrollment Management plan provides a framework for decision making and outlines the processes that departments use to make difficult choices, to align resources with offerings, and to preserve quality programs within the context of budget limitations.

The College has asked all department chairs to consider how seven principles, developed by researchers at the National Center for Postsecondary Improvement (Stanford University), might be adapted to facilitate improvement of their programs. Those principles (detailed in *The Chronicle Review*, Vol.49, Issue 41 (2003) B16) are

1. Define quality in terms of outcomes.
2. Base decisions on facts.
3. Focus on teaching, learning, service, and assessment.
4. Strive for coherence in curriculums and educational activities.
5. Work collaboratively to achieve mutual involvement and support.
6. Identify and learn from best practices.
7. Make continuous improvement a priority.

The College seeks to shape its enrollment by attracting an increasing number of academically talented students; by recruiting from under-served populations, so that our student body reflects the diversity of the surrounding community; by increasing the availability of financial support; and by contributing to improved student retention.

Specific strategies used on a College-wide level include the following:

- We actively participate in recruitment programs (Capital Scholars, for example) designed to attract gifted students to Boise State University.
- We have requested a greater role in Mosaic, a campus visitation program for multi-ethnic students interested in attending Boise State University.
- We have made scholarships a priority in development efforts. One of our College Advisory Board sub-committees focuses specifically on scholarships; since November 2007 we have established over forty additional scholarships.
- We focus on strategies with demonstrated effectiveness in improving student retention, success, and satisfaction: improved campus climate; productive student-faculty cooperation in research; expanded international study; addition of both visiting and permanent international faculty, artists, and scholars.
- We value quality teaching. The College offers an annual monetary award to an outstanding teacher. A College grant program provides modest funding for developing new teaching methods. Fourteen COAS faculty, not counting the Director and Associate Director of the Center for Teaching and Learning (Susan Shadle and Andy Goodman, respectively), have participated in the Teaching Scholars program. Students' educational experiences are enriched by the College's active participation in the Service Learning Program, by our extensive

community engagement, by a growing number of internships, and by the extensive involvement of students in faculty research.

The College seeks to make maximum use of resources while effectively serving all students. Strategies include the following:

- Chairs in all departments have evaluated information contained in the Fall 2008 enrollment spreadsheets to determine what factors impact enrollment in particular sections, and to consider whether adjustments would enable them to meet program goals more efficiently. Those spreadsheets have provided us with valuable data, but (like all data) the information needs to be interpreted carefully, in light of department enrollment strategies, which are outlined more specifically in the department sections at the end of this document. In December 2008 and January 2009, all department chairs met with a representative from the Dean's Office to discuss categorization of classes in accordance with the framework outlined in Appendix A. That discussion will continue. (A spreadsheet charting the results of our course-by-course enrollment survey for fall 2008 is available from the COAS Office of the Dean.)
- While one aim of our Enrollment Management Plan is to increase the average fill rate (not necessarily capacity) of classes, another aim is to serve a variety of student populations. We accept lower-than-average enrollment numbers in some sections (e.g., off-site, evening or weekend, or remote delivery offerings) as an acceptable trade-off for the value of serving student populations whose access to traditional, on-campus classes is limited. Similarly, we accept the legitimacy of trading a 40-student section for a 25-student Honors section of the same course, in order to serve students with advanced levels of academic preparation and motivation.
- Departments regularly review curricular directions, both modifying graduation requirements and re-confirming commitment to a quality education. Our goal is to offer an excellent program that may be completed in four years—*and* meets the specifications of accrediting agencies and the needs of non-Boise State graduate programs where our students might wish to continue their educations.
- The College is monitoring the impact of the College of Western Idaho and continuously assessing how CWI affects enrollment both in developmental math and English classes and in the College's core offerings.
- Departments consult with each other about the scheduling of courses required in more than one major, to minimize scheduling conflicts for students.
- In weekly meetings with the deans, department chairs share ideas about student retention, student success, and student satisfaction.
- When appropriate, departments cross-list courses. This strategy allows us to combine a flexible curriculum with strong enrollments. For example, in Spring 2009 the Department of Modern Languages and Literatures has five courses cross-listed with a total of six different departments (some of which are not in COAS). Cross-listing may also facilitate the possibility of interdisciplinary teaching, which has proved an effective instructional strategy.

- The departments of Biological Sciences, Chemistry and Biochemistry, English, Geosciences, Modern Languages and Literatures, Philosophy, and Theatre Arts regularly offer Honors sections.
- Science education coordinators in COAS have begun to explore the possibility of creating a degree in science secondary education. Faculty have drafted a “program box” listing requirements and opened a conversation with Ken Coll and Ted Singletary in the College of Education. Such a degree would provide science majors with additional post-graduate options and could increase the number of well-qualified secondary school teachers.
- In some departments (Art and Biological Sciences) enrollments have exceeded the capacity of faculty, staff, and space. Departments that are no longer able to accommodate all of the students interested in their courses are developing or instituting measures to limit enrollment. Those measures are department specific and are detailed in the sections at the end of this document.

There are several areas in which the College recognizes the need for action plans.

- We need to improved data collection and availability to establish performance benchmarks and refine our outcomes assessment.
- We continue to strengthen our mentoring, advising, and student support activities as strategies likely to increase student success. The new COAS promotion and tenure guidelines increase the emphasis on advising, and we have hired a Student Success Coordinator to assist departments in developing additional distinctive strategies.
- We are developing strategies aimed at taking advantage of the University’s increase in classroom capacity and cyberinfrastructure.
- Existing graduate programs need to grow, which will require the addition of graduate assistantships and specialized faculty.
- While the College does not advocate increasing section sizes generally, it recognizes that the crucial parameter for maintaining quality is the ratio of students to instructors. In some cases, it may be possible to use faculty more efficiently by increasing lecture sizes and adding supplemental forms of instruction. An increase in graduate enrollments and paid assistantships may make this possible.
- We ask that the Associate V-P for Undergraduate Studies develop a way for departments to have direct access to enrollment data.
- We ask that the University develop an electronic waiting list to provide 1) data about demand, and 2) an automated way to notify waiting students.
- We ask that the University develop an on-line course scheduling process that allows simultaneous comparison of offerings. Departments would then be able to identify and avoid schedule conflicts both within their programs and between their programs and those offered by other departments.
- We recognize the need to develop more effective strategies for adjusting academic programming in response to workforce needs and student demand.

## **ENROLLMENT PLANS FOR SPECIFIC DEPARTMENTS**

### **DEPARTMENT OF ART**

#### **Richard Young, Chair**

The Art Department offers two liberal arts degrees, four professional undergraduate degrees, one two-year pre-architecture program, one Master's degree and one terminal degree M.F.A. program. In addition we provide twelve sections of ART100 and ARTHIST101 and 102 per semester, which serve as Area I core electives.

