

**A COMPREHENSIVE ANALYSIS OF
MOUNTAIN STATE UNIVERSITY'S
INDIVIDUALIZED STUDY MODALITY 2004-2009**

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Distance Learning
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PREFACE

Since June 2009, I have been tasked to look at Individualized Study and analyze the major issues that have led this delivery system of courses to miss the budget by \$1.5 million in Fiscal Year 2008-09. As I began this comprehensive research project, it required me to look at trends at the course and discipline level, to examine other modalities and their potential effect upon IS enrollments, and to come to solid conclusions to why these losses occurred.

As I delved into this project, I discovered that these issues did not develop overnight and numerous issues occurred during summer of 2006. While certain factors contributed to the decline in numbers more than others, I have determined that the causes are multifaceted and varied.

As I began this project, I interviewed numerous individuals who have been associated with Individualized Study over the past five years. Everyone had a spin on what caused the decline. Some of these reasons were more valid than others; however, as a researcher, it was necessary to explore all of these theories to get an understanding of the larger picture. One does not come into this type of research without generating hypotheses. Even with what I felt was my own personal bias on a specific reason, the numbers did not bear this theory as being valid. Theories may be generated; however, enrollment numbers and student data will bear out what is valid and what is not.

As MSU works from three calendars (the fiscal year, the academic year, and the calendar year), most of the references for a given year in this study deal with the fiscal year, as the fiscal year is the basis for MSU's budget. Occasionally, the academic year is referenced due to specific changes that began with an academic calendar. These examples, while occasionally present, are few in number.

The gathering and synthesizing the data was not an easy task as it required crunching numbers, analyzing enrollments across all of MSU, and getting into Jenzabar and looking at our students on an individual basis. I could not have completed this without the assistance of a number of key individuals. These include, but are certainly not limited to, the following: Mr. James G. Silosky, Ms. Roslyn Artis, Ms. Cindy Alexander, Ms. Michele Sarrett, Ms. Marjorie Smith, Ms. Vanessa Thompson, Dr. Rhonda Shepperd, Ms. Karen McKee, Ms. Cheryl Long, Ms. Kim Dodson, Ms. Christal Jones, Mr. Dallas Bragg, Ms. Lynn Whitaker, Ms. Cindy Justus, and Mr. Rick Browning. Thanks to them for providing information, data, and help in gathering and analyzing the data.

Unfortunately, this report is much later than I anticipated. Some of this is due to the following circumstances: a). My attendance to the Higher Learning Commission's Assessment Academy in June; b) the online rollout of June 22; c) My participation at the Blackboard World 09 conference in July; d) the awaiting of clarification concerning language found within the financial aid regulations; and e) the normal day-to-day operation of the Instructional Technology and Individualized Study departments – which had to continue. Thank you for your patience.

James M. Owston, EdD

The Problem: Rapid Decline of IS Enrollments

Over the last several years, enrollment in Mountain State University's Individualized Study operation has been spiraling downward. Because many have speculated on the reasons, a full study of enrollment trends was warranted. In order to undertake this daunting task, it required an analysis of base data containing information regarding the classes for which MSU's students were registering.

In the recent past, the Distance Learning department has produced documentation that the status of Individualized Study was not as in dismal shape as had been reported by other MSU administrators. Unfortunately, the data presented by the IS department was in error. Although the Jenzabar database contains correct enrollment information, certain errors in reporting can and do occur for a number of reasons. Most of these errors can be attributed the structuring of database query parameters.

To guarantee that query errors did not occur for this study, every enrollment for a fiscal year was generated by pulling the only failsafe documentation of enrollment without utilizing a human constructed query – the course rosters. While a standard feature in Jenzabar, the course rosters include every enrollment without duplication. Unlike other reports, students in cross-listed courses do not appear multiple times and, unlike queries to the database, human error in query structuring does not occur.

By using data from rosters, the enrollments provided a picture of the state of Individualized Study. In addition, data on enrollments of other areas were analyzed to ascertain whether growth in one area appeared to correlate with the losses incurred by Individualized Study.

Figure 1.1

Individualized Study Course Enrollment: Fiscal Years 04-05 to 08-09 by schools

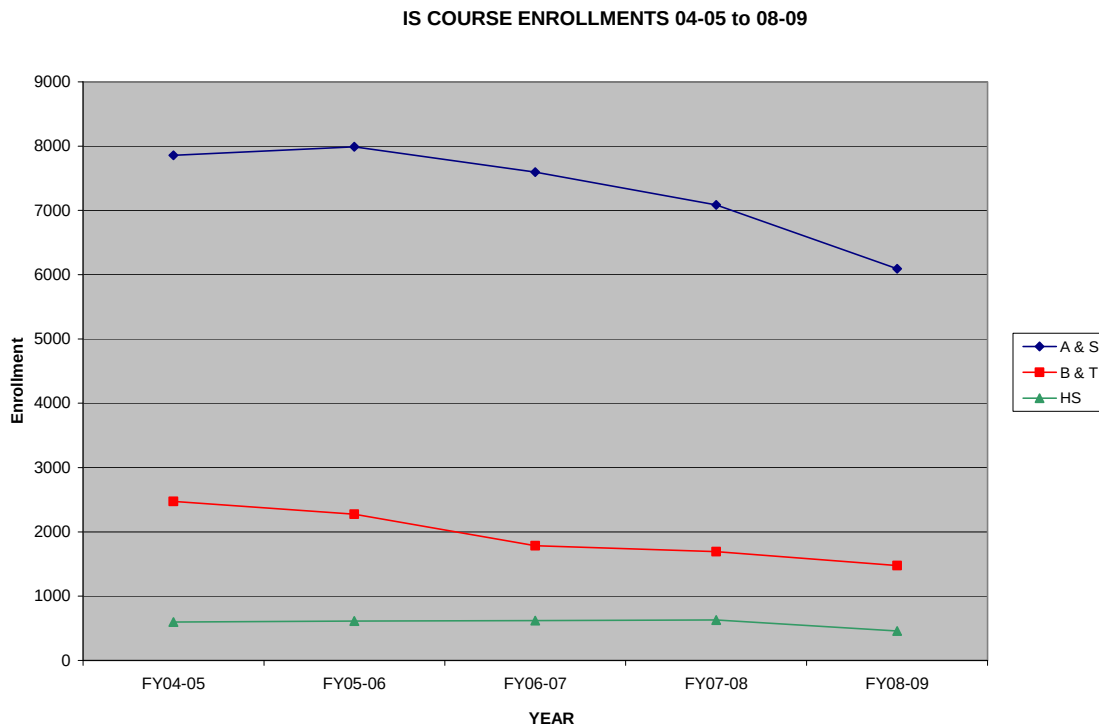


Table 1.1
Individualized Study Course Enrollments Fiscal Years 04-05 to 08-09

YEAR	FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09	OVERALL
Enrollments	10924	10876	9999	9403	8025	
Losses		-48	-877	-596	-1378	-2899
Percent of Loss		-0.44%	-8.06%	-5.96%	-14.65%	-26.54%
Share of Enrollments	24.05%	22.81%	20.74%	17.60%	13.96%	

With five years of enrollment data accessed, it is easily concluded that problems in Individualized Study began to emerge during the 2006-07 Fiscal Year. The changes in enrollment from FY 04-05 to FY 05-06 were minute with a loss of only 48 course enrollments. These losses constituted less than 1% of total IS enrollments and were more than offset by tuition raises for that particular year. Subsequent years, however, were not as fortunate as FY 05-06. FY 08-09 posted the greatest loss of enrollments in Individualized Study's history at MSU. See Appendix A for course enrollment numbers and Appendix B for enrollments by discipline during the five year period.

Contributing Factors for IS Enrollment Decline since 04-05

Several theories have emerged on why IS enrollments began to drop in the 2006-07 fiscal year. Each had the potential to produce a negative impact upon IS enrollments. Each will be analyzed in the next section. These theories include the following:

1. During spring 2006, MSU enrolled the final students for Al Bayan International Institute. Subsequently, there was a loss of revenue from the ending of this agreement.
2. IS classes were no longer specifically credited as enrollments to the Martinsburg campus due to a supposed confusion for students registering in Cougar Web. Fall 2005 was the final semester the WVI015 designation used for IS courses registered at Martinsburg. Beginning spring 2006, all IS courses were credited to the Beckley campus and were coded as WV001.
3. In addition, Martinsburg continued to move to become a comprehensive campus with further development of traditional courses. Registration of traditional courses consistently grew in each fiscal year. In addition to traditional classes, Martinsburg began offering directed study courses beginning spring 2008. Starting fall 2009, the Martinsburg campus rebranded these courses as Integrated Learning or IL courses.
4. The MSU Registration Department decided that cross-listing of courses would cease following the spring 2006 semester.
5. Legal Studies Director Colleen McCulloch left MSU's employ in June 2004. She was eventually replaced by Priscilla Gay in January 2006. In the meantime, the Legal Studies curriculum and certain IS courses were in a state of flux. Enrollments in LGLS (including BLAW and PARA) courses plummeted.
6. The School of Business and Technology revamped programs and courses in 2006.

7. The curricular aspects of Individualized Study was decentralized from a single administrator's control to the deans of the individual schools in June 2006. With this new relationship, some administrators felt empowered to make immediate changes. Many School of Arts and Sciences' courses were changed immediately and seasoned instructors were replaced by newer faculty. This began a cycle which continued through 2008-09 fiscal year.
8. The registration department decided (without any consultation) to drop the Section 02 IS courses from the offerings at MSU beginning fall 2006.
9. New River Community and Technical College, which was created out of the former community college components of Bluefield State College and Glenville State College in 2003, began a full advertising campaign (including credit hour pricing information) during fall 2006.
10. MSU began offering eight-week online courses in October 2006. Degree programs initially included Accounting, Business Administration, and Medical Assisting. Criminal Justice was added during spring 2007. Diagnostic Medical Sonography, Computer Science, and Information Technology were added in summer 2007.
11. Degree requirements were changed for the Bachelor's degree in Liberal Studies. LS301, LS303, and LS450 were dropped as required courses for the program beginning summer 2007. For several years, these courses were bestselling IS fare. IS and traditional enrollments in the liberal studies discipline declined.
12. New financial aid requirements hindered how traditional and online students could register for IS courses. Financial aid was no longer permitted for semesters that overlapped. A drop in summer enrollments was attributed to this new rule. In addition, transient students taking IS courses during the summer may not have been able to receive financial aid for fall at their home institution.
13. The Registration Department neglected to publish Individualized Study courses in the printed course schedules for 8 consecutive semesters.
14. The Erma Byrd Higher Educational Center opened on Airport Road for fall 2007. New River Community and Technical College, Concord University, Bluefield State College, the Community and Technical College of West Virginia University Institute of Technology, Southern West Virginia Community and Technical College, and Marshall University began offering classes at the center located within MSU's primary service area.
15. Based on faulty data, Web Enabled courses were eliminated from the IS offerings beginning fall 2008.
16. Continued rapid changes in Arts and Sciences' faculty required the purchase of text books at a cost at over \$19,000 during FY 08-09. This deficit was charged to the budget of Individualized Study and monies from other line items were transferred to cover these costs. The overall IS budget suffered as a result.
17. Finally, the changes in student motivation shaped the choice of classes in which an individual might enroll. Unlike previous generations, which used the college/university experience as a rite of passage, today's students are more interested in getting in and

getting out – education is viewed more as a “right” and not a “rite.” There is a reduced desire for students to broaden their horizons in deference to finishing their degree and getting a job. Today’s students are less likely to ask “What classes do I have the opportunity take?” They would rather ask, “What classes do I have to take?” This is more important due to the nature of the instability of the market and increased restrictions with financial aid.

An Analysis of the Assumptions

While some of the above occurrences had a greater impact upon IS enrollments than others, several of these in concert created a “*perfect storm*” – a confluence of events that had a disastrous effect upon Individualized Study’s revenues. Individualized Study revenue failed to meet budget projections during FY 08-09 by \$1.5 million.

While it is uncertain how much any of these factors contributed to the overall decline in IS enrollments, all had the potential to create deficits in IS enrollment. The above assumptions can be distributed into two categories: areas outside of MSU’s control and decisions made by MSU administrators. Some of these decisions were well reasoned and planned; however, others were haphazard and occurred in a vacuum.

Areas outside of MSU’s Control

Termination of the Al Bayan Relationship

In 2000, The College of West Virginia, now MSU, entered into an arrangement with Al Bayan International Institute in Abu Dhabi. With this arrangement, MSU evaluated courses delivered by Al Bayan for credit equivalency and also provided the delivery of Individualized Study classes to Al Bayan students. Many of these students used the combined credits to earn a degree from Mountain State University. IS courses delivered to Al Bayan students were coded as Section 03. During spring 2004, the laws governing higher education institutions in the United Arab Emirates changed, and Al Bayan was forced to cease its relationship with Mountain State University. The UAE, however, did permit MSU to do a teach-out with these students and the final IS courses under the previous relationship were delivered in spring 2005.

Table 1.2
IS Credit Hours Compared by Academic Years and Sections

IS Sections	AY 04-05	AY 05-06	AY 06-07	AY 07-08	F/S/S1 08-09
01 Beckley WVI01	28233	23621	22152	23152	20237
01 Martinsburg WVI15	254	366	0	0	0
02 Electronic Testing	1061	2313	3	10	2
03 Al Bayan Institute	1084	696	0	0	0
04 Special Beckley	31	18	23	15	0
W1 Web Enhanced	1023	4194	6726	3108	123
TOTAL	31686	31208	28904	26285	(partial) 20362

Although the enrollments credited to Al Bayan students represented 3.42% of all IS credits, the revenue generated an excess of a quarter of a million dollars during

Academic Year 04-05. In the following year, the effects of the termination of this agreement noted a loss of 388 credit hours following the first year and an additional drop of 696 IS hours. By the end of the spring 2005 semester, the Section 03 IS courses were eliminated and this source of students and its subsequent IS revenue was exhausted.

New River CTC and the Erma Byrd Center

While it would be foolish to claim that neither of these events affected MSU's enrollment, it would be difficult to quantify how great an impact New River and the Byrd Center have had upon the University – let alone with Individualized Study. Although Dr. Linda Black, the Dean of Distance Learning Initiatives at the time, claimed that IS students were flocking to New River, the nature of IS would suggest that it would not be as greatly affected as would be MSU's traditional classes held in Beckley. Presently, traditional general studies courses do not seem to be affected by either of these events.

A look at enrollments in several general studies disciplines should indicate whether either event influenced traditional enrollments. If these new competitors influenced IS and traditional courses, corresponding drops in enrollment should be evident. In certain cases, this appears to be occurring; however, it is difficult to determine if this is due to increased competition, other factors, or a combination of the two.