The department is an accredited member of the National Association of Schools of Art and Design. In response to the latest NASAD review, which noted that the department was over-extended, we recently eliminated two BA degree programs and one Master's program. We also consolidated two BFA emphasis areas and removed two Art Foundation courses from Area I core to better serve our majors.

We currently enroll over 670 majors. To ensure high quality programs and teaching, the department maintains enrollment caps appropriate to the discipline and the facility:

Foundations: 65 (with 3-4 labs and graduate assistants)

Studio: 12 –18

Seminar: 18 -20

Lecture: 20

Art History Lecture: 35

Art History Survey: 165 (with undergraduate assistants)

Introduction to Art: 170

Enrollment growth in some undergraduate emphases and programs (art education, illustration and art metals) is limited because they have only one faculty member. Other programs (art metals, ceramics, graphic design, painting, photography, printmaking and sculpture) have limitations of physical space, equipment, and funding for a lab assistant. It is also imperative that room scheduling allow blocks of time for open studio labs. Given these factors our department does not anticipate growth in most areas until additional faculty and larger facilities are provided.

In fact, current enrollments are at capacity and we are unable to serve many students interested in our programs. In response, several years ago we implemented a portfolio review in Graphic Design at the junior level. The department is currently considering whether we need to impose general admissions requirements, and what form those requirements might take.

Growth in our MFA program is dependent on facility and funding. Our current facility features 10 private studios thereby limiting the number of graduate students to 10. If additional facilities were provided we would increase enrollment to 20. Additional

Teaching Assistantships would also be required to attract top students from throughout the country.

Recent statistics indicate undergraduate majors are moving through our programs faster than other programs in COAS. However students continue to clamor for additional sections of ART107, ART108, ART109 and several other key 200 level courses. To address this issue we tripled our Summer 2009 offerings, utilizing qualified adjuncts. Considerations are currently underway to advocate for Special Lecturers in specific areas to retain qualified adjuncts and to reduce the total number of credit hours generated by adjuncts.

## **DEPARTMENT OF BIOLOGICAL SCIENCES**

### **Jim Belthoff, Chair**

The Department of Biological Sciences offers bachelor's degrees in Biology and Biology Secondary Education as well as master's degrees in Biology and Raptor Biology. We are actively developing an interdisciplinary PhD program in Biomolecular Science and plans for a future PhD program in Biology. Currently, we have >575 undergraduate majors, and the number is growing. Each year the department also enrolls 55 graduate students, whose programs are research intensive rather than coursework based. Approximately 70-80 students per year receive degrees in the biological sciences. We have 19 full-time faculty and 2 Special Lecturers (who teach exclusively in non-major Area III Core and service courses). The department hires numerous adjuncts to teach lower, upper division, and graduate courses. For example, during fall 2008 the department hired 22 adjunct instructors, and it hired another 18 during spring 2009 (not including workshops or concurrent enrollment at high schools).

The department offers both lower division and upper division courses required for students majoring in eight other departments, and we serve numerous pre-professional students who may not major in biology but are interested in medical, dental, veterinary and other professional schools. Graduate students from Health Sciences, Geosciences, Criminal Justice, and several College of Engineering departments also take coursework in biology. Our diverse array of Area III core courses are generally taught in large lecture settings with multiple smaller laboratory sections. They are offered in numerous locations; during daytime and evenings; during fall, spring, and summer; and in some cases on weekends. In fall 2008, these courses enrolled more than 2500 students.

Table I compares the numbers of tenure-track faculty, students, degrees awarded, total credit hours produced, and the FTE faculty/student ratio for FY08 to those in FY03. The trends are clear. Enrollments are growing at a much faster pace than faculty lines. This has pressured the system and will ultimately affect our ability to serve students in quality fashion. Trends also indicate that an already high student: faculty ratio has worsened (33:1 in FY 08).

In order to deal with increasing enrollments, the department monitors enrollments continually; adjusts the number of course sections to student demand; adjusts the frequency with which specific courses are offered; makes high-demand courses available in the evenings, on weekends, and over the internet; and hires additional adjunct instructors to cover increases in demand. We have streamlined the curriculum for our majors, eliminated emphases with low enrollment, and doubled the frequency with which we offer those courses required of all biology students; several of these courses are also offered during summer. Finally, we have increased enrollment caps in some upper division lecture sections from 40 to in some cases 70 to improve access and matriculation rates. We've managed to sustain two strong graduate programs despite burgeoning undergraduate enrollment. We have done so in part by co-listing many courses at the graduate and undergraduate level and by asking faculty to teach larger sections. However, this detracts from a 'pure' graduate school experience for students in our MS

Biology and Raptor Biology programs. Over time our goal would be to provide a robust, stand-alone graduate curriculum distinct from the undergraduate curriculum.

**Table I. Comparison of Department Numbers in FY03 to FY08**

	<i>FY03</i>	<i>FY08</i>	<i>Change</i>	<i>% Change</i>
<i>Tenure Track Faculty</i>	17	19.17	2.17	+12.8%
<i>Undergraduate Majors</i>	411	577	166	+40.3%
<i>Graduate Students</i>	45	48	3	+7.7%
<i>Bachelors Degrees Awarded</i>	34	56	31	+64.7%
<i>Masters Degrees Awarded</i>	7	9	2	+28.6%
<i>Student Credit Hours</i>	21,917	25,253	3,336	+15.2 %
<i>Majors per tenure-track faculty</i>	27	33	6	+22.2%

Despite these responses, the system remains stretched. We are concerned about our ability to allow students to Finish in Four, and the potential for student-faculty interaction and undergraduate research (traditionally a strength of our program and an important factor in student success) is much less than it was when smaller enrollments and smaller course sizes were in place. Faculty faced with greater research expectations find themselves teaching more students in each classroom. Retiring faculty who had high teaching assignments are being replaced with faculty who have higher research but lower teaching workloads. A major challenge is how to continue to serve a large number of undergraduates and still find the time and resources to launch doctoral programs and undertake major research, which is a strategic goal of the department. Another challenge is maintaining quality in the face of increasing class sizes, increased reliance on adjunct instructors, and increased pressure on a system that is already stretched in certain places. We are gathering baseline data to help us determine if we can sustain large class sizes without sacrificing quality. Also, to increase our ability to serve such a large number of students, the department has launched a blackboard site to which all biology students have access. The site contains important advising materials, curriculum updates, and information about student opportunities. We also work closely with the new COAS student success coordinator and look forward to launching group advising sessions and other measures.

Our graduate programs have also seen increased enrollments. We consider this to be healthy as there is strong interest in advanced degrees in biology and raptor biology. Moreover, graduate students help move the research agenda of the department and

faculty forward in significant ways, and this provides additional opportunities to our best undergraduates for student research experiences. Graduate students in biology also help meet some of the teaching demands of a growing undergraduate student body, as they frequently serve as graduate teaching assistants and teach laboratory sections of important Area III core courses.

Clearly, however, we need more resources. Many biology departments with this number of majors and graduate programs have far larger faculties than we do (this is especially true at research universities). A high priority in our enrollment management is acquisition of adequate faculty lines and other support resources, including staff advisors, graduate teaching assistants, Special Lecturers, laboratory materials supervisors, and administrative staff to serve students in both our graduate and undergraduate programs. Without additional resources, we will need to focus on reallocation of resources within the department and measures to prevent enrollment growth at the undergraduate level. Some biology faculty believe that fewer but better majors would allow us to move toward the department's strategic goals in better fashion. One option would be an entrance exam through which students compete to become biology majors. However, we are unaware of any biology departments across the country that have such exams. A different approach might focus on enhanced recruitment of top students combined with decreases in course caps and selective admission into biology entrance level courses.



## **DEPARTMENT OF CHEMISTRY**

### **Cliff LeMaster, Chair**

The educational mission of the Department of Chemistry is both to provide science instruction for other majors and to produce chemists to meet the needs of society and for the advancement of science. To help provide for a quality education the department needs a quality faculty and department. This requires efforts in the areas of formal classroom instruction, research, and service. Research and teaching are not separate efforts as all students conducting research are enrolled in official courses. Faculty spend considerable effort instructing students on how to solve research problems. In essence, research is applied lecture with high contact hours between faculty and students. Research is also considered faculty development to keep them engaged and current with advances in their field.

To ensure that the department has a continuing vibrant program, enrollments are first adjusted to ensure that courses needed to complete a chemistry degree are offered. Unlike many other disciplines there are few or no elective courses even at the senior undergraduate level. Currently, the department offers the minimum number and type of courses required by our accrediting agency for completing a chemistry degree. Ensuring that major courses are offered also helps provide capacity in our service courses. Chemistry upper-division majors play an important role in providing the capacity needed for our service courses by teaching lower-division laboratories. Qualified adjuncts in chemistry are in short supply.

The department submitted a Notice of Intent (NOI) to the State Board of Education in Spring 2008 to offer a research-based Master's of Science degree in Chemistry. The NOI was approved by the Board, and the department has prepared a full proposal for consideration by the Board; that proposal is under review by the Provost's office. In preparation for the new program, additional resources were allocated to the department, including two graduate Teaching Assistantships.

The department continually seeks efficiencies in teaching to meet the demand for its service courses. Recently, the department went to a large lecture format in the freshman chemistry course for majors by implementing a new tutoring center to augment out-of-class help for students. We will assess this effort and plan to expand this to our freshman nursing course, organic chemistry class, and biochemistry sections once the graduate program is in place, so that the Teaching Assistantships can be utilized.



**DEPARTMENT OF ENGLISH**  
**Michelle Payne, Chair**

The Department of English offers the English Composition courses required of all Boise State students. Undergraduate programs include emphases in English Education, Linguistics, Literature, Technical Communication, and Writing. The department also offers a minor in English, an English Minor Certification Endorsement, a Certificate in Technical Communication, and a combined major in Communication and English with emphases in Journalism or Humanities/Rhetoric.

The department offers a variety of Area I Literature courses, and we have attempted to expand access to these courses by offering them at satellite campuses, online, in hybrid format, during the summer, on weekends and in the evenings. The department also serves a growing number of non-native speakers through ESL courses and the English Language Learners Program.

The English Department offers a Master’s degree with emphases parallel to those in our undergraduate program and a Master of Fine Arts in Creative Writing, our only terminal degree program.

The department’s Writing Center supports student success across campus, offering free individual consultations (in person or by email) to all Boise State students, and providing workshops on common writing concerns.

The English Department has 36 tenured/tenure-track faculty lines, three of which are vacant; 11 Special Lecturers; 28 graduate teaching assistants; 46 adjunct faculty on campus and 11 adjunct faculty who teach distance education/weekend/evening courses. Currently the department is offering 6% more credit hours than it did in 2002-03. Table II summarizes the changing patterns in instruction, reflecting increased offerings, a shift to more full time faculty teaching lower division courses, and workload adjustments that allow regular faculty to increase their research.

**Table II. Proportion of Sections Taught by Different Types of Faculty**

Instructor Type	FY03		FY09		Change in %
	Sections Taught	% of Total	Sections Taught	% of Total	
<b>PT Adjuncts</b>	200	41.4%	248	45.1%	<b>+3.7%</b>
<b>Official Faculty</b>	174	36.0%	137	24.9%	<b>-11.1%</b>
<b>Teaching Assistants</b>	84	17.4%	84	15.3%	<b>-2.1%</b>
<b>Special Lecturers</b>	25	5.2%	81	14.7%	<b>+9.5%</b>
<b>Total Sections (includes off-campus)</b>	<b>483</b>	<b>100%</b>	<b>550</b>	<b>100%</b>	

## UNDERGRADUATE PROGRAMS

First-year writing courses are capped at 25, above the National Council of Teachers of English/Conference on College Composition and Communication recommended standard of 15-20. Creative Writing workshops are capped at 15, to meet the national standard established by the Association of Writers and Writing Programs. Technical communications courses are capped at 20 as recommended by the National Council of Teachers of English and the Conference on College Composition and Communication. The department monitors enrollments in all courses carefully. Lower division courses typically fill to 90% or 100%, and all courses are above 60%. In Fall 2009 we will pilot a large (double-enrollment) section of ENGL 278 taught by a tenured faculty member assisted by graduate students. If this model succeeds we anticipate expanding it to include other courses, but we will retain the traditional model so that students and faculty may select the option most likely to ensure their success.

The department is looking for creative ways to improve student success in first year writing courses. We have substantially improved student success in ENGL 90 (Developmental Writing) by creating a “stretch course” that combines ENGL 90 with ENGL 101. We are also piloting a concurrent enrollment option designed to increase student skill with research. Students enrolled in a limited number of sections of ENGL102 (which requires researched writing) are concurrently enrolled in UNIV 106 (Library Research). Finally, ENGL 198 (Introduction to English Studies) is a recent addition to our curriculum that eases the introduction of majors into the discipline and increases the likelihood of a timely completion of requirements.