Figure 1.2
Sociology enrollments in all modalities, FY04-05 to FY08-09

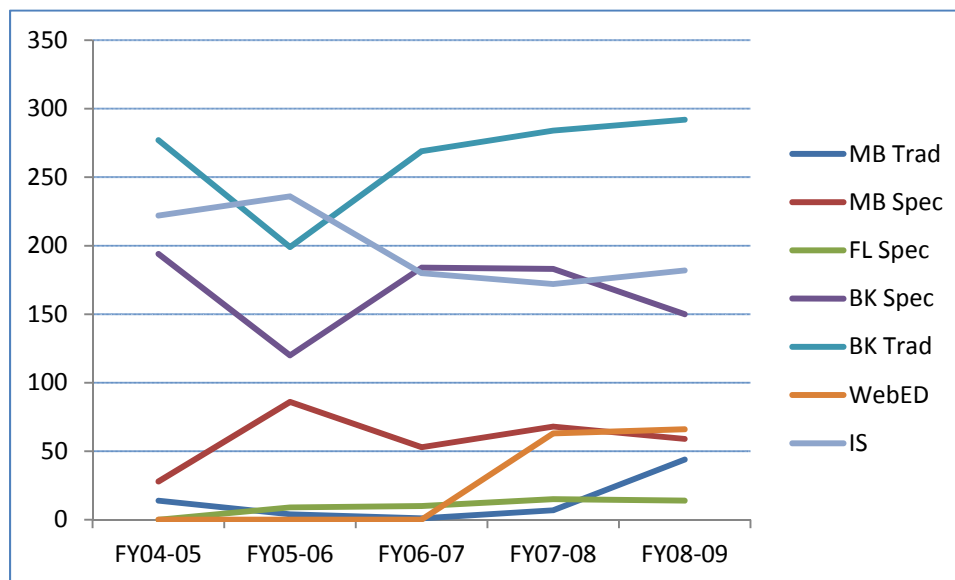


Figure 1.3
Humanities enrollments in all modalities, FY04-05 to FY08-09

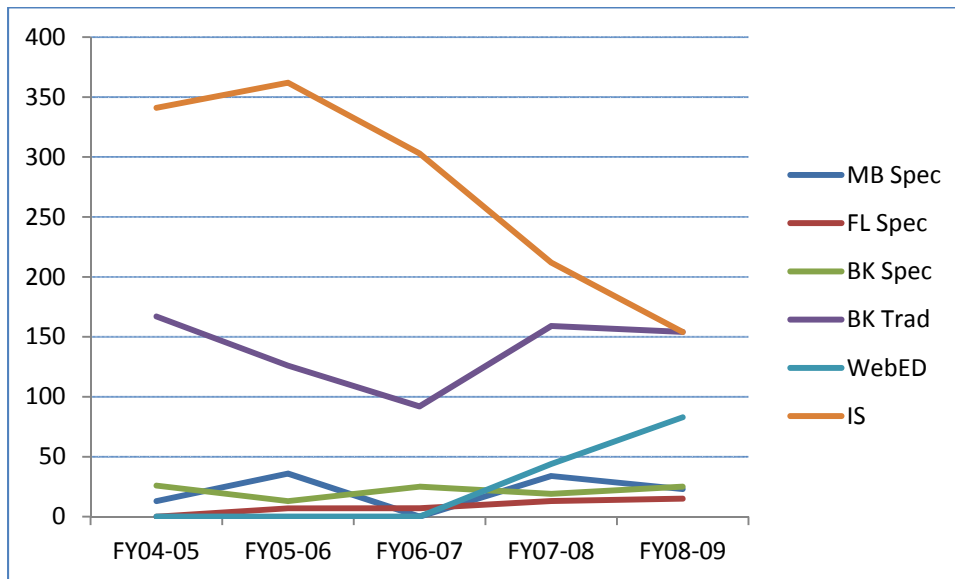


Figure 1.4
Biology enrollments in all modalities, FY04-05 to FY08-09

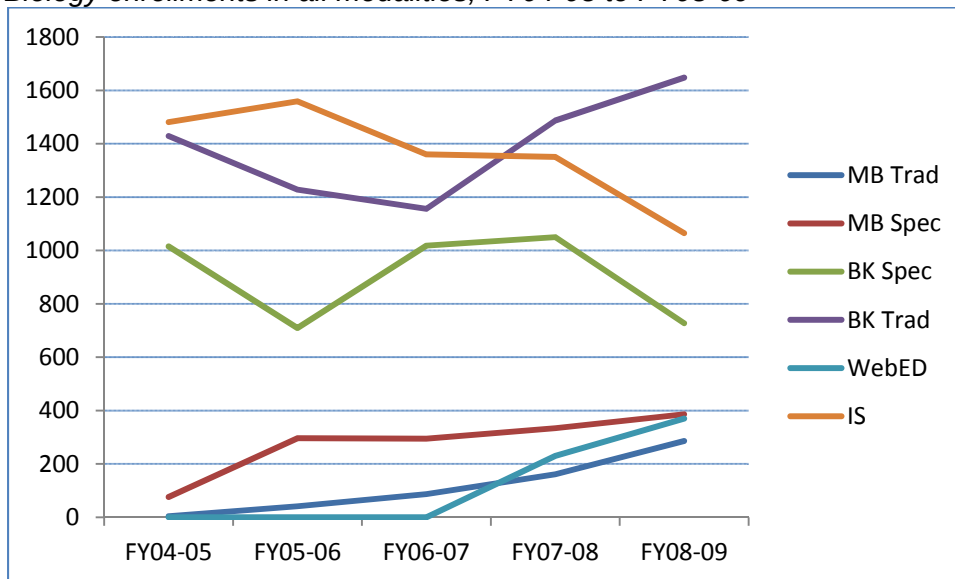
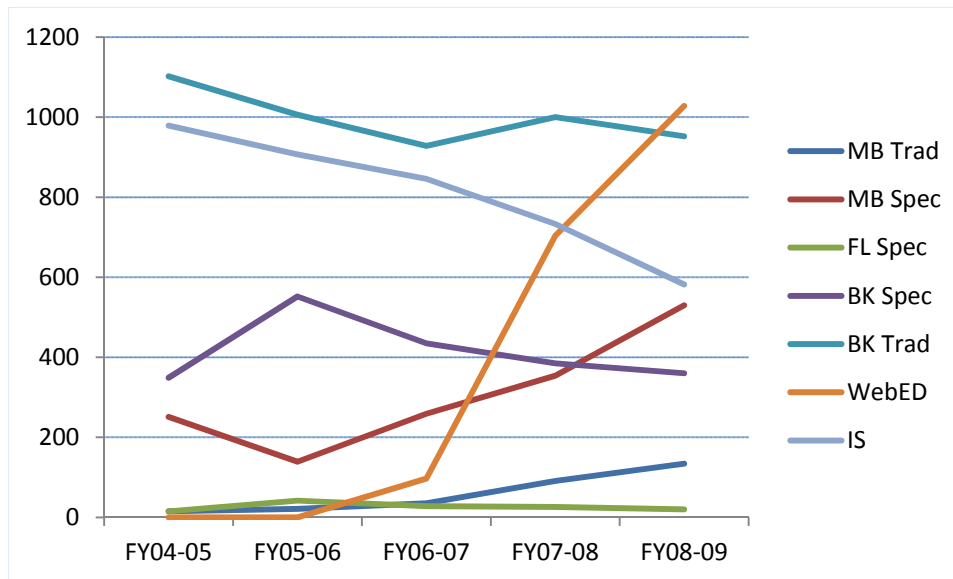


Figure 1.5
English enrollments in all modalities, FY04-05 to FY08-09



While the interpretation of this data is not conclusive, the previous four charts of general studies disciplines (Figures 1:2 – 1:5) indicate that traditional courses listed under the course codes of HUMN (humanities), BIOL (biology), and ENGL (English) all had an enrollment drop in 2006-2007. SOCI (Sociology) posted a gain in 06-07 with the discipline experiencing a drop in enrollment in 05-06. This dip in enrollment appears to be offset by a rise in IS enrollment in sociology classes. By the next fiscal year, these enrollments began to bounce back. English and Sociology would encounter a slight drop in FY 2008-09; however, Biology courses hosted on the Beckley campus in FY 08-09 saw a record increase over FY 04-05 numbers. This was a gain of 200 seats over what was experienced five years previous.

On the surface, there is an indication that New River had affected the Beckley campus's traditional and IS enrollments during fall 2006 – a year they began an advertising campaign that emphasized their lower tuition rates; however, this direct impact appears to have started correcting itself in subsequent semesters. This may indicate that some students tried New River for a semester and then returned to MSU.

It is safe to assume that New River, and the later opening of the Erma Byrd Center, may have contributed to some falling IS enrollment; however, because of the flexibility of IS, these courses probably were not as directly affected to the extent as were MSU's traditional courses. If this is the case, the major losses in IS must be primarily attributed to other factors. It is not believed that New River or the Erma Byrd Center were the primary source of IS enrollment losses as was believed by the dean.

There are also additional data in these charts that are germane. The growth of the online 8-week modality is noted in all four disciplines (SOCI, HUMN, BIOL, and ENGL) with record numbers in English that surpassed the traditional campus. WEBED is now the primary arena of enrollments for all ENGL courses at MSU. While the traditional campus and IS boasted 40.65% and 36.11% respected shares of all ENGL classes

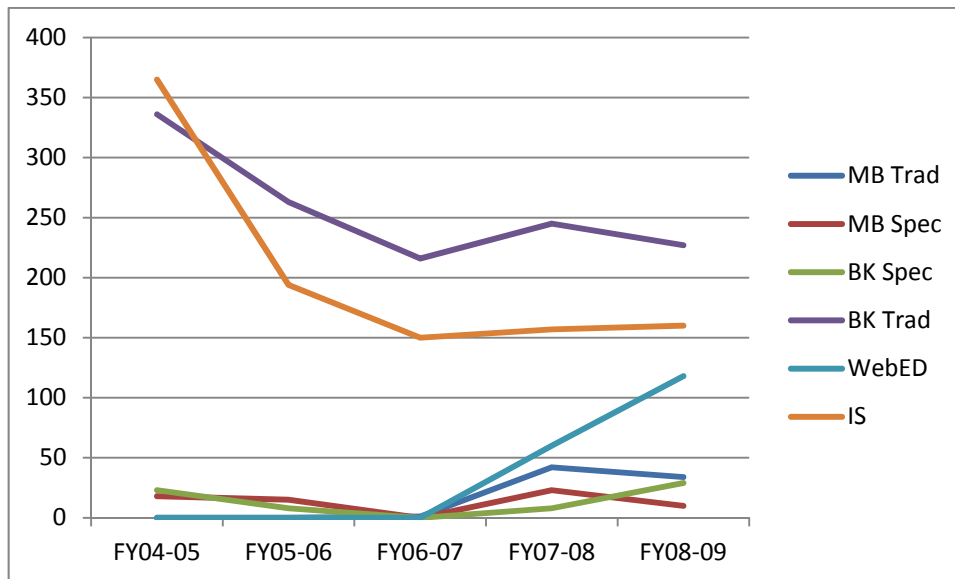
registered in FY 04-05, these numbers dropped respectively to 26.4% and 16.14% in FY 08-09. WEBED classes currently have a 28.51% share of all English credits registered. In addition, Martinsburg Spectrum and Martinsburg traditional ENGL courses represented 14.7% and 3.72% of all courses registered in the discipline. Both the growth in WEBED and Martinsburg enrollments in relationship to IS enrollments will be discussed in further detail later.

Loss of Legal Studies Director

By June 2005, Colleen McCulloch finished her obligations with MSU and the School of Business and Technology was without a director in Legal Studies. Her replacement, Priscilla Gay, began six months later. Enrollments dropped significantly during the period.

Figure 1.6

Legal Studies enrollments in all modalities, FY04-05 to FY08-09



Individualized Study, which had higher enrollments than traditional LGLS classes, dropped to levels below traditional enrollments. Additional changes in curricula in the School of Business and Technology and the confusion over the LGLS curriculum and course number changes may have aided in decreasing the number of IS and traditional legal study seats registered in FY 06-07. By FY 07-08, IS Legal Studies enrollment numbers flattened – albeit, this level is less than half of courses registered in FY 04-05.

Table 1.3

Legal Studies (LGLS, BLAW, & PARA) IS enrollments; FY04-05 to FY08-09.

FY 04-05	FY 05-06	FY 06-07	FY 07-08	FY 08-09
365	194	150	157	160

Changes in Financial Aid Regulations

During the past several years federal financial aid regulations disallowing students to have overlapping aid periods have no doubt affected enrollment in Individualized Study courses. Some of this may have influenced transient students from enrolling at MSU. Applying financial aid monies for summer IS courses at MSU may negatively impact students' ability to receive aid at his/her home institution during the following fall semester.

These new regulations seriously impaired MSU students who desired the convenience of IS courses and relied upon financial aid to help pay for tuition. In the past, students who took courses in a variety of modalities could overlap reimbursement periods (and academic years) and qualify for aid. This is no longer possible. These new regulations have had and will continue to have a dramatic effect upon enrollment. The 2008 Summer 2 semester (AY 07-08 / FY 08-09) witnessed a dramatic loss in IS enrollment that may be attributed to these changes. Losses continued in subsequent semesters.

Table 1.4

IS and Total MSU Credit Hour Registrations Compared by Semesters.

	Summer 2 Semesters			Fall Semesters		
	IS	MSU Total	Share	IS	MSU Total	Share
FY04-05	1621	6076	26.68%	11011	53328	20.65%
FY05-06	1876	7140	26.27%	12543	56938	22.03%
FY06-07	1718	8261	20.80%	10658	54348	19.61%
FY07-08	2123	10076	21.07%	10262	61238	16.76%
FY08-09	1540	12499	12.32%	8667	63184.5	13.72%

	Spring Semesters			Summer 1 Semesters		
	IS	MSU Total	Share	IS	MSU Total	Share
FY04-05	13173	54020	24.39%	5626	17246	32.62%
FY05-06	11864	54549.5	21.75%	5083	18899	26.90%
FY06-07	11145	57265	19.46%	4978	17513	28.42%
FY07-08	10777	65044	16.57%	3696	16282	22.70%
FY08-09	8994	65135	13.81%	3664	22931	15.98%

Table 1.5

IS and Total MSU Credit Hour Registrations Compared by Fiscal Year.

	Fiscal Year Totals		
	IS	MSU Total	Share
FY04-05	31431	130670	24.05%
FY05-06	31366	137527	22.81%
FY06-07	28499	137387	20.74%
FY07-08	26858	152640	17.60%
FY08-09	22865	163750	13.96%

The Changing Nature of Students

Paraphrasing an Oldsmobile commercial from a decade ago, “this is not your father’s university.” Unlike previous generations, current students have little time for non-essential electives as they continue their education. MSU students are working adults who must juggle family, employment, and educational obligations. Even MSU’s advertising has promoted the idea that at MSU you can get an education to get a job. MSU students are pursuing their education to qualify for a new career or to better their chances for advancement within their current organization.

MSU has been sensitive regarding the amount of time students must invest in their education. In the past several years, we have acted proactively by adjusting the number of credit hours required for certain degree programs. These changes were necessary to remain competitive to students who often value time more than money. The types of courses offered in Individualized Study must be scrutinized.

Areas within MSU’s Control

Martinsburg’s Assumed Direct Competition with IS

Up until December 2005, the Martinsburg campus enjoyed the benefits of offering their students IS courses with full credit for the revenues. For the spring 2006 semester, separate coding for IS registered at Martinsburg was eliminated. While no one remembers the specific reasons why, the registration department eliminated coding specific for IS courses registered by Martinsburg students. With this move, IS courses registered in Martinsburg were no longer credited to that specific campus and revenues were credited to the former School of Extended and Distance Education.

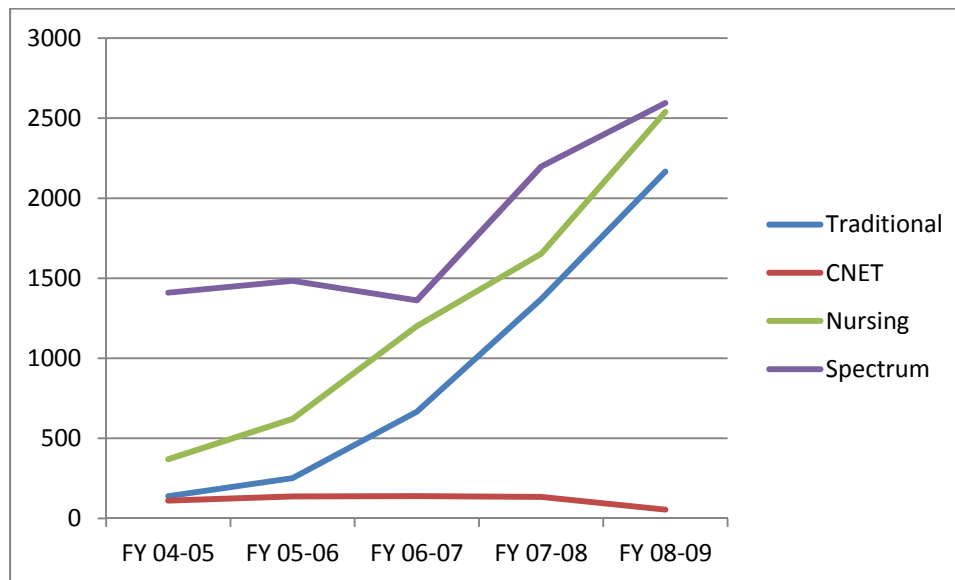
Until this change, it was easy to track IS enrollments credited to students from the Eastern Panhandle and the surrounding vicinity. In FY 04-05 alone, Martinsburg registered 254 credit hours. During the summer 2 and fall 2005, the campus generated a total of 366 IS hours in the final two semesters these courses were identified with the campus. At this time, Martinsburg received credit for the revenue; however, the campus bore little to no cost for the delivery of IS. Previously it had its own IS instructors under Robert Lowry; however, many of these instructors were eliminated in 2003 because of credentialing issues. Even at this time, the Beckley campus subsidized IS faculty at Martinsburg.

Following the purchase of the Tangier Outlet, MSU desired that the Martinsburg campus become a profitable, comprehensive campus. These efforts have been successful. In an analysis of courses registered since FY 2004-05, Martinsburg has had phenomenal growth during the past five years. Figure 1.7 graphically demonstrates the growth in course disciplines shared with Individualized Study at this campus site. Course disciplines where there are no corresponding IS courses (such as Organizational Leadership and Spanish) are not represented in this diagram. It does, however, include nursing courses. Please note that enrollments are for all disciplines shared with IS and does not necessarily indicate that the courses offered in IS and Martinsburg were identical. This chart chronicles the number of courses registered and not credit hours.

In the past five years, Martinsburg’s only instructional area that has declined is the CNET program. This program, which was developed for registration only at Martinsburg

campus, contained classes in information technology, business, and math. Enrollment in CNET remained constant until FY 08-09 when courses dropped to less than half of the previous four years. It is our understanding that this program is being discontinued. Notwithstanding, the enrollment growth at the Martinsburg campus has been phenomenal.

Figure 1.7
Martinsburg Enrollments FY 04-05 to FY 08-09



With this growth, especially with traditional courses, certain Beckley campus staff have assumed that Martinsburg's traditional course enrollment growth had a corresponding negative impact upon Individualized Study. This would be expected, as more in-seat classes became available, there should be a drop in IS enrollment. Up to this time, Martinsburg students' only viable alternative for certain courses had been with Individualized Study courses provided via the main campus in Beckley.

To further provide opportunities to its students, the Martinsburg campus began offering directed study courses during spring 2008. In many cases, courses identical to Individualized Study classes were offered. Designated as Section 06 courses, enrollments in Martinsburg's Directed Study classes can be easily tracked.

Sixty-seven course enrollments were registered in FY 07-08 and 338 in FY 08-09. Tracked as traditional courses, Martinsburg's Directed Study option equaled 24.67% of all the traditional classes registered at the Martinsburg campus during FY 08-09.

During the last two years, 121 unique directed study courses were offered by the Martinsburg campus, and 188 different students took advantage of these offerings. Eighty-four courses (or 69.5%) were identical to individualized study courses. The remaining 37 classes were not being offered through IS.

Several individuals who recently visited the Martinsburg campus reported that clerks admitted to actively discouraging local students from registering for IS offerings while promoting the directed study equivalents instead. Whether this is true, partially true,

or hearsay is unknown at this juncture; however, Martinsburg's directed study has the potential to impact IS enrollments. Has Martinsburg's entry into traditional education directed study hurt IS enrollments? Many at the Beckley campus believe it has.

In analyzing the 188 students who registered for directed study at Martinsburg, 133 of the 188 (or 71%) had never taken an IS course from MSU. These students primarily were in the following categories: a) Spectrum students, b) Nursing cohort students, c) Organizational Leadership students, and d) new students primarily taking directed study courses. Fifty-five students, who had taken at least one directed study course, have taken on average four IS courses. Several of these students have completed numerous IS courses (including one who had taken 46 IS courses and two who had taken 21 IS courses each). In fact, when analyzing IS and directed study enrollments, directed study enrollments only eclipsed IS enrollments during one semester – Summer II 2009. Summer II typically is the worst semester for IS enrollments during the academic year. Table 1.6 indicates that IS remains a viable product at Martinsburg.

*Table 1.6
Martinsburg Directed Study vs. Individualized Study enrollments.*

SEMESTER	DS COURSES REGISTERED	IS COURSES REGISTERED
Spring 2008	11	284
Summer 1 2008	56	86
Summer 2 2008	6	29
Fall 2008	60	260
Spring 2009	169	326
Summer 1 2009	103	132
Summer 2 2009	48	29
Total	453	1146

With the majority of directed study students who had not taken an IS course, is there an indication then that this modality has affected enrollments in Individualized Study? For students having taken IS in the past, there does not appear to be much of a change. As previously stated, students that have taken courses in both modalities averaged four IS courses in their career.

By analyzing all 604 Martinsburg campus students that have taken an IS course since spring 2005-06, there appears to be little difference between pre and post directed study courses and the number of IS classes enrolled by Martinsburg students. Of the 604 students, the average number of courses taken by a Martinsburg IS student during his or her educational career at MSU was still four. Seventeen of the 604 students took over 20 classes of their course work via Individualized study. In addition, the 604 students' educational pursuits mirrored the categories as the directed study students: Spectrum, Nursing, OL, and those primarily taking their course work via IS.