We have insufficient tenured/tenure-track faculty to teach the courses in the catalog, and qualified adjuncts are difficult to find. In the past three years we have cancelled seven fully enrolled literature courses because assigned faculty became unavailable and no qualified replacements were available. Currently we are revising the literature offerings to eliminate overly specialized, unnecessary, or rarely offered courses. Changes targeted for implementation in Fall 09 will streamline our offerings and reduce our reliance on adjunct faculty in upper division courses. Last year we revised internship requirements in two emphases to make them optional, which has reduced the overall credits required, increased the quality of the interns in the community, and allowed us to reallocate some the workload for the Internship Coordinator so more time is available for research and teaching.

Two department offerings that are requirements for our degrees and for degrees in other departments are bottleneck courses: ENGL 202 (Technical Communication) is required for 10 different degree programs and LING 305 (Introduction to Language Study) is required for 11. We have sought to reduce the pressure on LING 305 by offering it in the summer, and by redesigning some required courses, but it remains a bottleneck. Two of our three vacant positions are in Linguistics, a field in which qualified adjuncts are particularly rare. The department is anxious to fill at least one of those positions, despite current budget cuts. Without additional linguistics faculty, we anticipate being unable to facilitate “Finish in Four,” or to offer enough upper division linguistics courses to accommodate the growing number of majors interested in the linguistics emphasis.

We have on-going problems with space: we lack office space for adjunct faculty and teaching assistants; we need an additional lab to accommodate increased demand for instructional space in computer labs; we need administrative space for the publications that raise our national profile and increase our ability to recruit talented students.

In Creative Writing we are struggling to meet student demand for courses and ensure each course level enrolls students with similar abilities. To address these issues, we are thinking of reducing the number of times 200- and 300-level workshops can be repeated. Doing so will likely limit overall enrollment in these high-demand courses to meet our existing instructional resources and place students in courses most appropriate for their ability level. In addition, we are exploring the possibility of a portfolio submission for admission into 400-level workshops, which would limit enrollment and make the quality of the workshops higher. These strategies would decrease our reliance on adjunct faculty in upper-division courses and enable more full-time faculty to teach undergraduates. They would also create a more competitive process for teaching assistants assigned to 200-level courses, thus improving the quality of instruction.

#### GRADUATE PROGRAMS

Demand for our Master's in English programs is growing, and those courses are frequently full. We anticipate similar enrollments in our new Master's in Teaching program, given the success of the Boise State Writing Project and its outreach to local teachers. Those graduate programs provide a significant service to the community, but we anticipate having difficulty handling growth in demand for them without additional graduate assistantships and additional faculty resources.

The MFA in Creative Writing program has a limited number of assistantships and is able to admit only 23 students, far fewer than the number necessary to create an appropriate community of artists and writers. Proper growth in this program too will require additional assistantships and faculty resources.

The MA in Technical Communication has stable enrollments, but the required courses are not full. We have increased our advertising for the program and plan when the budget eases to reallocate resources to create teaching assistantships for the program. Proper growth in this graduate program will also require additional faculty resources; current demand for undergraduate and graduate courses in Technical Communication has stretched our resources to the limit.

The department has long term plans to offer a PhD in Rhetoric and Composition, for which there is considerable demand. Such a program would require increases in faculty lines and graduate assistantships, as well as significant increases in space.



## **DEPARTMENT OF GEOSCIENCES**

**C. J. Northrup, Chair**

**David Wilkins, Chair-Elect**

The Department of Geosciences offers four baccalaureate degrees (BS Geosciences, BS Geophysics, BS Earth Science Education, and BA Geoarchaeology), a Minor in GIS, four Master's degrees (MS Geology, MS Hydrologic Sciences, MS Geophysics, MS Earth Sciences), and two doctoral degrees (Ph.D. Geophysics, Ph.D. Geosciences). Curricula for these degrees as well as several large enrollment core classes in Area II (Geography) and Area III (Geology), are supported via 12 (soon to increase to 14) tenure-track faculty, one Special Lecturer on soft money, and approximately five adjunct faculty.

Due in part to the number of advanced graduate programs, Geosciences is one of the most research-active departments in the university. Thus, workload expectations reflect significant productivity in teaching, research, and mentoring graduate students. The department workload policy allows faculty flexibility in creating and accounting for their schedules, providing them the opportunity to find individual balances between the various obligations necessary to support our academic programs.

The department delivers multiple sections of three Area III core classes in introductory physical, environmental, and historical geology: GEOS 100, 101, and 102. These courses have laboratory requirements. Current enrollments are limited not by the availability lab sections, which are taught by graduate assistants. In the likely event that appropriated funding for graduate students is cut substantially as a consequence of budget reductions, our ability to meet demand for these core classes will diminish.

We also offer Geography courses that satisfy Area II requirements and support other major programs such as the BA Environmental Studies, International Business, and Elementary Education. Of these, courses in Geographic Information Systems (GIS) are the most heavily subscribed on a regular basis. GIS and related courses are limited in size by the availability instructors, as well as lab space.

### **ENROLLMENT ISSUES AND STRATEGIES**

The number of geosciences students has grown consistently in the last several years. The number of undergraduate majors has increased from 71 in FY07 to 106 in FY09, while graduate applications have increased from 37 to 40. With three new tenure-track faculty lines filled starting FY10, graduate applications will continue to increase as new members of the faculty recruit students of their own. The growing demand for the geosciences is being driven by the rising need for geoscientists in diverse careers related to energy, environment, and natural resource management. Unfortunately, looming budget reductions may lead to a decrease in support for graduate students. The resulting ripple effect would lead to increased teaching loads associated with graduate stipends (decreasing research productivity) and a shift in graduate student teaching from service and core courses to courses required for the undergraduate major.

Enrollment management goals and strategies in Geosciences vary significantly for different categories of classes. In general, our goal is to continue increasing the number of majors and, consequently, our efficiency in providing upper division and graduate courses. We cross-list classes with other allied disciplines, such as Civil Engineering and Material Sciences and Engineering, and have begun to explore opportunities for additional cross listings. In addition, we are examining the costs and benefits of offering selected courses in alternate years. These strategies may allow us to increase the number of majors (potentially doubling them), but will require proactive long-term advising of undergraduate and graduate students to develop workable, multi-year class schedules.

Almost our entire offerings of Area II and III core courses, as well as the majority of the GIS program, are supported through adjunct faculty, a single Special Lecturer on soft money, and graduate lab instructors. Current demand for general core and advanced program courses exceeds capacity.

We are considering the addition of a BA in Geosciences to attract more majors and increase enrollments in upper division courses. A number of undergraduate students have expressed an interest in the general subject of Geosciences and would like to study it simply as a topic of academic interest, or to use it as a foundation for careers outside the discipline (e.g., law, medicine, natural resource policy). Such students could succeed in upper division geosciences classes, but are unable or unwilling to complete the more rigorous requirements of the BS degree (e.g., calculus and physics). A well-designed BA degree would allow such students to explore their interest in Geosciences, and their presence could augment enrollments. A step in this direction was realized with the recent inception of the BA in Geoarchaeology. This degree program is a cross-discipline baccalaureate supported with courses offered by the Departments of Geosciences and Anthropology, recognizing efficiencies through combining the complimentary strengths in our two departments.