Figure 1.8
Martinsburg Course Enrollments (including IS) by Disciplines Shared with IS

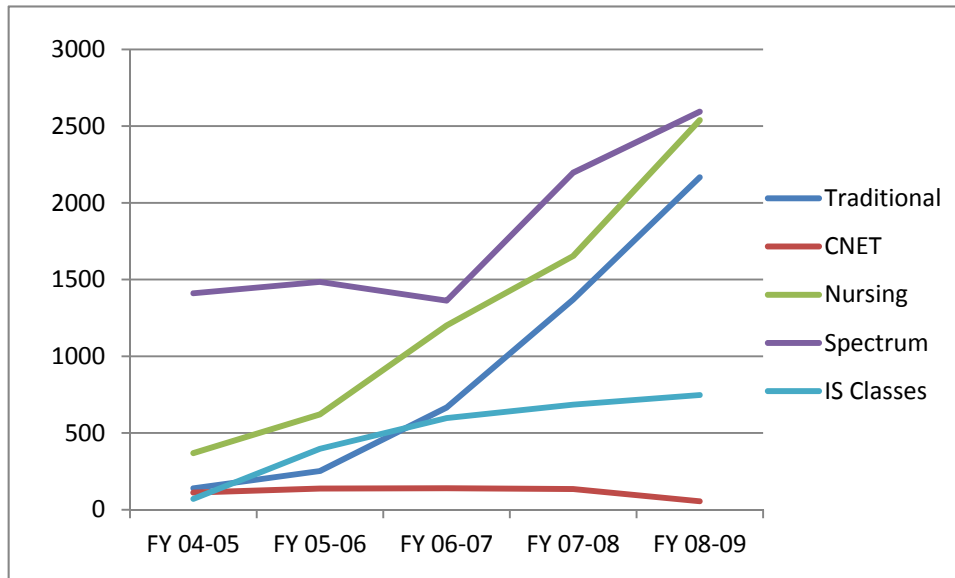


Table 1.6
Martinsburg Individualized Study enrollments.

Fiscal Year	IS Classes Registered
2004-05	70
2005-06	397
2006-07	597
2007-08	685
2008-09	747

According to Figure 1.7, Figure 1.8, and Table 1.6, Individualized Study enrollments continued to rise at the Martinsburg campus; albeit, the rate of growth appears that it is beginning to stagnate. This slowing the rate of IS enrollments can probably be attributed to the rise in traditional and directed study courses being offered at the campus. While overall, enrollments of IS are trending positive, the more classes Martinsburg sells locally will continue to have an effect on IS enrollments. This is especially true with regard to newer students who would have taken the IS alternative had another choice not been available or for newer students who are unaware of MSU's IS offerings. The competition of directed study and IS is predicted to increase as campus rebrands the directed study modality as "Integrated Learning." Therefore, Martinsburg's entry into this realm adds competition within the University. While the revenue generated in directed study/integrated learning (as opposed to IS in Martinsburg) still adds to MSU's overall bottom line, IS revenues that were originally attributed to Martinsburg students are expected to diminish over the next several years.

Registration Area Decisions

Three areas regarding decisions made by MSU registrars had the potential to affect IS enrollments. One of these decisions cannot be measured; one was revenue neutral; a third probably had a significant negative effect upon IS enrollments.

Cessation of Cross Listed Courses

The MSU registration department decided that the cross-listing of courses would cease following the spring 2006 semester. The distance learning department was not consulted in a decision that, as the IS staff believed, had the potential to be counterproductive for IS course enrollments.

This decision, which solely benefited the registration staff, occurred in a vacuum without any input from the academic departments. Students under older catalogs had the potential to be confused whether courses listed under the cross-listed name still existed. While it is not known whether any negative fallout occurred in this regard, the potential for student confusion and a minimal loss of enrollments to IS could have occurred. Generally, the IS staff regarded this as a bad decision. At a later date, distance learning was permitted to resume cross-listing of certain courses on a limited basis. Unfortunately, not all reinstated cross-listing notations were reflected in the catalog. It is not believed that this change affected IS enrollments to any great degree.

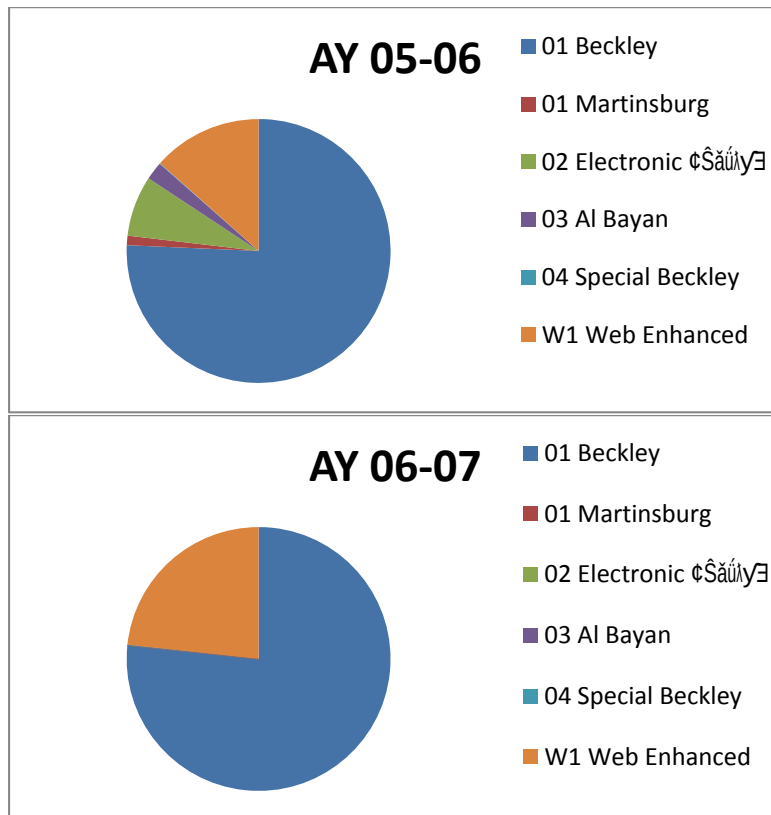
The Discontinuation of Section 02 IS Courses

Without consulting the Individualized Study staff, Instructional Technology staff, or the academic deans, the registration department decided to eliminate all section 02 IS courses. These courses were commonly referred to as the "Electronic Testing" versions of IS. While there was great confusion in the minds of staff and students in differentiation between 02 and W1 (Web Enabled) IS sections, this decision as the aforementioned previous one was made within a vacuum. The decision, which had the potential to negatively impact revenue, appears to have been revenue neutral.

During the final academic year (05-06) that these classes were offered, section 02 IS courses generated 2,313 credit hours. During the same academic year, the web enhanced version of IS contributed to a registration of 4,194 credit hours. This is a total of 6,507 credit hours for both 02 and W1 sections of IS. In the following academic year, the W1 sections registered a total of 6,726 credit hours. A significant increase in W1 sections indicates that the loss of the 02 sections had no effect upon IS enrollment and that W1 sections absorbed this loss. See Figure 1.9 for a graphical representation of the W1 absorption of the 02 students.

Figure 1.9

IS Enrollments by Section; Academic Years 05-06 and 06-07 compared.



*01 sections designated for Martinsburg – no longer listed after Fall 05 (05-06)

*02 sections not registered after Summer 06 (05-06)

*03 sections not registered after Spring 06 (05-06)

IS Classes Missing from the Traditional Course Schedules

For eight semesters, Individualized Study courses were omitted from the printed schedules provided for MSU students at the Beckley classes. The affected semesters included the following:

- Summer I 2007 (AY 2006-2007)
- Summer II 2007 (AY 2006-2007)
- Fall 2007 (AY 2007-2008)
- Spring 2008 (AY 2007-2008)
- Summer I 2008 (AY 2007-2008)
- Summer II 2008 (AY 2007-2008)
- Fall 2008 (AY 2008-2009)
- Spring 2009 (AY 2008-2009)

Table 1.8

Affected semesters compared with previous year's corresponding semester.

	Affected Semester's Credit Hours	Previous Year's Credit Hours	Credit Hour Loss/Gain	Credit Hour Loss/Gain %
Summer 1 2007	4978	5083	-105	-2.07%
Summer 2 2007	2123	1718	405	23.57%
Fall 2007	10262	10658	-396	-3.72%
Spring 2008	10777	11145	-368	-3.30%
Summer 1 2008	3696	4978	-1282	-25.75%
Summer 2 2008	1540	2123	-583	-27.46%
Fall 2008	8667	10262	-1595	-15.54%
Spring 2009	8994	10777	-1783	-16.54%

While it is impossible to gauge the impact that this action had upon IS enrollments, it must be noted that with the exception of Summer II 2007, the affected semesters were some of the worst enrollment periods for IS since 2004. The anomaly in Summer II 2007 cannot be explained currently; however, institutional enrollments as a whole posted a corresponding 21.97% gain over Summer II 2006. IS courses missing from the official printed course schedule appear to have contributed to the losses incurred by this modality from 2007 to 2009.

Curricular Changes in the School of Business and Technology (SOBT)

Between the end of the spring 2005-2006 semester and the beginning of the fall 2006-2007 semester, MSU's School of Business and Technology revamped its programs and course requirements. Included in these changes was the dropping of the number of hours required for an MSU business degree from 129 hours to 120 hours.

Additionally, the SOBT removed several required classes and added new courses to the curricula. Course numbers of a dozen or so courses were simultaneously changed. Certain classes and degree programs were also eliminated from the catalog.

Some of the changes included the following:

Reducing the total hours of the degree from 129 to 120.

Dropping MGMT 240 and replacing it with ENGL 220.

Dropping ECON 203 and resurrecting ECON 201 and 202.

Dropping IT101, IT102, IT103, IT 104, and IT 105 and replacing these with CIS 115.

Dropping MGMT 316 and replacing it with PHIL 190.

Adding MGMT 120, MGMT 303, MGMT 325, MGMT 370, MGMT 416, MGMT 440.

Renumbering / renaming LCSM373 to MKTG373, MGMT202 to MGMT 302, MGMT 318 to MGMT 313, MKTG 206 to MKTG 306, BLAW 298 to LGLS 298, and others.

Dropping the following degrees and concentrations:

- Business Administration: Business Law
- Business Administration: Entrepreneurship
- Business Administration: Health Care Informatics
- Business Administration: International Business
- Business Administration: Logistics and Supply Chain Management
- Business Administration: Office Administration
- Business Administration: Public and Non Profit Management
- Information Technology: Internet and E-commerce

Adding the following degree concentrations:

- Business Administration: Finance
- Business Administration: Health Care Management
- Business Administration: Hospitality
- Business Administration: Human Resource Management

While these initiatives, set in motion by Dr. Alan Tilquist, were justified; the timing of these changes was not well planned (for a variety of reasons). The Individualized Study and Instructional Technology staffs were ill prepared for this initiative. Most of the problems relating to IS can be traced to a lack of communication from the School of Business and Technology to the IS staff. According to Margie Smith, neither she nor the IS staff were forewarned of these changes; in fact, students notified the IS department of the changes. The curricular alterations occurred during summer 2006 prior to the exodus of Dr. Tilquist.

Some of the problems relating to this change included, but are not limited to, the following:

- A large number of changes were simultaneously dumped on the IS staff.
- Due to other initiatives, Instructional Technology staff were unable to keep up with the large number of changes to the corresponding web enabled versions.
- The traditional versions of the new classes to be introduced traditionally in the fall were not completed until late August. This delayed the building of IS equivalent courses because a traditional syllabus was unavailable until the beginning of the traditional fall semester.

The varied changes to the business curricula had a profound effect upon IS enrollments during the following fiscal year. In FY 06-07, the School of Business and Technology posted a overall 18.82% loss in IS class registrations from the previous year. Table 1.9 provides a glimpse of the loss by certain discipline areas from FY05-06 to FY06-07.

Some of the specific effects of the changes can be seen at the course level. One of the more drastic losses in enrollment occurred with MGMT 240. This required course was eliminated by the School of Business; however, the course remained in the IS stable for those finishing out their program under an older catalog. In FY 05-06, MSU registered

108 MGMT 240 courses. With the devaluation of this course, enrollments dropped to 29. While the reduced number of credit hours for business degree should have an eventual positive effect upon recruiting, the fact is that this loss of 9 hours per student will have an initial and exponential effect on enrollments both traditionally and in IS. This should correct itself over time with increased student numbers.

Table 1.9
FY06-07 School of Business and Technology IS enrollment gain/loss over FY05-06.

Discipline	FY05-06	FY06-07	Loss/Gain Course Enrollments	Percentage Loss/Gain
ACCT	246	201	-45	-18.29%
AVIA	45	62	17	37.78%
BANK	47	2	-45	-95.74%
CIS	621	575	-46	-7.41%
CSCI	13	10	-3	-23.08%
ECON	109	96	-13	-11.93%
ENTR	64	5	-59	-92.19%
FIN	53	53	0	0.00%
HCAR	40	33	-7	-17.50%
HCM1	25	21	-4	-16.00%
HOSP	22	0	-22	-100.00%
LGLS	194	150	-44	-22.68%
MGMT	475	402	-73	-15.37%
MKTG	120	125	5	4.17%
OFAD	182	102	-80	-43.96%
PNPM	18	9	-9	-50.00%
TOTAL	2274	1846	-428	-18.82%

Changes in School of Arts and Sciences' Courses

When Individualized Study transitioned from a single administrator's control to the deans, rapid changes occurred with Arts and Sciences' courses. Courses were immediately changed and existing instructors were replaced with newer faculty. Unfortunately, both the School of Business and Technology and the School of Arts and Sciences changed approximately 75 courses simultaneously during summer 2006. Concurrent with these changes, Instructional Technology was immersed in switching learning management platforms from WebCT 4.2 to Blackboard CE 6.0. This required staff to do the following:

- 1) Learn the new system by taking three certification courses from Blackboard,
- 2) Build the faculty training course to retrain faculty on the Blackboard system,
- 3) Build student tutorials,
- 4) Train faculty in Blackboard, and
- 5) Build WEBED classes in anticipation of the roll out scheduled for October 22.

Additionally, Instructional Technology had a planned transition of ADCJ courses from Compass Knowledge that began in November with the newest cohort. The existing ADCJ courses (about 150 in all) were downloaded from CK and went live in less than

24 hours on MSU's server in December. Strategic Leadership and Organizational Leadership courses were completely redesigned for Blackboard beginning November. All of these initiatives were scheduled and planned to occur; however, the unplanned changes in IS by Arts and Sciences and the unannounced curricular changes in the School of Business and Technology were not expected. Immediately, staff was unprepared and unable to keep up with the rapid and unpredictable changes that were occurring.

Since June 2006, IS faculty assignments frequently have changed. Some new faculty members were technologically challenged and unprepared to teach the web enabled IS courses. At the time, IS faculty was required to pass a self-paced WebCT training course. While most faculty could pass the course in a day or two, it was possible to complete the entire course within three hours. Five new faculty members required several months to pass the required training.

The rotating in and out of faculty was not confined to summer 2006. During the past two years alone, permanent faculty changes were made to 115 Arts and Sciences' courses (See Appendix C). In addition, approximately another 60 changes occurred – these faculty changes were not permanently recorded in Jenzabar, as these faculty were rotated out prior to being assigned any students. These temporary IS faculty assignments may have lasted a month, a week, a few days and in one instance 5 hours. In this most bizarre twist, a Criminal Justice faculty member was assigned to a course to replace an existing faculty member only be replaced later that same afternoon. These types of changes, often occurring during mid-semester, affected staff in IS, Instructional Technology, Registration, Advising, and the Testing Center. Disciplines where frequent faculty changes occurred experienced, on average, greater losses of enrollment than those disciplines where faculty assignments remained relatively stable.

In a number of cases, seasoned IS faculty were replaced with new, untrained (and in some cases unsuitable) faculty. Service to students by some instructors was horrible and eventually these instructors were replaced; therefore, the vicious cycle repeated. With rapid changes in faculty, the Dean of Arts and Sciences requested that textbooks be immediately sent to the new instructors. Instead of waiting for a free desk copy from a publisher, the A&S Dean required the IS department to purchase these texts from the bookstore. Over \$19,000 was spent on textbooks for IS faculty during FY 08-09, when most of these books could be acquired free of charge. Some faculty receiving the textbooks never taught a single student before being rotated out of the system.

In addition, new courses were added. Some of these, such as MATH 101 and PHIL 190 were necessary for students to fulfill degree requirements. These produced significant enrollments. Other courses, however, such as "Ichthyology," "Fish Culture and Hatchery Methods," "Books that made History," "Just and Unjust Wars," and several engineering courses were added without any forethought. These and other unnecessary courses were created and development costs were paid from the IS budget. Since these course additions have generated no enrollments and hence no revenue, they have operated at a loss. (See Appendix D for the recent Arts and Sciences' IS course additions).

Finally, the requirements for the baccalaureate degree in Liberal Studies was changed. During FY 06-07, LS301, LS303, and LS450 were dropped as required courses for this degree. For several years, these courses were top selling IS fare. IS and traditional enrollments in this discipline declined after these changes. While it is probable that these

enrollments were offset by other courses, it is not possible to track this at the present. Additionally, it is possible that even transfer courses could have substituted for the previously required classes. All three were once an IS staple and produced guaranteed revenue for the institution. See Table 1.10.

Table 1.10
Liberal Studies course enrollments by fiscal year.

Liberal Studies Courses Registered	FY04-05	FY05-06	FY06-07	FY07-08	FY08-09
Individualized Study	154	204	146	84	26
Traditional	146	128	125	36	16
Total	300	332	271	120	42

The Introduction of the WEBED Online 8-week Courses

There has been the prevailing theory that MSU has contributed to the decline of IS with the offering of a number of degree programs and courses online beginning in October 2006. While there is validity to this theory, it cannot be the only culprit in leading to a loss of Individualized Study revenue. Accordingly, a comparison of all of the shared disciplines from 2006-07 to 2008-09 indicated that the new online programs had some effect upon IS enrollments. Incremental enrollment gains/losses over the three academic year period were analyzed in SPSS using a Pearson bivariate correlation coefficient. This comparison of online and IS incremental enrollment figures indicated a negative correlation; however, there was no statistical significance that the correlation of a loss in IS enrollment could directly be attributed to a gain in online enrollment. In other words, yes, online probably contributed to the overall loss of IS students – but it was not the primary negation of IS enrollments.

Trends across Disciplines 2006-07 to 2008-09

These comparisons viewed all course enrollments under the 11 disciplines that were shared across both modalities with the exception of social science (SSCI). Typically, Individualized Study SSCI enrollments have been low and this discipline only began to grow after SSCI 181 (a class originally built for online) was later offered as an IS course. In this discipline, IS actually followed online in the development of courses – therefore without the online development of SSCI 181, an IS version would not have followed.

Table 1.11
Shared School of Business & Technology disciplines: IS and Online 2006-07 to 2008-09.

	ACCT		CIS		ECON		FIN		MGMT	
	Online	IS	Online	IS	Online	IS	Online	IS	Online	IS
2006-07	55	201	96	414	38	96	9	53	49	402
2007-08	229	204	436	353	80	100	50	50	353	435
2008-09	345	173	584	254	140	105	51	40	646	363

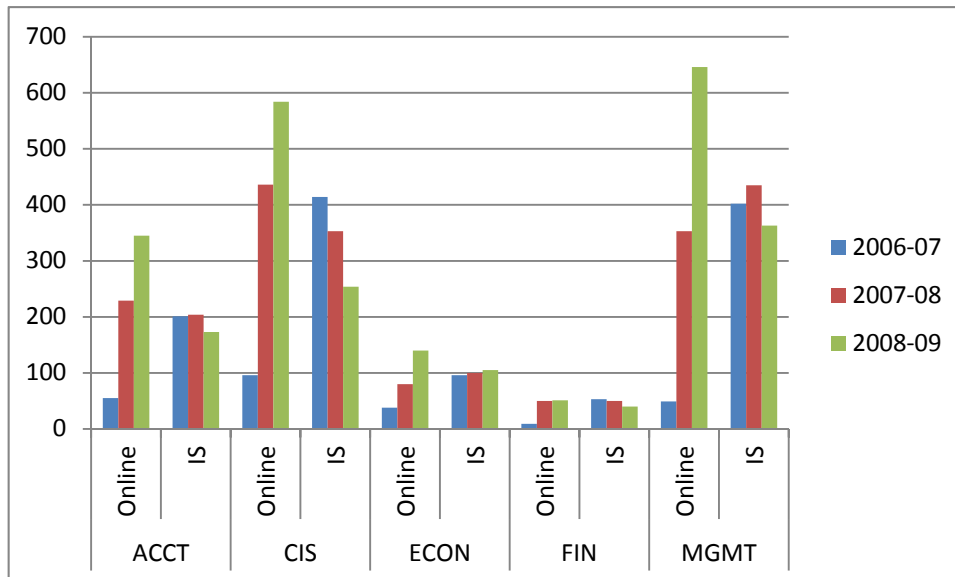
IS CIS courses are 3 hour equivalent numbers, as many of the IS IT (now CIS) courses were 1 hour classes.

A depiction of the IS/Online enrollment trends for the five shared business disciplines for the period is found in both Table 1.11 and Figure 1.10. In analyzing the data, certain business disciplines appear not to have been affected by the introduction of online

courses. IS courses in economics (ECON) actually rose during the period, and while there was a loss with finance (FIN) course enrollments in IS, the growth in online did not offset this loss. Other disciplines appear to have been impacted by online to some degree. These include accounting (ACCT), computer information systems (CIS), and management (MGMT) courses.

Figure 1.10

Shared School of Business & Technology disciplines: IS and Online 2006-07 to 2008-09.



IS CIS courses are 3 hour equivalent numbers as many of the IS IT (now CIS) courses were 1 hour classes.

Likewise, the School of Arts and Sciences has shown similar loss patterns among three disciplines and two areas of growth. English (ENGL), math, and communication (COMM) courses in IS have diminished since 2006-07. These areas have experienced significant growth online during the past three years.

Several differences are to be noted with communication courses. For one, COMM 203 is only offered online as a general studies communication course. This course is well suited for the online environment and covers many of the communication theories that are discussed with a health care perspective in COMM 200. While IS has a number of other COMM courses, COMM 200 and COMM 204 are its two largest sellers and do not directly compete with COMM 203. Secondly, while communication posted IS losses from 2007-08 to 2008-09, the discipline is still selling 11.27% more courses in 2008-09 over what was registered in 2004-05.

Along with communication, only a handful of IS disciplines have gained a noticeable number of students since 2004-05, and these include the following: aviation, economics, medical assisting, philosophy, and social science. Slight gains have also occurred in meteorology, physical science, and social work.

While psychology (PSYC) lost IS enrollment from 2006-07 to 2007-08, the discipline rebounded with renewed interest from IS students in 2008-09. These gains are independent from WEBED, as it was also growing during the period. One of the more interesting developments was the growth in philosophy (PHIL) courses. These classes have continued to increase in IS enrollments, and the discipline has nearly doubled the

number of IS students since 2004-05. Additionally, traditional philosophy courses registered on the main campus are on the rise as well. Some of this may be attributed to the change in business curricula, which substituted the new PHIL190 course for the retired MGMT 316 course.

For IS vs. online trends from 2006-07 to 2008-09 for the School of Arts and Sciences, see Table 1.12 and Figure 1.11

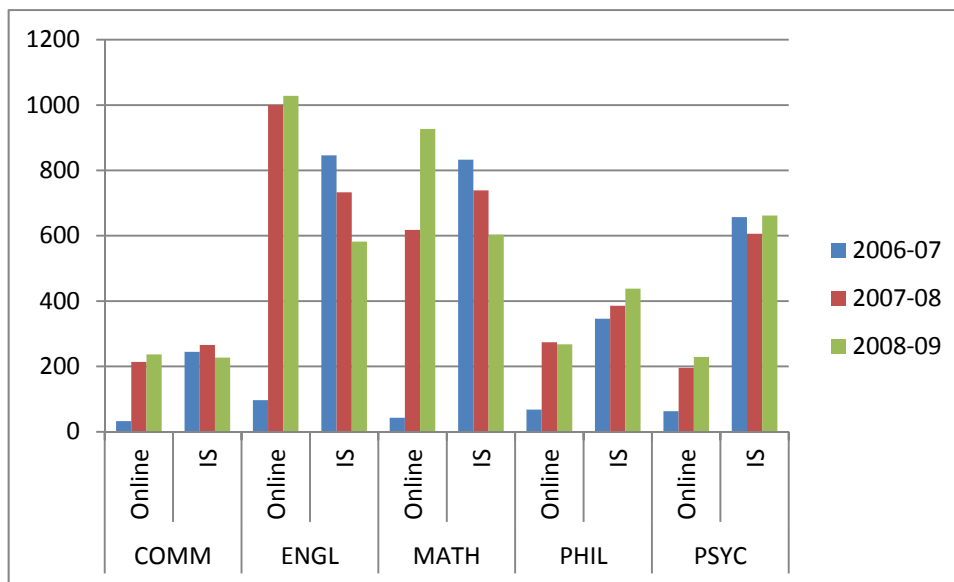
Table 1.12

Shared School of Arts and Sciences disciplines: IS and Online 2006-07 to 2008-09.

	COMM		ENGL		MATH		PHIL		PSYC	
	Online	IS	Online	IS	Online	IS	Online	IS	Online	IS
2006-07	33	245	97	846	43	833	68	346	63	657
2007-08	214	266	1000	733	618	739	274	386	196	606
2008-09	237	227	1028	582	927	603	268	438	229	662

Figure 1.11

Shared School of Arts & Sciences disciplines: IS and Online 2006-07 to 2008-09.



Finally, medical assisting is the remaining discipline has been offered in both online and IS formats since 2006. As we have hoped, online MAST courses have had tremendous growth. Although the IS versions faced a loss of students in 2008-09, medical assisting currently has 123% more IS students than it did in 2004-05.

Table 1.13

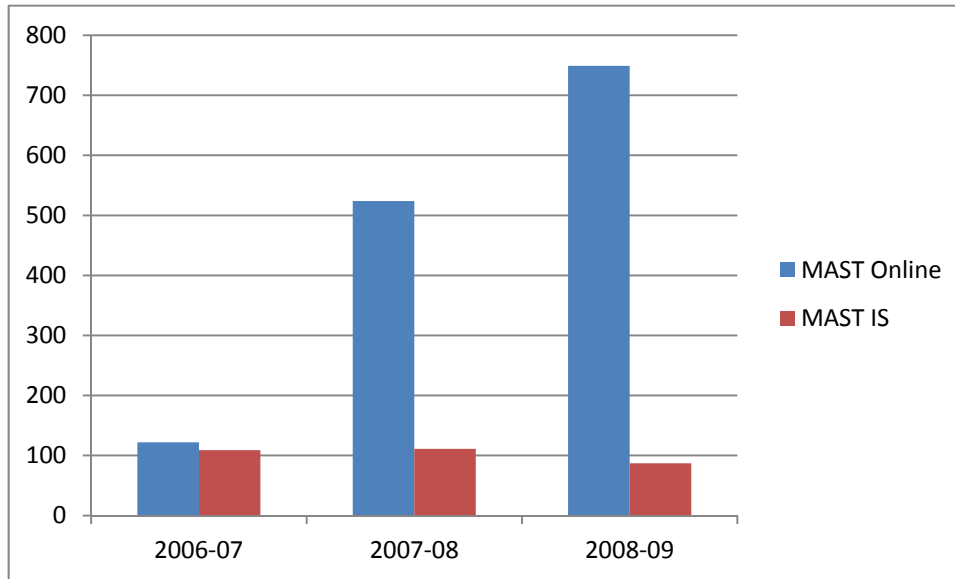
Medical Assisting: IS and Online: 2006-07 to 2008-09.

	MAST	
	Online	IS
2006-07	122	109
2007-08	524	111
2008-09	749	87

The loss in IS students for 2008-09 is attributed to the department's concentration on curricular changes in medical assisting for online and that these same changes did not occur as rapidly in IS; consequently, IS revenue for medical assisting was down due to courses being closed. Currently, all MAST courses are open and available via IS.

Figure 1.12

Medical Assisting: IS and Online 2006-07 to 2008-09.



Trends across Disciplines 2007-8 to 2008-09

While the above data represents the disciplines that have been shared during the entire three-year cycle of online/WEBED courses with IS, there remains those disciplines where two years of data exist. These disciplines include legal studies and marketing from the School of Business and Technology; art, biology, criminal justice, geography, humanities, physical science, and physics from the School of Arts and Sciences; and health designated classes from the School of Health Sciences.

In business, the introduction of online legal studies (LGLS) courses does not appear to have influenced IS enrollments. In fact, LGLS Individualized Study course enrollments improved slightly over the previous year. Marketing (MKTG), however, is a different story. Individualized Study has lost students in the discipline from 2007-08 to 2008-09. Online marketing courses experienced significant gains. See Table 1.14 and Figure 1.13 for SOBT online and IS comparisons.

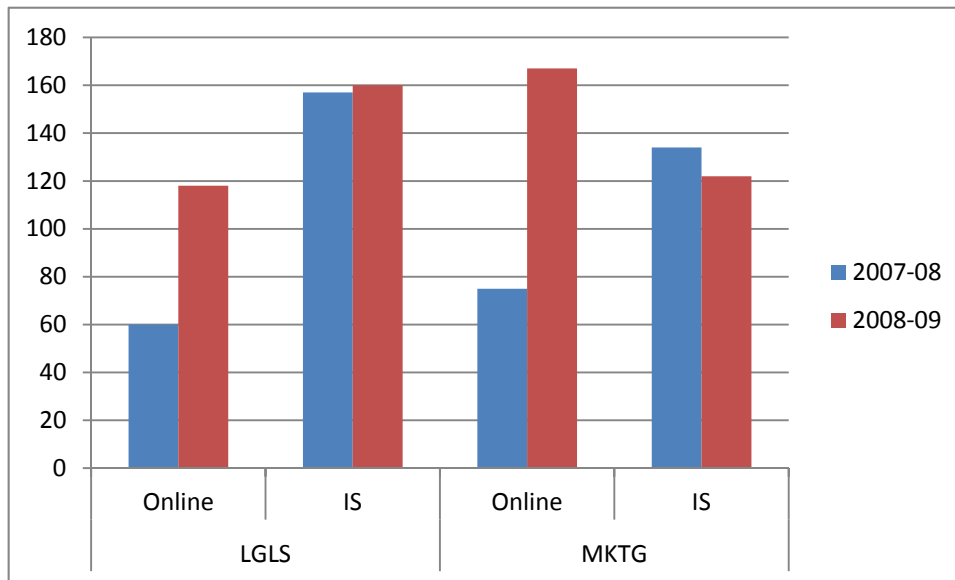
Table 1.14

Business: IS and online disciplines compared 2007-08 to 2008-09.

	LGLS		MKTG	
	Online	IS	Online	IS
2007-08	60	157	75	134
2008-09	118	160	167	122

Figure 1.13

Business: IS and online disciplines compared 2007-08 to 2008-09.



In Arts and Sciences, losses occurred in 2008-09 in all four of the shared science disciplines. In the three non-science disciplines, only art posted a loss. Both criminal justice and humanities increased in IS enrollments during the period. While criminal justice online enrollments remained flat across both years, online humanities enrollments doubled. See Table 1.15 and Figure 1.14 for science disciplines and Table 1.16 and Figure 1.15 for non-science disciplines.

Table 1.15

Arts and Sciences: IS and Online science disciplines compared 2007-08 to 2008-09.

	BIOL		GEOL		PHSC		PHYS	
	Online	IS	Online	IS	Online	IS	Online	IS
2007-08	230	1350	58	341	15	38	50	105
2008-09	370	1065	105	236	14	8	92	66

Table 1.16

Arts and Sciences: IS and Online non-science disciplines compared 2007-08 to 2008-09.

	ART		CRJS		HUMN	
	Online	IS	Online	IS	Online	IS
2007-08	14	372	299	252	44	212
2008-09	256	305	298	289	90	239

Figure 1.14

Arts and Sciences: IS and Online science disciplines compared 2007-08 to 2008-09.

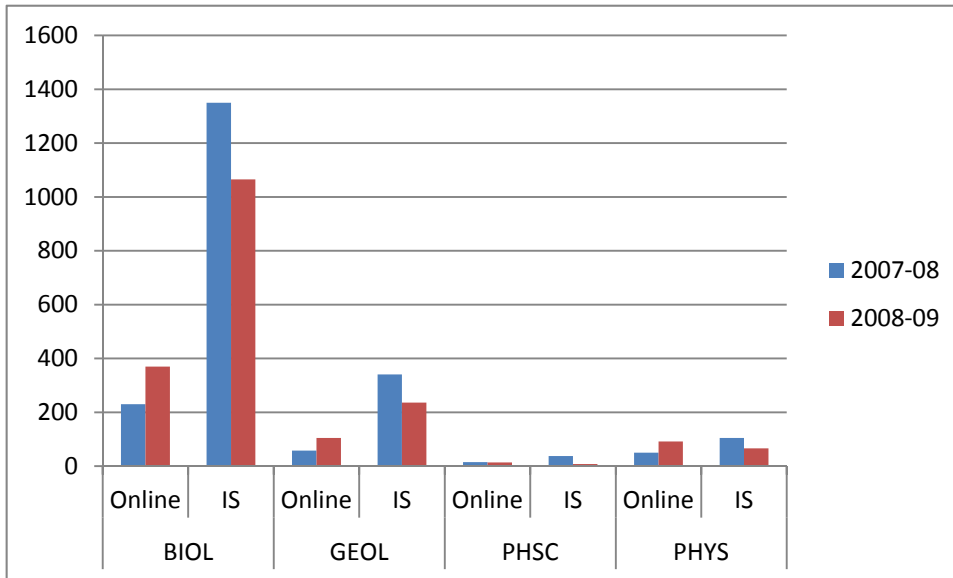
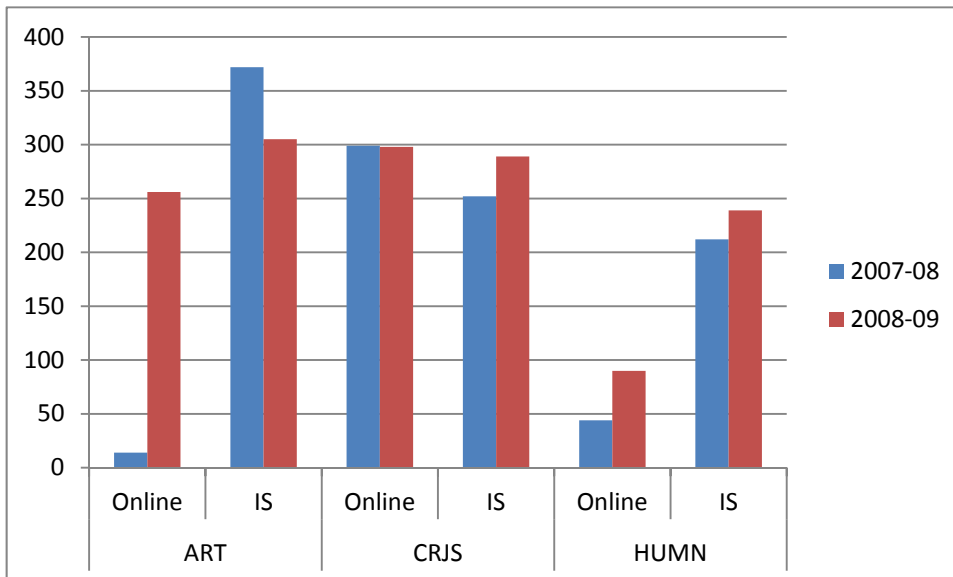


Figure 1.15

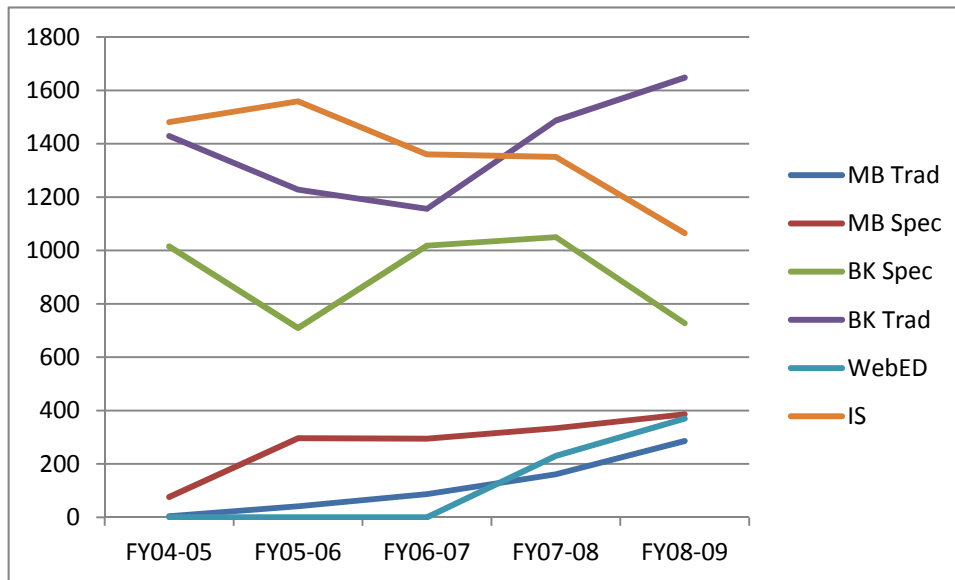
Arts and Sciences: IS and Online science disciplines compared 2007-08 to 2008-09.



The loss of IS enrollments in biology (BIOL) came at a time when online, Beckley traditional, Martinsburg traditional, and Martinsburg Spectrum biology numbers were growing. Additionally, Beckley Spectrum biology courses dropped at a similar rate to IS. See Figure 1.16.

Figure 1.16

Biology enrollments across modalities and campuses; 2004-05 to 2008-09.