## DEPARTMENT OF MATHEMATICS

### Doug Bullock, Chair

The Math Department offers seven degree programs: BA/BS Mathematics, BA/BS Math Secondary Ed, BS Applied Mathematics, MS Mathematics, and MS Math Education. Altogether, approximately 120 students are moving through these programs at any given time. In contrast, the Math Department provides required courses in service of other degree programs to approximately 20,000 students.

Enrollment management tactics and strategies vary depending on the level of course and the role it serves in math degrees or other degrees.

**I. Developmental Math.** Courses are 015, 025, 108. These are remedial courses and cannot count towards any degree at Boise State.

Our plan for Math 015 is to scale down our offering and hopefully eliminate the course entirely. Because it is run in small sections, Math 015 is a relatively high cost course, but the students who need it don't succeed in other formats. While we will continue offer a limited number of Math 015 sections per semester, these students are probably best served by CWI.

Math 025 and 108 are controlled by the Math Learning Center (MLC), which operates on a small appropriated budget and a large special fee account. Since these courses are delivered in a hybrid model using dedicated building space, the MLC can simply adjust its section offerings to meet demand. This is self-sustaining at current demand levels and also serves to employ all the graduate TA's in the Master's programs, while training them to be independent teachers.

The MLC is well positioned to adapt to foreseeable shifts in demand. Any rise (unlikely) would make the operation revenue positive and increases of up to 10% could fit into existing space. Significant decreases in demand (likely, particularly in 025), could render the MLC unsustainable on local revenue. However, there are contingencies in place to either scale down the entire operation or allow it to absorb some or all of Math 143. Substantial scaling down (more than 25%) will require reductions in force and restructuring of the Master's program.

**II. General Service.** Courses are 124, 130, 143, 144, 160. These courses cover the math requirements for the vast majority of degree programs at Boise State. They are rarely (and only remedially) elected by math majors. Demand for 124, 143 and 160 follows overall BSU enrollment trends, which are controlled by central administration's growth targets. Our enrollment plan is to work with the Associate V-P for Undergraduate Studies to judge appropriate total capacity in 124, 143 and 160. The department judges demand for 130 and 144 by observing semester to semester enrollments. We then propose a schedule that attempts to meet the targeted capacities while balancing the constraints of budgets, space, and pedagogically appropriate course structures. When available resources are insufficient the department seeks compromises and innovations

that offer as much capacity as space and money allow, while maintaining pedagogical standards that the faculty deem appropriate.

**III. Specialized Service.** Courses are 157, 254, 257, 360. Each of these serves a precisely defined major or closely related set of majors. They cannot count toward any math degree. Each presents unique enrollment issues.

Math 360 is Statistics for Engineering. No other degrees require this course. One section per semester meets demand comfortably, and it usually fills to a fairly efficient level of 30 or 40 students. Demand is actually higher, but Math 361 is a convenient overflow for engineering students who cannot get (or do not want) a seat in Math 360. Overflow keeps Math 361 enrollment at about 30 students per semester, which is more efficient than it would be if it served only math majors.

Math 254 is non-calculus based Statistics using Excel. It meets the statistics requirement for Sociology, Psychology, Biology, Environmental Health, Health Science, and all Nursing programs, as well as the first term business-statistics requirement for all COBE degrees. In practice, however, only Biology specifically requires Math 254. Some departments teach their own versions, while others allow students to choose among the various offerings. Capacity is fixed by physical space. The course design requires that it be taught in rooms with a computer or workstation for each student. There are only two such rooms, for which we have only partial access. We cannot expand enrollment. Fortunately, no client department has mentioned a desire for further capacity, nor is there evidence that current demand is not being met. If this changes we will not be able to respond by simply adding sections. Collaboration with other programs that teach similar statistics courses will be part of any eventual solution.

Math 157 and 257 form a required sequence for every Elementary Ed major. No other majors require these courses. Current demand is well beyond available offerings but this is not immediately rectifiable. Both courses are delivered in a lab-like environment by instructors with training specific to this setting. Students learn through interactive group work, often using methods and materials unique to best practices for elementary school mathematics instruction. In effect, students of Math 157/257 are learning to learn in the way that their students will learn. Both the style of instruction and the department's supply of materials limit section caps to 28. We have only enough qualified instructors to run 14 sections per year. We cannot increase capacity unless we increase the pool of qualified instructors or abandon our successful pedagogical model. The department is adamantly opposed to the latter. We are seeking to fill a Math Education position, but that will mostly alleviate upper division and service overloads on current Math Ed faculty. We recently hired a Special Lecturer qualified for Math 157 and we are training that person for Math 257, but this has simply allowed us to maintain capacity lost to a retirement.

**IV. STEM Service.** Courses are 147, 170, 175, 187, 275, 333, 361. These courses are the foundation for the mathematics undergraduate degrees, as well as requirements for most science and engineering degrees.

A significant segment of incoming Science, Technology, Engineering and Math students begins with Math 147; however, demand appears to be declining. This is partly because the students entering BSU as STEM majors are better prepared. The use of a new initial assessment/placement test (ALEKS) has also had an impact. High scoring students can move directly into Calculus. Low scoring students are shifted into Math 108 or Math 143. Our immediate plan for Math 147 is to offer one less section in Fall 2009.

The Calculus sequence (170/175/275) and 361 are required for all three undergraduate math programs. Applied Math also requires Math 333, yet enrollment in these courses is 90% non-majors. The department's strategy is to meet the aggregate demand for these courses, in which case math majors are accommodated. Unfortunately, except for Math 361, we have not succeeded and math majors must compete for space along with everyone else.

Recent semesters have seen numerous students seeking entry to closed classes. Stopgap solutions have included last minute room changes, the creation of new sections, and appeals to individual instructors to squeeze in additional students. These measures fail: they annoy students and staff alike, and do not create seats that are visible to students during open enrollment periods. It is not possible to meet demand under current constraints of budgets, space, and course structures, while meeting the faculty's pedagogical standards. The department is looking for compromises and innovations in pedagogy that provide more capacity and minimize losses in learning outcomes.