While it is uncertain what actually constituted the loss in IS biology during this period, there may be several potential explanations of factors that led to such a large drop in students. These included, but are not limited to, the following factors:

1. The ability to take BIOL 212/212L, BIOL 215/215L, and BIOL 216/216L online in a structured 16-week format may have been attractive to students. While 215/215L and 216/216L dropped in IS enrollment, 212/212L numbers remained flat.
2. A change in medical assisting curricula potentially had an effect upon enrollments in BIOL 215/215L IS courses. Prior to this change, all medical assisting students were required to take BIOL 215/215L. Because only half of the human anatomy is covered in 215 and medical assisting students were not required to take 216/216L, these students were not completely prepared for this allied health program. It was wisely decided to drop the BIOL 215/215L requirements for MAST students and replace these with BIOL 212/212L. While BIOL 212/212L courses cover the same material as BIOL 215/215L and 216/216L, these classes do not require the same depth of study and are not as difficult for MAST students. Medical assisting students did not require the level of anatomical knowledge that was required of MSU's other allied health disciplines. The greatest loss of students in IS biology was related to enrollments in BIOL 215 and 215L. These two classes constituted 73% of the drop in biology enrollment from 2007-08 to 2008-09. Some of this can be attributed to changes in medical assisting; however, there were no corresponding gains in BIOL 212/212L as one would have expected. This leads us to look elsewhere for an explanation.

3. An increase in traditional enrollments at Martinsburg may indicate an overall move from students at this campus to move from IS biology classes. In FY 2008-09, the Martinsburg campus registered 238 traditional biology classes and 27 directed study classes. Of these enrollments, 91 traditional and 13 directed study enrollments represented BIOL 215 and 215L. These local offerings may have contributed to the lower IS biology numbers.
4. At least 12 biology courses changed faculty, which may have added to instability. As some faculty were unprepared to teach in a distant modality, a lack of communication with students and a general misunderstanding of how the IS process worked could have influenced students to reject IS in favor of other modalities. On numerous occasions, new faculty members have been told that IS was akin to “baby sitting” – that, “you didn’t have to do much in order to facilitate these courses.” Unfortunately, this perception promoted by certain administrators created expectations of doing little work and thus led to situations where there was no immediacy between faculty and students. Faculty changes appears to have affected about 15% of the IS loss in biology.
5. The loss of web enabled IS courses during fall 2008 may have pushed students to online biology, as many biology courses were available as web enabled IS through Summer II 2008, but were dropped from the fall and spring schedules. When comparing IS numbers for BIOL 215 and 215L, this may have been the prime factor for the loss of students, as 215 and 215L had posted a gain in enrollments during the previous year. During FY 2007-08, MSU registered 82 web enabled BIOL 215 classes and 78 web enabled BIOL 215L classes for a total of 160 seats. While these figures do not totally correspond with the loss of 107 BIOL 215 and 101 BIOL 215L courses, it does constitute 77% of the loss of students in these two courses. The web-enabled issue will be addressed later in further detail.

In addition biology's decline, art also was down with the majority of losses attributed to ART 101. While this course was operational during the period, some of the loss may be attributed by faculty no longer marketing their own courses to students. Apparently disgruntled over the loss of courses and revenue, the art instructor is no longer marketing her courses to students. In addition, the IS geography instructor has also ceased to market his courses as well. In years past, both instructors mailed notices to students to encourage them to take more of their classes. While this was beyond the call of duty for these instructors, this lack of promotion may have contributed to some of these losses. Despite this, both have continued to fulfill their contractual obligations as IS instructors.

Table 1.16

IS and Online health courses compared 2007-08 to 2008-09.

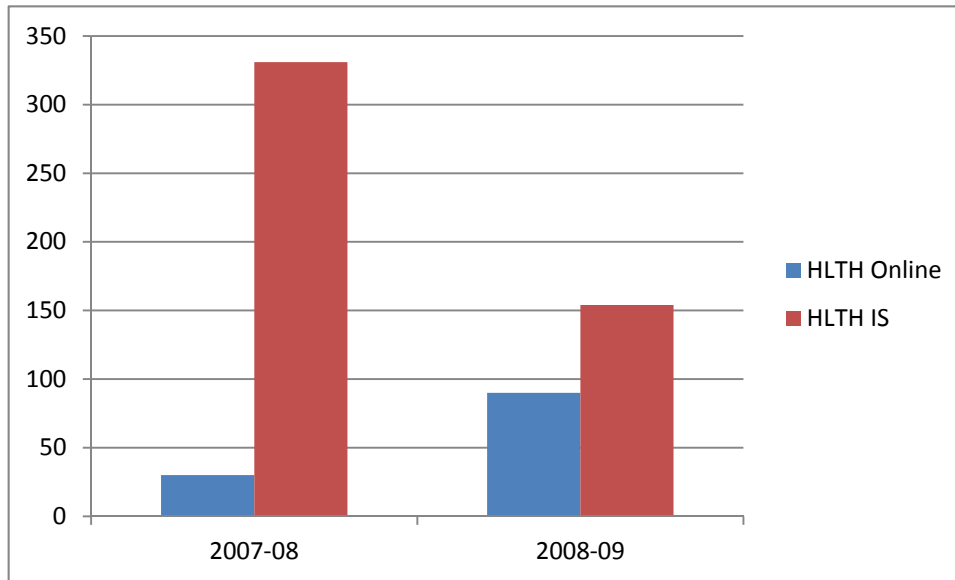
	HLTH	
	Online	IS
2007-08	30	331
2008-09	90	154

Only one Health Science discipline, health (HLTH), was shared between online and IS. Included in this category are two classes HLTH 211 and HLTH 212, which are also cross-listed as MAST 211 & 212. All MAST 211 & 212 enrollments are represented

under the HLTH designation for simplicity sake. Sixty-one percent of the IS losses are attributed to HLTH/MAST 211, Medical Terminology I. Since this course was not closed as an IS course during 2008-09 and 43 students had taken this as a web enabled IS course in 2007-08, it must be concluded that IS lost these students to the 8-week online course as these numbers correspond to the overall loss in HLTH/MAST 211 in 08-09.

Figure 1.16

IS and Online health courses compared 2007-08 to 2008-09.



The Sharing of IS and Online Students

To understand the potential impact that online courses may have had on IS enrollments, a sample list of 2,297 online students was generated via Blackboard. This list of students was then compared with Jenzabar's enrollment data to examine the level of cross-pollination of IS and Online students. Nearly 81% of these students are not IS students. The majority of the 19% who have attempted IS courses have taken between two and five IS courses during their career at MSU (see Table 1.17). When assessing when these students have taken IS courses, it appears that they took IS and online courses simultaneously. According to Table 1.18, the greater percentages of these students have taken their most recent IS course between 2007 and 2009. This indicates that IS students may be supplementing their coursework with online classes, online students may be additionally taking IS courses to round out their programs, or both scenarios are occurring. As assumed, some loss of IS students to the online modality has occurred – this may have been accentuated by a loss of web enabled independent study courses beginning fall 2008.

Table 1.17

Online students who have taken IS courses.

None	One	2 to 5	6 to 10	Above 10
1851	88	218	75	65
80.58%	3.83%	9.49%	3.27%	2.83%

Table 1.18

When online students have taken their most recent IS courses.

Never	05-06 or before	2006-07	2007-08	2008-09
1851	17	56	153	230
80.58%	0.74%	2.44%	6.66%	10.01%

The Dropping of IS Web-Enabled (W1) Courses

In late June 2008, the current Dean of Distance Learning Initiatives decided to cancel all web-enabled IS courses. Scheduled as W1 courses, these classes gave the student the ability to take his or her Individualized Study course via the Internet with all assignments and tests provided online in WebCT. While she discussed this with some of the IS staff, the Instructional Technology department was unaware that this was occurring. Beginning in August, Instructional Technology began transitioning the courses from WebCT to Blackboard. It was not until we were notified by a student that the W1 courses were not showing up in Cougar Web that the change had occurred. This was in September 2008.

The dean's reasoning was two-fold: a) Students were confused by these courses, and b) her data indicated that students did not want these courses. Unfortunately, neither was accurate. It is not sure how her data was collected, but by analyzing the previous fiscal year's enrollment data, the online version of IS remained viable. Although the number of courses diminished over time due to frequent changes in curricula and instructors from the School of Arts and Sciences, the courses that were offered as an online option continued to sell. During Fiscal Year 2007-08, 13.75% (1283 courses) of all IS enrollments was from web-enabled versions. For the courses that had both paper and web versions, 23.12% of the enrollments can be attributed to the web-enabled versions. Had this data been accurately assessed, the conclusion to eliminate web-enabled IS would not have occurred. With a \$270 per credit hour charge (and \$330 for 4 hours of nursing courses), the total revenue associated with web-enabled IS in Fiscal Year 2007-08 was \$975,120.

To offset this loss, IS web-enabled courses returned to the schedule in February 2009; however, the damage had already occurred. Since that time, all medical assisting courses and some additional business courses have been web-enabled. We are currently training faculty on using Blackboard for these courses. It is our goal to get as many of the IS courses back online as soon as possible.

CONCLUSION

There is an old joke that states, "How do you eat an elephant?" With the reply being, "One bite at a time." In looking at all of the factors that could have contributed to the demise of IS numbers, several areas are apparent in their influence. As we apprise the situation, multiple areas have negatively affected IS enrollments. Some of these, such as the change in business curricula, influenced enrollments over several years. While this move attributed to the loss of IS enrollments, it was unavoidable to remain competitive as an institution. Others such as the restrictions placed on Al Bayan Institute were unfortunate but unavoidable and MSU lost enrollment in the process. The growth in other areas may have affected overall IS enrollments to some extent; however, these were necessary to

extend to new markets and audiences (Martinsburg's growth and the 8-week online classes).

After reviewing the data, there are several areas that have taken significant bites out of IS revenue. These include the following:

- Financial aid regulations that may have affected IS enrollments
- The inconsistency in the product and its delivery due to rapid, unprovoked, and unnecessary changes in curricula and faculty by the School of Arts and Sciences.
- The removal of the required classes in Liberal Studies – most of which had been registered through IS.
- Curricular changes from the School of Business that lessened the potential number of business courses registered via IS.
- The loss of a legal studies director that affected IS enrollments.
- The removal of IS offerings from the registration department's printed schedule for a period of two years.
- The introduction of 8-week online courses that provided an additional distance modality from which students could choose.
- The removal of web enabled IS courses, which led to nearly a million dollar revenue loss.

RECOMMENDATIONS

During the last three years, the IS elephant has been bit upon and has become weakened. To revive Individualized Study, I recommend the following be considered:

1. Continue to transition IS courses to a web based format.
2. Require administrators to rethink all curricular decisions that may have the potential of diminishing enrollments – in IS or other modalities.
3. Provide education to our students regarding financial aid and the implications regarding Individualized Study and overlapping aid periods. By properly advising students, we may prevent financial aid problems for our students.
4. Introduce a new version of Individualized Study. This would be an 8-week, web-enhanced version of certain IS courses. These courses, taught by IS faculty, could be offered during the same period as our online 8-week WEBED courses. These courses would not directly compete with existing online courses (i.e., ENGL 102 would not be offered in this format). These courses would be in

addition to the 16-week paper-based and web-enabled versions and would not replace our current offerings. This will accomplish several things:

- a. It will allow online students to take IS classes during the same enrollment periods as their online classes. This will prevent overlapping enrollment periods and will provide additional options to these students.
 - b. It will allow classes that have low online enrollments online to be offered in an IS web-enhanced format and save the institution money on faculty costs. For example, we currently pay an online instructor \$1500 per three-hour online course. Therefore, a faculty member teaching five students online receives the same compensation as an online faculty member teaching 20 students. Typically, many of the same courses have less than 10 students enrolled in every rollout. By identifying these low enrollment classes and replacing these with an 8-week web-enabled courses, MSU can pay faculty members \$90 per student – thus saving the institution in personnel costs. Therefore, a class with only five students would cost the institution only \$450 for faculty and save MSU \$1050 in the process.
5. Transition the day-to-day operation of IS and online courses from the deans to the IS directors; empower Marjorie Smith and Vanessa Thompson to make decisions that directly affect Individualized Study and distance learning. For the last three years, especially in the School of Arts and Sciences, IS has become an experiment for the dean – a chess game of sorts with faculty and students as the pawns. The dean has changed faculty at a whim, required that distance learning finance these whims with immediate purchases of textbooks (at a price tag of \$19K), and many times replaced faculty before they instructed any students. Some instructors, who needed to be replaced because of poor performance, were allowed to continue teaching because of a personal relationship with the dean. With closer and unbiased supervision at the course level, this is not likely to occur.

It is my recommendation that Margie Smith and Vanessa Thompson, while remaining tied to their respective schools, have the necessary independence to do their job. I would recommend that they be re-titled as Associate Deans. This is not unlike the model found at our Martinsburg campus. While a dotted line to the respective deans would remain, they would primarily report within the structure of the distance learning department. Organizationally this makes more sense as Mr. Silosky controls distance education and Ms. Artis supervises the Beckley campus. In the current structure, there is a confusing reporting structure with the direct supervision not consistent within their respective responsibilities. While the curricula would remain in the hands of the deans of these schools, the daily operation, the selection of faculty, and the decisions affecting IS course offerings would be placed into the hands of those who know distance learning best. With these new titles, I would also recommend that Ms. Smith and Ms. Thompson supervise the respective online directors for business and A&S.

Both Margie and Vanessa are seasoned instructors, they have both taught in IS and online, and they understand how unnecessary changes can have a domino effect upon enrollments. These professionals understand the distance learning

student and what assessments and activities work in this modality. We have said that our future is at a distance – whether through IS or online. The professionals who understand the dynamics of distance education need to be charting this course and not the traditionalists.

6. Streamline the number of IS offerings. Currently, 180 courses contribute to 90% of IS enrollments. With this said, the remaining 200 courses only contribute to 10% of IS revenue. It is my suggestion that 135 of these “dead weight” courses be eliminated (see Appendix E for a list). MSU will save time and money by not having to carry such a wide variety where little interest is generated. This allows for 65 of the 200 to remain for a variety of reasons (new courses, required courses, updated courses, etc.). This inventory needs to occur on a yearly basis and those products that are not selling should be retired. No necessary courses will be eliminated. Today’s students are not interested in taking a course because it sounds interesting – they are interested in fulfilling their degree programs and finding a job. Even by eliminating 135 courses, MSU will have a variety of 245 courses from which our students can choose. Some of these courses are the Learning Company based classes. In the words of the Dean of Arts and Sciences, “Some are selling and some are not.” I recommend that those that continue to be popular should remain available; the others are suggested for elimination. See Appendix E for IS course enrollments during FY 08-09 and Appendix F for IS courses recommended for elimination.
7. Have a concerted effort to market IS classes to existing students and new students. For years, MSU has relied upon the efforts of our students and faculty to market our IS courses. During much of that time, this tactic was successful; however, with enough competition in the marketplace for the distance student – we need to advertise the benefits of our IS classes and much of this falls within the realm of the four “Ps” of marketing: product, price, place, and promotion. We have the product – courses that allow individuals to gain credit at a regionally accredited university facilitated by credentialed faculty that have real world experience. We have a competitive price – MSU’s tuition rates are less than the in-state rates of about half the states in the nation. Individualized Study’s convenience equates to place – work from the comfort of your home at your own pace. Unfortunately, we have failed to adequately promote Individualized Study – some of this has occurred as a decision not to list the classes in the schedule and some has occurred because, in the past, we were carried via word-of-mouth advertising. We need to solidly promote this modality and its benefits.

It is my estimation that these changes must occur for IS to remain viable and regain a portion of the marketplace it once enjoyed.

APPENDIX A:
IS ENROLLMENTS BY COURSE FY 04-05 to FY 08-09

COURSE	FY08-09	FY07-08	FY06-07	FY05-06	FY04-05	Notes
ACCT210	0	0	0	0	1	Discontinued Course
ACCT211	36	45	44	109	87	
ACCT212	14	26	30	29	21	
ACCT305	0	0	1	24	17	
ACCT310	10	10	9	7	0	Discontinued Course
ACCT314	15	19	12	15	0	
ACCT330	14	16	23	0	13	
ACCT331	11	13	12	15	12	
ACCT332	3	9	13	0	3	
ACCT335	11	9	20	17	3	
ACCT340	0	0	0	2	11	Discontinued Course
ACCT341	0	0	0	8	10	Discontinued Course
ACCT360	35	24	18	7	0	
ACCT410	17	22	13	0	4	
ACCT412	7	11	6	13	4	
ART101	199	237	212	246	216	
ART108	27	11	23	40	38	
ART280	52	77	82	52	26	
ART281	25	38	38	38	47	
ART282	2	9	31	16	20	
ASTR101 (100)	25	44	29	19	0	
AVIA480	22	13	11	13	6	
AVIA481	17	13	6	9	4	
AVIA482	9	4	2	3	1	
AVIA483	12	13	11	8	5	
AVIA484	17	8	9	0	0	
AVIA487	6	12	17	11	5	
AVIA488	7	14	3	0	0	
AVIA489	3	5	3	1	0	
BANK103	0	0	0	8	13	Discontinued Course
BANK201	0	0	2	5	8	Discontinued Course
BANK207	0	0	0	0	10	Discontinued Course
BANK211	0	0	0	8	6	Discontinued Course
BANK218	0	0	0	7	0	Discontinued Course
BANK225	0	0	0	0	2	Discontinued Course
BANK303	0	0	0	0	5	Discontinued Course

COURSE	FY08-09	FY07-08	FY06-07	FY05-06	FY04-05	Notes
BANK307	0	0	0	12	1	Discontinued Course
BANK325	0	0	0	7	7	Discontinued Course
BIOL101	65	69	93	104	107	
BIOL101L	59	58	78	86	99	
BIOL102	19	26	29	48	43	
BIOL102L	20	24	19	35	26	
BIOL103 (100)	51	60	115	165	190	
BIOL110	13	29	25	27	36	
BIOL180	1	0	0	0	0	
BIOL201	13	23	18	12	15	
BIOL202	0	0	0	0	8	Discontinued Course
BIOL212	36	37	25	44	27	
BIOL212L	38	35	16	31	24	
BIOL215	134	241	199	181	165	
BIOL215L	126	227	182	172	139	
BIOL216	67	100	92	93	109	
BIOL216L	71	100	89	91	97	
BIOL219	89	57	69	51	56	
BIOL219L	74	40	26	18	10	
BIOL222	51	64	39	63	102	
BIOL260	0	0	0	0	0	
BIOL265	0	0	0	0	0	
BIOL280	7	12	18	49	43	
BIOL301	7	10	10	18	9	
BIOL302	6	10	8	5	1	
BIOL303	17	17	26	13	0	
BIOL340	8	11	19	21	1	
BIOL340L	8	10	15	12	0	
BIOL351	10	14	14	12	14	
BIOL352	54	49	87	145	105	
BIOL380	0	0	0	0	11	Discontinued Course
BIOL380L	0	0	0	2	7	Discontinued Course
BIOL383	9	9	20	6	14	
BIOL384	8	6	14	42	14	
BIOL385	4	12	15	13	9	
BLAW303	0	0	0	0	1	Discontinued Course

COURSE	FY08-09	FY07-08	FY06-07	FY05-06	FY04-05	Notes
BLAW311	0	0	0	5	7	Discontinued Course
CHEM101 (100)	38	26	44	70	53	
CHEM201	26	22	13	19	18	
CHEM202	0	4	1	4	5	
CHEM211	79	76	85	71	83	
CHEM211L	84	76	91	66	77	
CHEM212	24	25	33	24	35	
CHEM212L	27	21	29	18	29	
CHEM301	31	37	43	42	27	
CHEM301L	31	18	28	38	27	
CHEM302	17	19	23	17	24	
CHEM302L	17	10	23	14	24	
CHEM480	12	22	51	49	13	
CIS115	189	245	174	153	123	
CIS315	1	3	7	0	33	
CIT240	0	0	0	0	2	Discontinued Course
CIT440	0	0	0	0	4	Discontinued Course
CIT442	0	0	0	0	2	Discontinued Course
COMM200	135	152	102	74	85	
COMM204	62	90	95	71	111	
COMM250	10	11	30	20	15	
COMM301	2	0	5	1	5	
COMM312	19	24	26	35	3	
COMM351	4	1	5	5	7	
CRJS101 (100)	49	32	69	44	87	
CRJS200	0	0	0	9	13	Discontinued Course
CRJS220	26	34	39	30	27	
CRJS230	24	20	20	23	32	
CRJS231	15	8	11	0	0	
CRJS240	16	24	31	9	19	
CRJS245	10	4	11	13	13	
CRJS250	10	12	19	24	22	
CRJS254	16	23	15	0	0	
CRJS256	16	12	14	0	0	
CRJS258	11	8	6	0	0	
CRJS260	14	8	12	0	0	

COURSE	FY08-09	FY07-08	FY06-07	FY05-06	FY04-05	Notes
CRJS280	0	0	5	0	0	Discontinued Course
CRJS300	0	0	0	15	19	Discontinued Course
CRJS301	6	10	8	7	15	
CRJS310	3	7	3	0	0	
CRJS320	4	5	0	0	0	
CRJS324	4	1	0	0	0	
CRJS326	5	1	0	0	0	
CRJS300	0	0	0	21	0	Discontinued Course
CRJS330	0	0	0	0	32	Discontinued Course
CRJS331	0	0	0	25	25	
CRJS332	4	0	0	0	0	
CRJS336	4	0	0	0	0	
CRJS338	5	0	0	0	0	
CRJS340	5	2	0	0	0	
CRJS350	4	0	0	0	0	
CRJS360	5	5	8	7	12	
CRJS362	6	5	2	0	0	
CRJS381	5	6	0	0	3	
CRJS400	9	13	17	28	28	
CRJS401	0	0	7	9	10	
CRJS410	13	9	0	0	0	
CRJS430	0	0	0	31	30	Discontinued Course
CRJS431	0	0	0	8	4	Discontinued Course
CRJS440	0	0	0	3	3	Discontinued Course
CRJS460	0	0	0	7	11	Discontinued Course
CRJS481	0	3	0	0	0	
CRJS490	0	0	0	1	4	Discontinued Course
CSCI216	0	0	0	0	6	Discontinued Course
CSCI230	2	4	2	6	11	
CSCI320	0	0	0	0	1	Discontinued Course
CSCI325	1	4	4	5	4	
CSCI330	0	0	0	0	1	Discontinued Course
CSCI340	0	0	0	0	1	Discontinued Course
CSCI395	0	0	0	0	1	Discontinued Course
CSCI422	2	0	4	1	4	
CSCI423	0	0	0	0	12	Discontinued Course

COURSE	FY08-09	FY07-08	FY06-07	FY05-06	FY04-05	Notes
CSCI425	0	0	0	1	0	Discontinued Course
ECON201	61	70	70	36	0	
ECON202	41	27	22	17	41	
ECON203	0	0	0	48	44	Discontinued Course
ECON310	3	1	1	1	2	
ECON410	0	2	3	7	2	
EMS280	1	1	3	7	9	
ENGI121	0	0	0	0	0	
ENGI122	0	0	0	0	0	
ENGI213	1	0	0	0	0	
ENGI220	0	0	0	0	0	
ENGI221	0	0	0	0	0	
ENGL100	116	129	170	199	210	
ENGL101	144	141	188	180	224	
ENGL102	199	274	302	333	317	
ENGL209	12	14	15	10	11	
ENGL210	9	4	4	1	4	
ENGL220	41	55	60	72	101	
ENGL300	25	45	43	54	46	
ENGL301	4	5	0	0	0	Discontinued Course
ENGL302	2	18	26	19	22	
ENGL303	5	8	12	12	14	
ENGL307	11	10	8	10	12	
ENGL308	8	10	4	8	9	
ENGL313	3	10	5	0	9	
ENGL320	0	1	5	9	0	Discontinued Course
ENGL380	0	0	0	0	0	
ENGL480	3	9	4	0	0	
ENTR201	0	0	4	62	63	Discontinued Course
ENTR320	0	0	1	1	3	Discontinued Course
ENTR406	0	0	0	1	0	Discontinued Course
ENVR106	26	29	37	41	50	
ENVR207	4	6	3	1	7	
ENVR210	14	10	18	15	13	
ENVR211	11	8	13	13	9	
ENVR245	6	10	10	11	12	

COURSE	FY08-09	FY07-08	FY06-07	FY05-06	FY04-05	Notes
ENVR300	21	29	27	20	17	
ENVR301	8	12	13	14	7	
ENVR302	5	4	4	3	4	
ENVR315	9	9	9	5	7	
ENVR317	5	5	10	5	8	
ENVR318	6	2	6	0	1	
ENVR380	0	1	0	0	6	Discontinued Course
ENVR381	0	1	0	2	1	Discontinued Course
ENVR382	0	0	0	0	7	Discontinued Course
ENVR383	0	0	0	2	1	Discontinued Course
ENVR384	6	4	15	6	6	
ENVR403	8	6	6	2	5	
ENVR415	8	7	6	4	5	
FIN201	17	14	5	0	0	
FIN203	2	4	2	3	0	
FIN310	13	12	29	20	27	
FIN320	1	10	0	0	0	
FIN330	7	9	14	7	12	
FIN410	0	0	3	9	23	Discontinued Course
FIN420	0	1	0	0	0	
FIN425	0	0	0	14	0	Discontinued Course
FORIV255	11	8	0	0	0	
FRSC270	1	3	0	0	0	
FRSC280	5	2	0	0	0	
FRSC290	1	2	0	0	0	
GEOG201	48	76	71	62	64	
GEOG202	28	56	46	44	51	
GEOG280	22	32	13	12	5	
GEOG281	9	9	8	8	7	
GEOG282	10	8	11	6	0	
GEOG283	6	7	3	3	8	
GEOG284	1	12	9	1	6	
GEOG285	11	13	15	11	4	
GEOG286	12	15	6	7	2	
GEOG287	7	5	3	12	9	
GEOG301	46	65	52	51	47	

COURSE	FY08-09	FY07-08	FY06-07	FY05-06	FY04-05	Notes
GEOL101 (100)	39	38	45	63	70	
GEOL280	120	150	144	99	107	
GEOL281	77	153	107	54	71	
GERO401	0	0	0	4	3	Discontinued Course
GERO490	0	0	0	0	1	Discontinued Course
GHTH501	0	0	0	0	2	Discontinued Course
GHTH516	0	0	0	0	4	Discontinued Course
GMPA524	0	0	0	0	3	Discontinued Course
GMPA624	0	0	0	1	1	Discontinued Course
HCAR303	16	21	17	16	9	
HCAR310	0	0	0	1	14	Discontinued Course
HCAR350	9	10	5	8	16	
HCAR401	3	9	2	4	5	
HCAR405	2	0	3	4	1	
HCAR417	13	1	6	7	12	
HCAR427	0	0	0	0	5	Discontinued Course
HCM1301	0	3	18	13	14	
HCM1307	0	0	3	12	15	
HIST101	28	37	61	72	62	
HIST102	7	8	19	19	11	
HIST203	22	38	24	9	22	
HIST204	7	16	9	4	6	
HIST207	22	25	21	32	37	
HIST211	6	0	0	0	0	
HIST380	47	50	54	53	48	
HIST381	42	43	26	20	30	
HIST382	39	25	22	31	14	
HIST383	0	31	56	45	46	Discontinued Course
HIST384	7	24	31	21	18	
HIST385	6	13	20	28	24	
HIST386	11	18	2	54	61	
HIST387	8	8	25	34	32	
HIST388	1	8	7	0	0	
HIST389	4	2	10	0	0	
HLTH103	41	53	46	62	69	
HLTH103L	36	49	41	60	66	

COURSE	FY08-09	FY07-08	FY06-07	FY05-06	FY04-05	Notes
HLTH211	174	217	171	175	163	
HLTH212	54	56	57	45	54	
HLTH290	0	0	0	0	1	Discontinued Course
HOSP108	0	0	0	5	4	Discontinued Course
HOSP210	0	0	0	7	0	Discontinued Course
HOSP310	0	0	0	1	0	Discontinued Course
HOSP320	0	0	0	8	1	Discontinued Course
HOSP402	0	0	0	1	0	Discontinued Course
HSED201	7	16	0	7	11	
HSED210	7	8	10	6	5	
HSED290	2	5	5	3	2	
HSED350	1	6	7	2	2	
HSED452	4	3	1	3	2	
HSED456	0	1	0	1	3	Discontinued Course
HUMN101 (100)	53	77	120	99	96	
HUMN280	29	34	62	74	104	
HUMN281	0	0	0	45	44	Discontinued Course
HUMN282	30	53	76	91	51	
HUMN283	5	2	1	11	11	
HUMN301	23	28	27	27	35	
HUMN313	1	5	1	0	0	
HUMN350	8	1	0	0	0	
IT101	37	43	79	96	63	
IT102	25	37	60	72	40	
IT103	12	23	35	33	29	
IT104	25	23	51	47	28	
IT105 (MDIA 105)	0	8	38	63	57	Discontinued Course
IT130 (MDIA 106)	1	8	23	14	13	
IT140	4	1	10	10	13	
IT210	0	3	3	8	15	
IT211	0	0	0	0	8	Discontinued Course
IT215	1	0	4	5	3	
IT230 (MDIA 201)	1	12	22	29	18	
IT231 (MDIA 202)	1	0	5	4	5	
IT235	2	5	5	3	5	
IT240	0	6	5	3	7	

COURSE	FY08-09	FY07-08	FY06-07	FY05-06	FY04-05	Notes
IT260	0	0	0	38	26	Discontinued Course
IT330	0	0	0	0	9	Discontinued Course
IT340	0	6	1	8	2	
IT345	5	3	1	4	6	
IT350	3	1	6	5	4	
IT351	1	0	3	0	2	
IT355	0	3	2	3	0	
IT420	0	0	0	0	4	
IT440	0	3	3	9	4	
IT441	0	2	1	9	5	
IT442	0	5	4	4	6	
IT443	5	1	3	8	7	
IT444	4	4	5	8	11	
IT450	0	0	0	0	1	
IT490	0	0	0	0	2	
LGLS100/101	18	17	9	27	26	
LGLS103	0	0	0	0	4	
LGLS110	0	0	0	0	8	Discontinued Course
LGLS210	0	0	1	14	19	Discontinued Course
LGLS225	13	12	0	0	0	
LGLS230	10	8	18	14	19	
LGLS240	9	7	0	0	0	
LGLS296	1	20	23	19	61	
LGLS297	16	0	0	0	0	
LGLS298	60	64	58	38	111	
LGLS301	8	13	10	20	27	
LGLS306	0	1	10	15	31	Discontinued Course
LGLS310	0	0	9	4	13	Discontinued Course
LGLS350	7	4	0	0	0	
LGLS402	0	0	5	10	10	Discontinued Course
LGLS408	0	1	7	7	11	Discontinued Course
LGLS440	4	2	0	0	0	
LS301	5	22	59	85	68	
LS303	8	25	52	64	46	
LS450	13	37	35	55	40	
MAST101	18	28	60	87	99	

COURSE	FY08-09	FY07-08	FY06-07	FY05-06	FY04-05	Notes
MAST102	0	3	12	0	0	
MAST103	1	7	12	0	0	
MAST104	0	17	0	0	0	
MAST105	0	0	9	5	4	
MAST105L	0	0	7	5	0	
MAST201	10	0	1	3	2	
MAST202	0	0	4	0	0	
MAST203	0	2	0	2	11	
MAST205	0	1	2	2	1	
MAST205L	0	1	2	2	0	
MAST206	1	0	0	0	0	Discontinued Course
MAST207	0	1	1	0	2	
MAST207L	0	1	1	2	0	
MAST208	9	18	0	0	0	
MAST210	0	1	1	1	5	
MAST214	0	1	0	0	0	Discontinued Course
MAST215	0	1	1	0	0	Discontinued Course
MAST218	0	2	3	0	0	Discontinued Course
MAST301	0	0	7	0	0	Discontinued Course
MATH100	141	191	296	374	341	
MATH101	51	45	16	0	0	
MATH102	141	207	218	225	232	
MATH104	29	20	25	29	38	
MATH106	0	0	0	0	35	Discontinued Course
MATH108	8	7	13	14	12	
MATH112	56	62	56	73	66	
MATH116	74	109	111	89	115	
MATH120	61	61	64	60	54	
MATH130	13	13	9	10	13	
MATH210	16	8	11	19	20	
MATH212	6	3	4	12	9	
MATH214	5	2	2	0	2	
MATH313	0	0	0	0	0	
MATH318	2	11	8	8	17	
MDIA180	0	1	0	0	0	Discontinued Course
MDIA250	0	0	0	0	1	Discontinued Course

COURSE	FY08-09	FY07-08	FY06-07	FY05-06	FY04-05	Notes
METR101 (100)	38	42	38	54	37	
MGMT120	91	113	44	0	0	
MGMT240	10	18	29	108	62	
MGMT280	0	0	0	0	4	Discontinued Course
MGMT302 (202)	45	54	63	78	116	
MGMT303	25	24	30	0	0	
MGMT304	35	37	50	53	49	
MGMT308	14	22	22	30	34	
MGMT312	13	30	35	32	40	
MGMT313	2	0	0	0	0	
MGMT316	12	26	47	40	62	
MGMT322	22	22	6	0	0	
MGMT325	17	22	34	0	0	
MGMT369	0	0	2	27	31	Discontinued Course
MGMT402	8	14	33	35	59	
MGMT404	0	0	0	8	26	
MGMT408	6	8	12	18	34	
MGMT410	17	0	9	20	20	
MGMT415	0	0	0	14	5	Discontinued Course
MGMT421	0	0	0	4	4	Discontinued Course
MGMT425	0	0	0	11	2	Discontinued Course
MGMT430	22	13	8	21	5	
MGMT450	24	22	12	5	1	
MKTG280	4	5	5	0	0	
MKTG306 (206)	49	49	58	56	72	
MKTG331	7	8	10	10	15	
MKTG332	0	0	4	19	26	Discontinued Course
MKTG333	12	6	10	10	12	
MKTG340	0	8	4	0	0	
MKTG345	4	4	1	0	0	
MKTG361	0	5	3	10	7	
MKTG370	21	20	10	0	0	
MKTG373	20	25	11	0	0	
MKTG410	0	0	3	5	8	Discontinued Course
MKTG415	3	0	0	0	0	
MKTG420	0	4	6	10	14	

COURSE	FY08-09	FY07-08	FY06-07	FY05-06	FY04-05	Notes
MKTG425	0	0	0	0	1	Discontinued Course
MKTG440	2	0	0	0	0	
MUSC101	0	14	26	63	90	James Kaplinger was to revamp this course in summer 2008
NURS110	0	0	2	21	17	Discontinued Course
NURS111	16	33	27	0	0	
NURS212	4	4	7	4	8	
NURS212L	4	5	7	3	8	
NURS215	7	12	37	38	35	
NURS225	7	11	4	6	10	
NURS250	0	0	0	0	1	Discontinued Course
NURS304	4	11	4	3	3	
NURS330	5	10	2	5	4	
NURS331	5	0	0	0	0	
NURS350	5	10	4	4	2	
NURS401	7	3	3	3	1	
NURS401L	7	3	4	1	1	
NURS402	8	7	3	6	1	
NURS402L	8	8	3	4	1	
NURS420	3	5	2	7	1	
NURS421	5	9	3	4	2	
NURS422	7	2	5	3	2	
NURS430	7	6	1	0	0	Discontinued Course
OFAD104	1	4	7	19	27	
OFAD105	3	0	6	7	11	
OFAD106	9	6	15	18	24	
OFAD201	8	6	0	18	18	
OFAD202	2	4	8	6	17	
OFAD214	2	2	3	7	14	
OFAD215	0	0	1	2	3	
OFAD217	0	0	0	3	4	
OFAD218	8	1	4	8	11	
OFAD219	0	0	1	3	3	
OFAD220	0	0	0	0	1	Discontinued Course
OFAD303	0	0	4	6	10	Discontinued Course
OFAD306	0	0	0	0	6	Discontinued Course
OFAD404	0	1	15	16	16	Discontinued Course

COURSE	FY08-09	FY07-08	FY06-07	FY05-06	FY04-05	Notes
OTA224	0	0	0	0	2	Discontinued Course
PHIL106	14	22	38	36	0	
PHIL190	81	58	0	0	0	
PHIL200	245	199	188	127	139	
PHIL201	92	103	119	62	81	
PHIL380	6	4	1	0	0	
PHSC101	4	14	16	12	13	
PHSC101L	2	8	12	6	9	
PHSC102	1	8	4	3	6	
PHSC102L	1	8	3	3	5	
PHYS101 (100)	22	39	42	37	25	
PHYS211	23	43	39	22	20	
PHYS211B	0	0	0	0	1	Discontinued Course
PHYS211L	16	16	0	0	14	
PHYS212	5	7	28	32	3	
PHYS212B	0	0	0	0	0	Discontinued Course
PNPM302	3	9	9	18	2	
POLI101	12	19	0	37	49	
POLI102	0	0	0	1	0	Discontinued Course
POLI201	23	22	89	31	37	
POLI202	8	18	23	27	18	
POLI280	1	1	0	0	0	
POLI281	0	0	0	0	0	
POLI282	0	0	0	0	0	
POLI283	1	0	0	0	0	
PSYC201	141	131	162	211	202	
PSYC212	104	78	99	130	116	
PSYC280	25	23	28	22	34	
PSYC301	0	2	51	57	69	Discontinued Course
PSYC302	24	33	29	25	31	
PSYC308	37	40	45	54	32	
PSYC309	29	17	29	72	68	
PSYC310	24	20	32	50	34	
PSYC380	12	14	10	11	4	
PSYC402	15	26	21	24	26	
PSYC410	26	25	17	28	14	