Math 187 is the only course for which we have an active enrollment management plan aimed solely at math majors. Outcomes assessment data indicates that the department should focus additional resources on the learning outcome of proof writing. For this reason we offer Math 187 in sections of only 25 students. The course focuses more time on proof writing than in the past. Instructors must therefore do a lot of reading and coaching of writing. Our plan is to always offer enough sections, capped at 25, to serve all the math majors. However, this is complicated by the fact that Computer Science students also must take Math 187. With such students making up 2/3 of the enrollment we must offer three sections each term. This is inefficient because Computer Science students could be better served by a large section, or even a separate course. Multiple sections are also a considerable investment of Math faculty time, but this is time well spent on our majors. The department has been considering the situation and its ties to Computer Science for some time and is not yet convinced that separate courses are appropriate. We will continue to monitor demand and revisit the question as needed.

**V. Secondary Ed.** Courses are 211, 261, 370, 464, 490. Demand is easily met by offering each course once a year. The number of courses stresses the small group of Math Ed faculty, and the enrollment in any particular course can sometimes reach the limits of our lab and computer capacity. If our current Math Ed search is successful we will be able to offer the courses comfortably. Lab space can be upgraded and renovated incrementally in response to small enrollment growth. If enrollments grow quickly we plan to ask for a special course fee to support additional lab and computer facilities.

**VI. Majors.** Courses are 301 through 497, except as specified above. Demand is easily met by offering most courses once per year, a few every other year, and Math 314 and 301 every term. Math 301, Linear Algebra, is a popular elective for technical majors and for Applied Math minors, so it can experience demand pressure that is difficult to meet. Adding a section is possible, but our current plan is to redirect non-majors into a more applicable course, Math 365 Scientific Computing, which combines efficiently with the recently revised requirements for the Applied Math degree. We plan to offer Math 301 only once per semester and hope to see a good mix of applied math majors and non-majors in Math 365. The first offering will be Spring 2010.

**VII. Graduate.** Courses are 501-597 in MATH and MATHED. Many are cross-listed with 400 level undergraduate offerings and there are numerous sections of thesis work and independent study. There is never any problem meeting demand. Problems occur when courses are under enrolled. We occasionally run a graduate course with enrollment as low as three, but any course with one or two students is subject to cancelation. The enrolled students, the reassigned instructor, and the un-assigned adjunct are all forced to adapt on short notice. We also have to run a fairly large number of independent study courses. Graduate faculty regularly volunteer to provide these as overload. Cancelations and overloads are what we put up with in order to balance efficient use of faculty time against the desire to operate a graduate program that is still relatively small.

The solution would be to grow the graduate program. This is limited by the available support for graduate TA's and further complicated by the reliance of the MLC on TA's as instructors. We have no explicit plan for growth at this time. We have enough qualified applicants to fill more than the 13 TA lines we have now, so recruitment is not a problem. We are exploring options for TA's to work other than in the MLC, but any teaching done by a TA is more costly than the same teaching by a part time adjunct.

The Master's in Mathematics Education is a very small program. It doesn't enter into enrollment management computations because nearly all the course offerings are summer courses. Occasionally we offer a regular term Saturday or evening course, which impacts the other Math Ed courses we can offer. As mentioned before, our plan for this is a successful Math Ed search.

## **DEPARTMENT OF MODERN LANGUAGES AND LITERATURES**

### **Teresa Boucher, Chair**

The Department of Modern Languages and Literatures (MLL) offers undergraduate majors in French, German, and Spanish, and minors in American Sign Language, Basque, Chinese, and Japanese. We offer courses in Arabic and have experimented with offerings in Persian and Korean. The department has no graduate programs.

MLL caps classes at 25, well above the 15 student optimum class size recommended by the Association of Departments of Foreign Languages.

Spanish courses are consistently enrolled to capacity. French and German are enrolled to capacity at the lower division and have available capacity at the upper division. Arabic, ASL, Basque, Chinese, and Japanese classes (a direct response to the University's increased emphasis on diversity) are full at the 100 level but have capacity at the 200 level.

MLL conducts ongoing reviews of enrollment and tracks tenth-day enrollment numbers from semester to semester. We have addressed enrollment pressures by reducing our offerings of elective courses and by moving to rotational scheduling of some courses, which decreases student access but promotes efficient use of departmental resources. MLL prioritizes the needs of majors and minors while continuing to provide appropriate Area I offerings. We offer 101 courses during the summer and at satellite campuses whenever possible. We also offer 101 courses on-line. Allocation of additional A260 funds would allow expanded offerings in 101 courses, provided we could identify qualified instructors and appropriate classrooms.

When the department offers courses in English with the FORLING or BASQ-STD prefixes, we cross-list those courses with appropriate departments.

Because LING 305 (offered by the English department) has been a bottleneck course for Secondary Education majors, we have made it a co-requisite rather than a pre-requisite for our methods course. That shift is an expedient sacrifice of quality pedagogy for efficiency, and we support the need for additional linguistics positions in the English department.

MLL majors include traditional students, native speakers, returning LDS missionaries, and students who have lived, studied or worked abroad. We enhance student success by promoting proper placement, using a combination of placement exams, challenge exams, and credit for prerequisites not taken. Language Section Heads observe classes and review course evaluations (both midterm and end-of-term evaluations), so that we may further enhance student success by continuing our high standards of instruction. We offer mentoring to less successful instructors and make adjunct hiring decisions based on quality of teaching. In collaboration with the College of Education's CAMP program we have designed courses specifically for heritage speakers of Spanish. Though these

courses may not always be full to capacity, they serve an important role in student retention, in student success and in promoting diversity.

MLL also enhances student success with conversation labs, tutoring sessions, and a computer and video lab in the Modern Language Resource Center.

MLL majors and instructors maintain strong ties with diverse segments of the local immigrant communities and with community organizations interested in languages. The Spanish Club recruits Latino students.

French and German Sections are staffed with an appropriate mix of tenure-line faculty, special lecturers and adjuncts, but the Spanish Section is severely understaffed with almost all lower-division courses taught by part-time adjuncts. MLL badly needs additional faculty lines in Spanish to accommodate rapidly increasing demand for undergraduate Spanish courses and an 83% increase in Spanish majors. We would need substantial increases in funding and space to begin thinking about the community's clear demand for graduate programs in Spanish.

## **DEPARTMENT OF MUSIC**

### **Mark Hansen, Chair**

The Department of Music offers a Bachelor of Arts degree and a Bachelor of Music degree. Individualized instruction forms the foundation of both degree programs. In order to maintain accreditation with the National Association of Schools of Music, we must provide several experiences for each individual student: private lesson instruction, core music history and music theory courses, large and small ensemble experiences, individual assessment through solo and chamber recital experiences, and for the different degree emphases, specialized course work that develops these particular areas of expertise. The department works to provide adequate seats in both the music core and private lesson studio arrangements, with a rotation frequent enough to allow students to pursue a program sequence in a timely manner. In order to increase the frequency of offerings (without acquiring additional resources) we recently increased the caps on some required courses, resulting in an increase in the ratio of student credit hours per faculty.