COURSE	FY08-09	FY07-08	FY06-07	FY05-06	FY04-05	Notes
PSYC415	18	15	17	13	19	
PSYC420	44	36	0	0	0	
PSYC430	50	22	0	0	0	
PSYC435	48	41	39	27	44	
PSYC450	34	20	11	0	0	
PSYC480	0	0	5	10	14	Discontinued Course
PSYC481	8	16	19	30	0	
PSYC482	0	22	29	48	1	Discontinued Course
PSYC483	15	14	14	13	0	
PSYC484	8	11	0	0	0	
PTA224	0	0	3	18	12	Discontinued Course
RECR203	0	0	0	1	4	Discontinued Course
RELI280	3	8	3	0	0	
RELI281	5	3	0	0	0	
RELI282	9	3	1	0	0	
RELI283	22	21	6	0	0	
RELI284	1	1	1	0	0	
RESP205	0	6	5	3	0	Discontinued Course
RESP299	0	1	3	0	1	Discontinued Course
RESP436	1	0	0	0	0	Discontinued Course
RDNG100	2	0	0	0	0	
SOCI201	112	96	145	155	155	
SOCI202	18	18	11	22	5	
SOCI280	0	0	0	7	11	Discontinued Course
SOCI302	0	0	0	8	6	Discontinued Course
SOCI306	40	49	14	36	36	
SOCI415	12	9	10	8	9	
SOWK200	18	22	29	39	43	
SOWK204	13	9	4	16	12	
SOWK208	15	11	15	29	14	
SOWK306	7	0	0	0	0	
SOWK307	14	3	0	0	0	
SOWK402	7	18	13	17	4	
SRVC310	0	0	0	0	4	Discontinued Course
SSCI180	0	0	0	24	2	Discontinued Course
SSCI181	23	1	5	0	0	

[illegible]

APPENDIX B:
IS ENROLLMENTS BY DISCIPLINE FY 04-05 to FY 08-09

DISCIPLINE	FY08-09	FY07-08	FY06-07	FY05-06	FY04-05	NOTES
ACCT	173	204	201	246	186	
ART	305	372	386	392	347	
ASTR	25	44	29	19	0	
AVIA	93	82	62	45	21	
BANK	0	0	2	47	52	
BIOL	1065	1350	1360	1559	1481	
CHEM	386	356	464	432	415	
CIS	316	437	575	621	547	Includes CIT, IT, & CIS
COMM	227	266	245	157	204	
CRJS	289	252	297	299	399	
CSCI	5	8	10	13	41	
ECON	105	100	96	109	89	
EMS	1	1	3	7	9	
ENGI	1	0	0	0	0	
ENGL	582	733	846	907	979	
ENTR	0	0	5	64	66	
ENVR	137	143	177	144	166	
FIN	40	50	53	53	62	
FORIV	11	8	0	0	0	Includes FORIV & FOREN
FRSC	7	7	0	0	0	
GEOG	200	298	237	217	203	
GEOL	236	341	296	216	248	
GERO	0	0	0	4	4	
GHTH	0	0	0	0	7	
GMPA	0	0	0	1	4	
HCAR	43	41	33	40	62	
HCMH	0	3	21	25	29	Included in Business numbers.
HIST	257	346	387	422	411	
HLTH	239	331	293	405	397	
HOSP	0	0	0	22	13	Includes HOSP, RECR, & SRVC.
HSED	21	39	23	22	25	
HUMN	154	212	303	362	341	
LGLS	160	157	150	194	365	Includes BLAW, LGLS, & PARA

DISCIPLINE	FY08-09	FY07-08	FY06-07	FY05-06	FY04-05	NOTES
LS	26	84	146	204	154	Includes IDS, LIBS, & LS
MAST	87	111	109	40	39	
MATH	603	739	833	913	954	
MDIA	1	9	9	15	8	
METR	38	42	38	54	37	
MGMT	363	425	402	475	532	
MKTG	122	134	125	120	155	
MUSC	0	14	26	63	90	
NURS	109	139	118	112	97	
OFAD	51	41	102	182	250	
OTA	0	0	0	0	2	
PHIL	438	386	346	225	220	
PHSC	8	38	35	24	33	
PHYS	66	105	109	91	63	
PNPM	3	9	9	18	2	
POLI	45	60	112	96	104	
PSYC	662	606	657	817	701	
PTA	0	0	3	18	12	
RDNG	2	0	0	0	0	
RELI	40	36	11	0	0	
RESP	1	7	8	4	1	
SOCI	182	172	180	236	222	
SOWK	77	64	61	101	73	Included in Arts & Sciences numbers.
SSCI	23	1	6	24	2	

SCHOOL/AREA	FY08-09	FY07-08	FY06-07	FY05-06	FY04-05	NOTES
Arts & Sciences	6093	7084	7596	7989	7855	
Arts & Humanities	1269	1606	1815	1896	1969	
Natural Sciences	1962	2419	2508	2539	2443	
Social Sciences	1883	1948	1995	2036	1908	Does not include CRJS & SOWK
Business & Technology	1474	1691	1784	2274	2472	
CIS (IT) Credit Hours	762	1058	1242	1290	1266	Prior to 06-07 students chose three 1 hour classes.
Health Sciences	458	628	619	613	597	

APPENDIX C:
FACULTY CHANGES IN ARTS & SCIENCE IS COURSES

A & S Instructor Changes 07-08 and 08-09

Course	Old Instructor	New Instructor
BIOL 103	Shepperd	Burns
BIOL 110	Shepperd	File
BIOL 219	Fox	Tucker
BIOL 280	Davis	File
BIOL 301	Davis	File
BIOL 302	Ball	Scott
BIOL 340	Shepperd	Burns
BIOL 340L	Shepperd	Burns
BIOL 351	Shepperd	File
BIOL 383	Shepperd	File
BIOL 384	Davis	Clark
BIOL 385	Shepperd	Burns
CHEM 100	Shepperd	Dunlap
CHEM 201	Besozzi	Madhiri
CHEM 201	Madhiri	Dunlap
CHEM 202	Besozzi	Madhiri
CHEM 202	Madhiri	Dunlap
CHEM 211	Shepperd	Dunlap
CHEM 211L	Shepperd	Dunlap
CHEM 212	Shepperd	Dunlap
CHEM 212L	Shepperd	Dunlap
CHEM 301	Madhiri	Woodman
CHEM 301L	Madhiri	Woodman
CHEM 302	Besozzi	Madhiri
CHEM 302	Madhiri	Woodman
CHEM 302L	Besozzi	Madhiri
CHEM 302L	Madhiri	Woodman
CHEM 480	Shepperd	Dunlap
CHEM 480	Dunlap	Tucker
CRJS 231	Weiss	Canterbury
CRJS 245	Weiss	Canterbury
CRJS 254	Kane	Orr
CRJS 254	Orr	Canterbury
CRJS 258	Weiss	Canterbury
CRJS 260	Kane	Orr
CRJS 260	Orr	Canterbury
CRJS 301	Hough	Kane
CJRS 301	Kane	Orr
CRJS 301	Orr	Canterbury
CRJS 310	Kane	Orr
CRJS 310	Orr	Canterbury

A & S Instructor Changes 07-08 and 08-09

Course	Old Instructor	New Instructor
CJRS 360	Weiss	Roland
CRJS 401	Mounts	Kane
CRJS 410	Mounts	Kane
CRJS 481	Weiss	Roland
ENGL 102	Thompson	Webb
ENVR 207	Davis	M. Ford
ENVR 210	Davis	M. Ford
ENVR 211	Davis	M. Ford
ENVR 245	Davis	M. Ford
ENVR 301	Davis	M. Ford
ENVR 302	Davis	M. Ford
ENVR 317	Davis	M. Ford
ENVR 318	Davis	M. Ford
ENVR 384	Davis	S. Ford
ENVR 403	Davis	M. Ford
ENVR 415	Davis	M. Ford
ENVR 415	M. Ford	Davis
GEOL 100	Shepperd	Rehbein
HIST 203	Legg	Wolfe
HIST 204	Legg	Wolfe
HIST 207	Legg	Elliott
HIST 380	Trail	French
HIST 381	Trail	French
HIST 382	Trail	French
HIST 383	Trail	Snyder
HIST 384	Trail	Wolfe
HIST 385	Trail	Wolfe
HIST 386	Trail	Wolfe
HIST 387	Trail	Wolfe
HIST 388	Trail	Wolfe
HIST 389	Trail	Wolfe
HUMN 101	Bragg	Caplinger
HUMN 280	Miller	Thompson
HUMN 280	Thompson	Miller
HUMN 283	Martin	Thompson
HUMN 350	Snyder	McNichol
MATH 104	Lookabill	Marsh
MATH 104	Marsh	Cooper
MATH 108	Fuson	Marsh
MATH 112	Hodge	Marsh
MATH 112	Marsh	Hodge

A & S Instructor Changes 07-08 and 08-09

Course	Old Instructor	New Instructor
METR 100	Shepperd	Rehbein
MUSC 101	McCoy	Caplinger
PHIL 200	Anglas	Snuffer
PHIL 201	Snuffer	Richmond
PHIL 201	Richmond	M. Lowe
PHIL 201	M. Lowe	J. Lowe
PHSC 101	Davis	Clark
PHSC 101L	Shepperd	Clark
PHSC 102	Davis	Clark
PHSC 102L	Shepperd	Clark
PSYC 201	Hayes	Linton
PSYC 301	Mullins	Carter-Harvey
PSYC 302	Hayes	Linton
PSYC 308	Mullins	Henderson
PSYC 309	Mullins	Carter-Harvey
PSYC 310	Mullins	Deel
PSYC 402	Mullins	Rock
PSYC 415	Mullins	Carter-Harvey
PSYC 415	Carter-Harvey	Rock
PSYC 415	Rock	Carter-Harvey
PSYC 430	Mullins	Gramling
PSYC 481	Mullins	S. Ford
PSYC 482	Mullins	Gramling
PSYC 483	Mullins	Carter-Harvey
SOCI 201	Gramling	Dawson
SOCI 201	Dawson	O'Toole
SOCI 202	O'Toole	Dawson
SOCI 415	O'Toole	Dawson
SOWK 200	Polk	K. Cummings-Lilly
SOWK 204	Polk	K. Cummings-Lilly
SOWK 208	Polk	E. Lilly
SOWK 402	Polk	E. Lilly
SSCI 180	Miller	Whitt

APPENDIX D:
NEW ARTS & SCIENCE IS ENROLLMENTS FY 08-09

COURSE NUMBER	COURSE NAME	IS RANK	CREDITS	IS	TRAD	WEB ED	TOTAL	RANK	IS %	TRAD %
ART 101	Art Appreciation	2	3	199	39	64	302	17	65.89%	12.91%
ART 108	Art Education	60	3	27	16	0	43	93	62.79%	37.21%
ART 280	Special Topics: Introduction to Art History	32	3	52	36	0	88	59	59.09%	40.91%
ART 281	Special Topics: History of Quiltmaking in A	63	3	25	0	0	25	112	100.00%	0.00%
ASTR 101	Introduction to Astronomy	63	3	25	0	0	25	112	100.00%	0.00%
BIOL 101	General Biology I	26	3	65	87	0	152	40	42.76%	57.24%
BIOL 101L	General Biology I Lab	27	1	59	70	0	129	44	45.74%	54.26%
BIOL 102	General Biology II	72	3	19	26	0	45	91	42.22%	57.78%
BIOL 102L	General Biology II Lab	71	1	20	30	0	50	87	40.00%	60.00%
BIOL 103	Biology for Non-Science Majors	34	3	51	133	0	184	32	27.72%	72.28%
BIOL 110	Introduction to Environmental Science	82	3	13	12	0	25	112	52.00%	48.00%
BIOL 180	Sp Tp: Introduction to Medicinal Plants	107	3	1	0	0	1	147	100.00%	0.00%
BIOL 201	Introductory Ecology	82	3	13	9	0	22	117	59.09%	40.91%
BIOL 212	Intro to Human Anatomy & Physiology	52	3	36	52	44	132	43	27.27%	39.39%
BIOL 212L	Intro to Human Anatomy & Physiology Lab	48	1	38	42	44	124	46	30.65%	33.87%
BIOL 215	Human Anatomy & Physiology I	8	4	134	280	87	501	9	26.75%	55.89%
BIOL 215L	Human Anatomy & Physiology Lab I	9	1	126	259	88	473	11	26.64%	54.76%
BIOL 216	Human Anatomy & Physiology II	24	4	67	120	53	240	21	27.92%	50.00%
BIOL 216L	Human Anatomy & Physiology Lab II	23	1	71	105	54	230	23	30.87%	45.65%
BIOL 219	Microbiology	16	3	89	75	0	164	37	54.27%	45.73%
BIOL 219 L	Microbiology Lab	22	1	74	77	0	151	41	49.01%	50.99%
BIOL 222	Fundamentals of Nutrition	34	3	51	45	0	96	56	53.13%	46.88%
BIOL 252	Fisheries Management Techniques	109	3	0	1	0	1	147	0.00%	100.00%
BIOL 260	Ichthyology	109	3	0	8	0	8	135	0.00%	100.00%
BIOL 261	Aquatic Entomology	109	3	0	8	0	8	135	0.00%	100.00%
BIOL 280	Special Topics: Conservation of Natural Re	92	3	7	0	0	7	136	100.00%	0.00%
BIOL 301	Advanced Ecology	92	3	7	0	0	7	136	100.00%	0.00%
BIOL 302	Stream Ecology	94	3	6	0	0	6	137	100.00%	0.00%
BIOL 303	Entomology	75	3	17	0	0	17	122	100.00%	0.00%
BIOL 340	Genetics	88	3	8	0	0	8	135	100.00%	0.00%
BIOL 340L	Virtual General Genetics Lab	89	1	8	0	0	8	136	100.00%	0.00%
BIOL 351	Botany	86	3	10	0	0	10	132	100.00%	0.00%
BIOL 352	Wildlife Management	28	3	54	0	0	54	82	100.00%	0.00%
BIOL 383	Special Topics: Zoology	87	3	9	0	0	9	133	100.00%	0.00%
BIOL 384	Special Topics: Physical Anthropology	88	3	8	0	0	8	135	100.00%	0.00%
BIOL 385	Special Topics: Cell Biology	100	4	4	0	0	4	142	100.00%	0.00%
CHEM 101	Basic Chemistry	47	3	38	53	0	91	58	41.76%	58.24%
CHEM 201	Chemistry for the Health Sciences I	62	3	26	96	0	122	47	21.31%	78.69%
CHEM 202	Chemistry for Health Sciences II	109	3	0	8	0	8	135	0.00%	100.00%

COURSE NUMBER	COURSE NAME	IS RANK	CREDITS	IS	TRAD	WEB ED	TOTAL	RANK	IS %	TRAD %
CHEM 211	College Chemistry I	19	3	79	25	0	104	52	75.96%	24.04%
CHEM 211L	College Chemistry I Lab	17	1	84	22	0	106	50	79.25%	20.75%
CHEM 212	College Chemistry II	66	3	24	31	0	55	80	43.64%	56.36%
CHEM 212L	College Chemistry II Lab	61	1	27	28	0	55	81	49.09%	50.91%
CHEM 301	Organic Chemistry I	55	3	31	35	0	66	73	46.97%	53.03%
CHEM 301L	Organic Chemistry I Laboratory	56	1	31	20	0	51	84	60.78%	39.22%
CHEM 302	Organic Chemistry II	75	3	17	27	0	44	92	38.64%	61.36%
CHEM 302L	Organic Chemistry II Laboratory	76	1	17	25	0	42	95	40.48%	59.52%
CHEM 480	Special Topics: Biochemistry I	83	4	12	0	0	12	129	100.00%	0.00%
COMM 200	Principles of Communication in Health Care	7	3	135	78	0	213	26	63.38%	36.62%
COMM 204	Intro to Speech Communication	29	3	62	189	0	251	20	24.70%	75.30%
COMM 250	Interpersonal Communication	86	3	10	0	0	10	132	100.00%	0.00%
COMM 301	Communication Studies & Precepts	105	3	2	0	0	2	145	100.00%	0.00%
COMM 351	Multicultural Communication	101	3	4	0	0	4	143	100.00%	0.00%
COMM/HUMN 312	Gender Images	72	3	19	21	0	40	98	47.50%	52.50%
CRJS 101	Introduction to Criminal Justice	36	3	49	77	68	194	28	25.26%	39.69%
CRJS 220	Juvenile Justice	62	3	26	34	42	102	53	25.49%	33.33%
CRJS 230	American Legal Systems	66	3	24	32	31	87	61	27.59%	36.78%
CRJS 231	Criminal Procedure	80	3	15	17	9	41	96	36.59%	41.46%
CRJS 240	Introduction to Law Enforcement	78	3	16	11	27	54	82	29.63%	20.37%
CRJS 245	Criminal Investigations	86	3	10	0	0	10	132	100.00%	0.00%
CRJS 250	Introduction to Corrections	86	3	10	10	18	38	100	26.32%	26.32%
CRJS 254	Criminology	78	3	16	19	20	55	80	29.09%	34.55%
CRJS 256	Criminal Law	78	3	16	38	7	61	76	26.23%	62.30%
CRJS 258	Constitutional Law	85	3	11	30	17	58	78	18.97%	51.72%
CRJS 260	Introduction to Terrorism and Homeland Security	81	3	14	9	17	40	98	35.00%	22.50%
CRJS 301	Cultural Diversity in Criminal Justice	94	3	6	15	0	21	118	28.57%	71.43%
CRJS 310	Investigating Domestic Terrorism	104	3	3	2	7	12	130	25.00%	16.67%
CRJS 320	Homeland Security Techniques & Technology	101	3	4	4	9	17	122	23.53%	23.53%
CRJS 324	Laws & Regulations in Homeland Security	101	3	4	0	8	12	130	33.33%	0.00%
CRJS 326	Investigating International Terrorism	97	3	5	0	0	5	140	100.00%	0.00%
CRJS 332	Correctional Law	101	3	4	0	0	4	143	100.00%	0.00%
CRJS 336	Countering Terrorism	101	3	4	0	0	4	143	100.00%	0.00%
CRJS 338	Correctional Institutions	97	3	5	0	0	5	140	100.00%	0.00%
CRJS 340	Patrol Practices and Techniques	97	3	5	0	0	5	140	100.00%	0.00%
CRJS 350	Community Corrections	101	3	4	0	0	4	143	100.00%	0.00%
CRJS 360	Management of Criminal Justice Organizations	97	3	5	9	3	17	122	29.41%	52.94%
CRJS 362	Administration of Criminal Justice Organizations	94	3	6	0	1	7	136	85.71%	0.00%
CRJS 381	Special Topics: Organized Crime	97	3	5	5	0	10	132	50.00%	50.00%