The department also remains committed to providing the traditional range of ensembles that enrich our campus and community. That commitment requires that we balance individual instruments and voice parts to meet the needs of instrumental and voice ensembles.

In order to manage both course offerings and the needs of ensembles, we began in Fall 2007 the policy of individual auditions for music major status. In the school year prior to enrollment, prospective students audition before the music faculty, resulting in one of three possible outcomes: 1) full major status and admittance; 2) pre-major status with follow-up at the first performance jury along with monitoring of academic progress; 3) a recommendation that they not pursue a major in music. We also provide confirmed notification of scholarships somewhat earlier than the University as a whole, to facilitate successful recruitment of students with the expertise that we need.

These processes will ultimately allow us to manage ideal numbers and distribution of music majors among the various needed specialties to balance ensembles and private lesson studios. They will also increase the quality and retention of students by admitting students who are better prepared to successfully pursue degrees in music.



## **DEPARTMENT OF PHILOSOPHY**

Tony Roark, Chair

The Department of Philosophy offers a BA in Philosophy as well as a Minor in Philosophy. In the five-year period spanning from spring semester of 2003 to spring 2008, the number of Philosophy majors has increased 152% (33 to 83), and the number of Philosophy minors has increased 300% (13 to 52). We anticipate that the numbers of both majors and minors will continue to rise in years to come.

In addition to serving its majors and minors, the department offers two Area I Core courses: PHIL 101 (Introduction to Philosophy) and PHIL 201 (Introduction to Logic). The combined end-of-term enrollment for all sections of these two courses averages just over 1,000 students per semester. In light of the department's comparatively small size, this level of service-course delivery is significant. The four tenured and tenure-track faculty in Philosophy typically devote 2/3 of their teaching workload to Core offerings.

Given the instructional demands placed upon the Philosophy Department, we cannot afford to be unreflective or complacent about enrollment profiles, and so the data recently provided to us by the Provost's office is quite helpful.

In years past many of our majors complained about the frequency with which we offered upper-division courses required for the degree. Three of those courses were offered on an alternating-years basis. Students who opted out of academic advising sometimes found themselves extending their time at Boise State one or two semesters beyond what otherwise would have been sufficient, simply to pick up one of those required courses.

Two years ago we reconfigured the teaching assignments for official faculty in such a way as to guarantee that each course required for the degree is offered at least once each academic year. This change has made it possible for us to participate in the Finish In Four program. There is now less flexibility in the teaching assignments for official faculty, but the revamped schedule has been a significant benefit to our majors.

Among the upper-division courses required for the major, two are consistently enrolled to near-capacity throughout the semester: PHIL 305 (Ancient Greek Philosophy) and PHIL 309 (Modern Philosophy), which are both offered each fall semester. While neither course is required for any other major on campus, History and Political Science students gravitate toward them for upper-division elective credits. For pedagogical reasons, both classes are capped at 40 students. In the two most recent fall semesters ('07 and '08), PHIL 305 was enrolled to 98% and 95% of full capacity at the end of semester, respectively, while PHIL 309 was enrolled to 95% and 88% of full capacity at end of semester. The instructors for these courses have made it a practice to provide majors with permission numbers to override the cap when necessary, but we are mindful of the fact that this is not a sustainable strategy for a major that is growing as quickly as ours. If our staffing situation remains stagnant, these two courses are likely to become bottlenecks for the major, and we will have to explore options to address the issue (including, perhaps, restricting access for non-majors).

Many of our upper-division courses that are not strictly required for the major have been cross-listed with other departments, including Political Science, English, Mathematics, and Modern Languages and Literatures. Cross-listing courses makes more efficient use of classroom space and instructor time, and also has the pedagogical virtue of mixing students from diverse areas of inquiry.

As we look to the near-term future, two issues deserve our careful attention. One issue concerns certain Core sections whose enrollment drops significantly (20% or more) in the time period from the first day of class to the end of the drop period. While we do not have many sections with this profile, we are obliged to seek the explanation for those that we do have and then to provide an appropriate remedy.

The second issue concerns the lack of departmentally-provided material support for students. At present, there are no Philosophy Department scholarships. The department chair has had discussions with potential benefactors about creating endowed scholarships, but it is important to pursue more modest goals quickly. In that spirit, a two-year plan has been implemented toward the creation of a minimally-endowed scholarship (\$10,000) by a faculty member within the department. It is hoped that the visibility of such a scholarship will encourage others to increase the endowment, or even to pursue the creation of another endowed scholarship. These efforts will benefit from the coordinated support of the Foundation and the College Development Officer.

Increasing enrollments present an acute challenge for the Department of Philosophy. While we are one of the smallest academic units on campus, we find ourselves serving an ever-growing number of majors even as we deliver a significant portion of the Core. In order to accommodate these intensifying instructional demands, we must monitor the enrollment profiles for all of our courses and adjust in informed and purposeful ways.

## **DEPARTMENT OF PHYSICS**

### **Richard Reimann, Chair**

The Department of Physics carries a large service load of Area III core courses consisting of lectures with associated labs. The main lecture hall (MP101) features a physics demonstration storage facility and presentation area. The 168 seating capacity of the room limits the size of each lecture section while allowing a maximum of seven associated lab sections with 24 students each. Our model is to allow enrollments to grow in 24-student increments as long as extra funding is provided for the additional labs. Enrollments in PHYS 100, 104, 105, 111, 112, 211, and 212 are currently at or below 120, which allows opportunity for growth following this economical model. PHYS 101 offers a broad conceptual overview of physics and currently quickly fills with one lab section each semester. It should also be allowed to grow by one lab section per semester according to sustained student demand.

Upper-level courses for physics majors generally have such low enrollments (about 6) that they can only be offered in alternate years. However, careful scheduling still allows well-prepared students to “Finish in Four.” Our goal is to increase enrollments to the extent that all such courses can be offered annually. The addition of a BA degree in physics is planned to help increase enrollments by appealing to a broader spectrum of students with related interests beyond physics graduate school or industrial employment. The BA degree will be based on a subset of current course offerings so that it will not require additional resources until enrollments have grown to the extent justifying annual offering of all required courses. By then, several tenure-track faculty members are expected to have been added to support the university’s research mandate, develop graduate courses, and teach some of these upper-level undergraduate courses. Also, graduate assistants are anticipated at that point to help with the core-course lab sections.



## **DEPARTMENT OF THEATRE ARTS**

### **Richard Klautsch, Chair**

The Department of Theatre Arts offers an undergraduate program for students interested in pursuing a professional career in the performing arts or seeking to continue advanced study in theatre. Our BA/Secondary Education program is designed for students seeking state certification to teach drama in high school.

The department currently has no graduate programs. For several years we have been considering the addition of a MA in Playwriting, and we have a draft of a proposal. A graduate program, however, would require substantial increases in both space and faculty, and we are unwilling to add the program if it would diminish the quality of our undergraduate program.

The department is an accredited member of the National Association of Schools of Theatre, which distributes annual survey information about budgets, salaries, and enrollments at member institutions. We are currently using that survey information as part of our internal programmatic review. Our next NAST accreditation review will take place in 2012-13.

Enrollments in our undergraduate programs have increased over the last decade. Contributing factors include the growth of professional companies in the area and the abundance of theatre programs in Idaho high schools. The department has made a number of adjustments to accommodate the increased number of majors. We have increased enrollment caps in some required courses and added sections of foundational courses (designating some sections as major sections and some as non-major sections). We offer required courses more frequently. Enrollment in a number of our courses must be held at certain caps, however: for instance, in acting, voice, and dance classes enrollments above 16 have a negative impact on the development of individual students; and limitations of equipment limit the enrollment in lighting design courses. Current enrollment levels in our program are close to optimum, and if the number of our majors continues to grow we will begin to restrict some courses to majors. If resources remain constant we anticipate the need to institute an application process that will limit the number of Theatre Arts majors.

Space limitations are also a major problem. The Peterson Theatre is our primary classroom, rehearsal, and performance space; scheduling to meet these often conflicting needs is extremely difficult. The dance studio is too small to accommodate the number of students in many classes and does not meet the minimum square-footage requirements of the National Association of Schools of Dance. We have only one space (B-214) in which to hold design classes; that space is awkwardly designed, acoustically poor, and badly lit; it accommodates only 12 drafting tables, so that the 25 students enrolled must double up on equipment.

In addition to standard recruitment efforts common to the College, the department utilizes its annual High School Theatre Festival (which attracts approximately 300 students from 20 area schools) to engage with potential students and attract them to its program.

Although our retention rate has spiked in the last four years, it continues to be lower than we would like. In Fall 2008 our retention rate was 56%. We have addressed the issue of retention by streamlining requirements and course offerings to facilitate participation in the Finish in Four program. We have also instituted the practice of annual evaluation meetings with scholarship students and others in need of faculty feedback. These meetings allow us to encourage successful student practices and to warn students whose performance is not meeting expectations. The meetings also provide an opportunity for students to convey concerns to the department.

## **APPENDIX A: Course-by-Course Enrollment Management**

*(A spreadsheet charting the results of this survey for fall 2008 is available from the COAS Office of the Dean.)*

Course-by-course enrollment management entails the study of enrollment patterns for individual courses, in order to identify inefficiencies in course offerings. Specific issues to identify and develop actions plans for include:

- Bottleneck courses
- Courses that have multiple-sections that are under-enrolled
- Courses with low enrollments, generally and not specifically required for a major
- Specific times of the day or week that consistently achieve lower enrollments and/or lower student success than the norm
- Instructors that consistently achieve lower enrollments and/or lower student success than the norm
- Academic degree emphases or minors that are consistently enrolled to capacity
- Academic degree emphases or minors that have consistently low enrollments

**Categorizing Courses.** In order to identify courses that have specific issues, each course is classified into one or more of the following categories:

### A. Single Section Course (on campus)

1. Full on day 1 of classes and remaining full (>80%) through week 6
  - a. Core course
  - b. Course required by major of department offering course
  - c. Course required by major(s) outside department offering course
  - d. Elective course only
2. Full on day 1 but experiencing significant drop by end of week 2
  - a. Core course
  - b. Course required by major of department offering course
  - c. Course required by major(s) outside department offering course
  - d. Elective course only
3. Full at end of week 2 but experiencing significant drop by end of week 6
  - a. Core course
  - b. Course required by major of department offering course
  - c. Course required by major(s) outside department offering course
  - d. Elective course only
4. Not full on day 1 of classes
  - a. Core course
  - b. Course required by major of department offering course
  - c. Course required by major(s) outside department offering course
  - d. Elective course only
  - e. One a list of courses to select from, in satisfying requirements of the major of the department offering the course
  - f. Directed research or Directed Readings, independent study, or other course for department majors that is not counted as part of teaching load

Appendix A, cont.

B. Multiple Section Course

1. All sections, or all but one section, are full day 1 & experience less than 20% drop by end of week 6
  - a. Core course
  - b. Course required by major of department offering course
  - c. Course required by major(s) outside department offering course
  - d. Elective course only
2. All sections, or all but 1 section, are full on day 1, but one or more sections experience a significant drop (>20%) by the end of week 2
  - a. Core course
  - b. Course required by major of department offering course
  - c. Course required by major(s) outside department offering course
  - d. Elective course only
  - e. Spread in % of capacity among sections < 20%
  - f. Spread in % of capacity among sections > 20%
3. All sections or all but 1 sections are full at the end of week 2, but one or more sections experience a significant drop by the end of week 6
  - a. Core course
  - b. Course required by major of department offering course
  - c. Course required by major(s) outside department offering course
  - d. Elective course only
  - e. Spread in % of capacity among sections < 20%
  - f. Spread in % of capacity among sections > 20%
4. More than 1 section is not full at day 1
  - a. Core course
  - b. Course required by major of department offering course
  - c. Course required by major(s) outside department offering course
  - d. Elective course only

Questions to Ask Once Courses are Categorized

1. Are there any courses that can and should be offered less frequently because they are under-enrolled and:
  - a. They are not required by any major, and are either not a core course or are under-enrolled as a core course?
  - b. They are only one of several electives that can be chosen in a major, and are either not a core course or are under-enrolled as a core course?
2. Are there any courses in which multiple sections can be collapsed into fewer sections?
3. Are there any courses that can be over-enrolled on day 1 with knowledge that enrollments will drop to the desired level by the end of week 2?
4. Are there specific sections times that can and should be dropped because they are consistently under-enrolled or the success rates are consistently lower than the norm?

Appendix A, cont.

5. Are there specific instructors that consistently have higher drop rates by week 6? If so, then should the instructor be:
  - a. Let go or not re-hired?
  - b. Moved to other courses?
  - c. Mentored?
6. Are there high demand courses for which sections could be added if additional adjunct funds were available?
7. Are there high demand courses for which the section size could be increased?
8. Are there high demand courses where the enrollment cap in a certain section(s) is currently limited by the availability of a larger classroom at the scheduled time?
9. Are there low-enrollment courses that would benefit from increased enrollment if cross-listed with another department?
10. Are there high demand courses that could be offered over the internet if adjunct funds were available?