COURSE NUMBER	COURSE NAME	IS RANK	CREDITS	IS	TRAD	WEB ED	TOTAL	RANK	IS %	TRAD %
CRJS 400	Ethics in Criminal Justice	87	3	9	0	0	9	133	100.00%	0.00%
CRJS 401	Criminal Justice Research	109	3	0	6	2	8	135	0.00%	75.00%
CRJS 410	Senior Thesis	82	3	13	3	4	20	119	65.00%	15.00%
EMS 280	Professional Trends and Issues	107	3	1	0	0	1	147	100.00%	0.00%
ENGI 121	Statics	109	3	0	13	0	13	127	0.00%	100.00%
ENGI 122	Dynamics	109	3	0	8	0	8	135	0.00%	100.00%
ENGL 100	College Writing	11	3	116	209	230	555	7	20.90%	37.66%
ENGL 101	English Composition I	5	3	144	373	319	836	2	17.22%	44.62%
ENGL 102	English Composition II	2	3	199	284	324	807	3	24.66%	35.19%
ENGL 209	A Survey of World Literature I	84	3	12	32	0	44	92	27.27%	72.73%
ENGL 210	A Survey of World Literature II	87	3	9	0	0	9	133	100.00%	0.00%
ENGL 213	Strength of Materials	107	3	1	0	0	1	147	100.00%	0.00%
ENGL 220	Technical Writing	43	3	41	24	15	80	66	51.25%	30.00%
ENGL 300	Children's Literature	63	3	25	4	0	29	108	86.21%	13.79%
ENGL 302	A Survey of American Literature I	105	3	2	5	0	7	136	28.57%	71.43%
ENGL 303	A Survey of American Literature II	97	3	5	0	0	5	140	100.00%	0.00%
ENGL 307	A Survey of English Literature I	85	3	11	0	0	11	131	100.00%	0.00%
ENGL 308	A Survey of English Literature II	88	3	8	1	0	9	133	88.89%	11.11%
ENGL 313	Literature and the Environment	104	3	3	0	0	3	144	100.00%	0.00%
ENGL 380	Special Topics: Books That Made History	109	3	0	6	0	6	137	0.00%	100.00%
ENGL 480	Special Topics: Shakespeare's Comedies, H	104	3	3	8	0	11	131	27.27%	72.73%
ENVR 106	Introduction to Hazardous Materials	62	3	26	11	0	37	101	70.27%	29.73%
ENVR 207	Chemistry of Hazardous Materials	101	3	4	0	0	4	143	100.00%	0.00%
ENVR 210	OSHA Regulations	81	3	14	0	0	14	126	100.00%	0.00%
ENVR 211	Map Reading	85	3	11	0	0	11	131	100.00%	0.00%
ENVR 245	Respiratory Personal Protection	94	3	6	0	0	6	137	100.00%	0.00%
ENVR 300	Toxicology	69	3	21	2	0	23	116	91.30%	8.70%
ENVR 301	Environmental Occupational Health Safety	88	3	8	0	0	8	135	100.00%	0.00%
ENVR 302	Environmental Occupational Health Safety	97	3	5	0	0	5	140	100.00%	0.00%
ENVR 315	Industrial Hygiene	87	3	9	0	0	9	133	100.00%	0.00%
ENVR 317	Environmental Engineering I	97	3	5	5	0	10	132	50.00%	50.00%
ENVR 318	Environmental Engineering II	94	3	6	0	0	6	137	100.00%	0.00%
ENVR 384	Special Topics: Psychology of Safety	94	3	6	0	0	6	137	100.00%	0.00%
ENVR 403	Hazardous Materials Management	88	3	8	0	0	8	135	100.00%	0.00%
ENVR 415	Advanced Industrial Hygiene	88	3	8	0	0	8	135	100.00%	0.00%
FORIV 255	Digital Evidence	85	3	11	0	0	11	131	100.00%	0.00%
FRSC 270	Firefighter Incident Command Skills	107	3	1	0	0	1	147	100.00%	0.00%
FRSC 280	Firefighter Leadership	97	3	5	0	0	5	140	100.00%	0.00%
FRSC 290	Tactical Operations	107	3	1	0	0	1	147	100.00%	0.00%

COURSE NUMBER	COURSE NAME	IS RANK	CREDITS	IS	TRAD	WEB ED	TOTAL	RANK	IS %	TRAD %
GEOG 201	Geography of North America	37	3	48	0	0	48	89	100.00%	0.00%
GEOG 202	World Geography	59	3	28	0	0	28	109	100.00%	0.00%
GEOG 280	Special Topics: Physical Geography	68	3	22	0	0	22	117	100.00%	0.00%
GEOG 281	Special Topics: Geography of Western Europe	87	3	9	0	0	9	133	100.00%	0.00%
GEOG 282	Special Topics: Geography of the Middle East	86	3	10	0	0	10	132	100.00%	0.00%
GEOG 283	Special Topics: Geography of India and Southeast Asia	94	3	6	0	0	6	137	100.00%	0.00%
GEOG 284	Special Topics: Geography of China	107	3	1	0	0	1	147	100.00%	0.00%
GEOG 285	Special Topics: Geography of Africa	85	3	11	0	0	11	131	100.00%	0.00%
GEOG 286	Special Topics: Geography of Latin America	84	3	12	0	0	12	130	100.00%	0.00%
GEOG 287	Special Topics: Geography of Japan & the Pacific	92	3	7	0	0	7	136	100.00%	0.00%
GEOG 301	West Virginia Geography	39	3	46	0	0	46	91	100.00%	0.00%
GEOL 101	Introduction to Geology	46	3	39	0	0	39	99	100.00%	0.00%
GEOL 280	Special Topics: Introduction to Paleontology	10	3	120	0	0	120	48	100.00%	0.00%
GEOL 281	Special Topics: Introduction to Archaeology	20	3	77	0	0	77	67	100.00%	0.00%
HIST 101	History of World Civilization I	59	3	28	33	0	61	76	45.90%	54.10%
HIST 102	History of World Civilization II	92	3	7	42	0	49	88	14.29%	85.71%
HIST 203	United States History I	68	3	22	12	0	34	104	64.71%	35.29%
HIST 204	United States History II	92	3	7	6	0	13	128	53.85%	46.15%
HIST 207	West Virginia History	68	3	22	0	0	22	117	100.00%	0.00%
HIST 211	History of Crime in America	94	3	6	12	0	18	121	33.33%	66.67%
HIST 380	Special Topics: American Military History	38	3	47	0	0	47	90	100.00%	0.00%
HIST 381	Special Topics: History of the Vietnam Conflict	42	3	42	0	0	42	94	100.00%	0.00%
HIST 382	Special Topics: The Art of War in World History	46	3	39	0	0	39	99	100.00%	0.00%
HIST 384	Special Topics: History of Ancient Greece	92	3	7	0	0	7	136	100.00%	0.00%
HIST 385	Special Topics: History of the Roman People	94	3	6	0	0	6	137	100.00%	0.00%
HIST 386	Special Topics: History of Women in America	85	3	11	0	0	11	131	100.00%	0.00%
HIST 387	Special Topics: African-American History	88	3	8	0	0	8	135	100.00%	0.00%
HIST 388	Special Topics: The Americas in the Revolutionary War	107	3	1	0	0	1	147	100.00%	0.00%
HIST 389	Special Topics: Human Prehistory and the Neolithic Revolution	101	3	4	0	0	4	143	100.00%	0.00%
HUMN 101	Humanities	30	3	53	25	83	161	38	32.92%	15.53%
HUMN 280	Special Topics: Disney's Animation: Introduction to Animation	58	3	29	51	0	80	66	36.25%	63.75%
HUMN 282	Special Topics: Introduction to Women's Studies	57	3	30	0	0	30	106	100.00%	0.00%
HUMN 283	Special Topics: Introduction to Theater	97	3	5	0	0	5	140	100.00%	0.00%
HUMN 301	Appalachian Studies	67	3	23	11	0	34	104	67.65%	32.35%
HUMN 313	Literature and the Environment	107	3	1	0	0	1	147	100.00%	0.00%
HUMN 350	World Religions	88	3	8	12	0	20	119	40.00%	60.00%
MATH 100	General Mathematics	6	3	141	211	226	578	5	24.39%	36.51%
MATH 101	Math for the Health Sciences	34	3	51	55	79	185	31	27.57%	29.73%
MATH 102	Beginning Algebra	6	3	141	213	217	571	6	24.69%	37.30%

COURSE NUMBER	COURSE NAME	IS RANK	CREDITS	IS	TRAD	WEB ED	TOTAL	RANK	IS %	TRAD %
MATH 104	Business Mathematics	58	3	29	0	68	97	55	29.90%	0.00%
MATH 108	Math for Elementary Teachers	88	3	8	0	0	8	135	100.00%	0.00%
MATH 112	Intermediate Algebra	25	3	56	145	128	329	16	17.02%	44.07%
MATH 116	Elementary Statistics	21	3	74	86	22	182	33	40.66%	47.25%
MATH 120	College Algebra	33	3	61	115	174	350	15	17.43%	32.86%
MATH 130	Plane Trigonometry	82	3	13	15	4	32	105	40.63%	46.88%
MATH 210	Calculus I	77	4	16	29	5	50	85	32.00%	58.00%
MATH 212	Calculus II	93	4	6	15	4	25	111	24.00%	60.00%
MATH 214	Calculus III	96	4	5	0	0	5	139	100.00%	0.00%
MATH 313	Applied Statistics	109	3	0	5	0	5	140	0.00%	100.00%
PHIL 106	Logic and Critical Thinking	81	3	14	8	0	22	117	63.64%	36.36%
PHIL 190	Ethics	18	3	81	236	268	585	4	13.85%	40.34%
PHIL 200	Medical Ethics & Law	1	3	245	163	0	408	13	60.05%	39.95%
PHIL 201	Introduction to Philosophy	14	3	92	48	0	140	42	65.71%	34.29%
PHIL 380	Special Topics: Philosophy of Religion	94	3	6	0	0	6	137	100.00%	0.00%
PHSC 101	General Physical Science I	101	3	4	0	14	18	121	22.22%	0.00%
PHSC 101L	General Physical Science I Laboratory	106	1	2	0	0	2	146	100.00%	0.00%
PHSC 102	General Physical Science II	107	3	1	0	0	1	147	100.00%	0.00%
PHSC 102L	General Physical Science II Laboratory	107	1	1	0	0	1	148	100.00%	0.00%
PHYS 101	Intro to Physics	68	3	22	56	92	170	35	12.94%	32.94%
PHYS 211	Physics I	67	3	23	17	0	40	98	57.50%	42.50%
PHYS 211 L	Physics I Laboratory	78	3	16	14	0	30	106	53.33%	46.67%
PHYS 212	Physics II	97	3	5	12	0	17	122	29.41%	70.59%
POLI 101	Introduction to Political Science	84	3	12	0	9	21	118	57.14%	0.00%
POLI 201	American Federal Government	67	3	23	22	113	158	39	14.56%	13.92%
POLI 202	State & Local Government	88	3	8	19	0	27	110	29.63%	70.37%
POLI 280	Special Topics: Introduction to Public Adm	107	3	1	0	0	1	147	100.00%	0.00%
POLI 283	Special Topics: Public Sector Budgeting & F	107	3	1	0	0	1	147	100.00%	0.00%
PSYC 201	Principles of Psychology	6	3	141	305	97	543	8	25.97%	56.17%
PSYC 212	Lifespan Developmental Psychology	13	3	104	104	0	208	27	50.00%	50.00%
PSYC 280	Special Topics: Early Childhood Developme	63	3	25	0	0	25	112	100.00%	0.00%
PSYC 302	Social Psychology	66	3	24	31	0	55	80	43.64%	56.36%
PSYC 308	Child and Adolescent Psychopathology	49	3	37	10	0	47	90	78.72%	21.28%
PSYC 309	Drugs and Behavior	58	3	29	10	0	39	99	74.36%	25.64%
PSYC 310	Social Science Statistics	66	3	24	15	43	82	65	29.27%	18.29%
PSYC 380	Special Topics: Early Childhood Curriculum	84	3	12	0	0	12	130	100.00%	0.00%
PSYC 402	Health Psychology	80	3	15	0	0	15	125	100.00%	0.00%
PSYC 410	Psychological Assessment	62	3	26	19	0	45	91	57.78%	42.22%
PSYC 415	Psychological Aspects of Aging	74	3	18	1	0	19	120	94.74%	5.26%

COURSE NUMBER	COURSE NAME	IS RANK	CREDITS	IS	TRAD	WEB ED	TOTAL	RANK	IS %	TRAD %
PSYC 420	Theories of Personality	41	3	44	32	0	76	68	57.89%	42.11%
PSYC 430	Human Sexuality	35	3	50	16	0	66	73	75.76%	24.24%
PSYC 435	Abnormal Psychology	37	3	48	34	4	86	62	55.81%	39.53%
PSYC 450	Cognitive Psychology	54	3	34	7	0	41	96	82.93%	17.07%
PSYC 481	Special Topics: Clinical Psychology	88	3	8	0	0	8	135	100.00%	0.00%
PSYC 483	Special Topics: Introduction to Learning	80	3	15	1	0	16	124	93.75%	6.25%
PSYC 484	Special Topics: Sport Psychology	88	3	8	13	0	21	118	38.10%	61.90%
RDNG 100	Developmental Reading	105	3	2	0	67	69	71	2.90%	0.00%
RELI 280	Special Topics: Buddhism	104	3	3	0	0	3	144	100.00%	0.00%
RELI 281	Special Topics: Judaism	97	3	5	0	0	5	140	100.00%	0.00%
RELI 282	Special Topics: Islam	87	3	9	0	0	9	133	100.00%	0.00%
RELI 283	Special Topics: Christianity	68	3	22	0	0	22	117	100.00%	0.00%
RELI 284	Special Topics: Hinduism	107	3	1	0	0	1	147	100.00%	0.00%
SOCI 201	Introduction to Sociology	12	3	112	216	66	394	14	28.43%	54.82%
SOCI 202	Fundamental Social Problems	74	3	18	0	0	18	120	100.00%	0.00%
SOCI 306	Marriage and the Family	45	3	40	52	0	92	57	43.48%	56.52%
SOCI 415	Sociological Aspects of Aging	84	3	12	7	0	19	120	63.16%	36.84%
SOWK 200	Introduction to Social Work with Field Con	73	4	18	42	0	60	77	30.00%	70.00%
SOWK 204	Human Behavior in the Social Environmen	82	3	13	12	0	25	112	52.00%	48.00%
SOWK 206	Human Behavior in the Social Environmen	109	3	0	24	0	24	115	0.00%	100.00%
SOWK 208	History of Social Welfare Policy	80	3	15	26	0	41	96	36.59%	63.41%
SOWK 302	Social Welfare Policy and Legislation	108	4	0	16	0	16	123	0.00%	100.00%
SOWK 306	Human Diversity	92	3	7	14	0	21	118	33.33%	66.67%
SOWK 307	Sp Tp: Case Management	81	3	14	0	0	14	126	100.00%	0.00%
SOWK 402	Special Topics: Poverty in America	92	3	7	70	0	77	67	9.09%	90.91%
SSCI 181	University Skills for Student Success	67	3	23	50	220	293	18	7.85%	17.06%

APPENDIX E:
IS ENROLLMENTS & RANKING BY COURSE FY 08-09

Course Number	IS Course Name	FY08-09 Enrollment	RANK
PHIL 200	Medical Ethics & Law	245	1
ART 101	Art Appreciation	199	2
ENGL 102	English Composition II	199	2
CIS 115	Fundamentals of Computer Applications	189	3
HLTH/MAST 211	Medical Terminology I	174	4
ENGL 101	English Composition I	144	5
MATH 100	General Mathematics	141	6
MATH 102	Beginning Algebra	141	6
PSYC 201	Principles of Psychology	141	6
COMM 200	Principles of Communication in Health Care	135	7
BIOL 215	Human Anatomy & Physiology I	134	8
BIOL 215L	Human Anatomy & Physiology Lab I	126	9
GEOL 280	Special Topics: Introduction to Paleontology	120	10
ENGL 100	College Writing	116	11
SOCI 201	Introduction to Sociology	112	12
PSYC 212	Lifespan Developmental Psychology	104	13
PHIL 201	Introduction to Philosophy	92	14
MGMT 120	Introduction to Business & Technology Skills	91	15
BIOL 219	Microbiology	89	16
CHEM 211L	College Chemistry I Lab	84	17
PHIL 190	Ethics	81	18
CHEM 211	College Chemistry I	79	19
GEOL 281	Special Topics: Introduction to Archaeology	77	20
MATH 116	Elementary Statistics	74	21
BIOL 219 L	Microbiology Lab	74	22
BIOL 216L	Human Anatomy & Physiology Lab II	71	23
BIOL 216	Human Anatomy & Physiology II	67	24
BIOL 101	General Biology I	65	26
COMM 204	Intro to Speech Communication	62	29
ECON 201	Principles of Economics I	61	33
MATH 120	College Algebra	61	33
LGLS 298	Business Law	60	31
BIOL 101L	General Biology I Lab	59	27
MATH 112	Intermediate Algebra	56	25
BIOL 352	Wildlife Management	54	28
HLTH/MAST 212	Medical Terminology II	54	28
HUMN 101	Humanities	53	30
ART 280	Special Topics: Introduction to Art History	52	32
BIOL 103	Biology for Non-Science Majors	51	34
BIOL 222	Fundamentals of Nutrition	51	34
MATH 101	Math for the Health Sciences	51	34
PSYC 430	Human Sexuality	50	35
CRJS 101	Introduction to Criminal Justice	49	36
MKTG 306	Principles of Marketing	49	36
GEOG 201	Geography of North America	48	37
PSYC 435	Abnormal Psychology	48	37
HIST 380	Special Topics: American Military History	47	38
GEOG 301	West Virginia Geography	46	39
MGMT 302	Principles of Management	45	40

Course Number	IS Course Name	FY08-09 Enrollment	RANK
PSYC 420	Theories of Personality	44	41
HIST 381	Special Topics: History of the Vietnam Conflict	42	42
ECON 202	Principles of Economics II	41	43
ENGL 220	Technical Writing	41	43
HLTH 103	Introduction to Health Science	41	44
SOCI 306	Marriage and the Family	40	45
GEOL 101	Introduction to Geology	39	46
HIST 382	Special Topics: The Art of War in World History	39	46
CHEM 101	Basic Chemistry	38	47
METR 101	Introduction to Meteorology	38	47
BIOL 212L	Intro to Human Anatomy & Physiology Lab	38	48
PSYC 308	Child and Adolescent Psychopathology	37	49
IT 101	Introduction to Word Processing	37	51
ACCT 211	Principles of Accounting I	36	52
BIOL 212	Intro to Human Anatomy & Physiology	36	52
HLTH 103L	Introduction to Health Science Skills Lab	36	52
ACCT 360	Cost Management	35	53
MGMT 304	Organizational Behavior	35	53
PSYC 450	Cognitive Psychology	34	54
CHEM 301	Organic Chemistry I	31	55
CHEM 301L	Organic Chemistry I Laboratory	31	56
HUMN 282	Special Topics: Introduction to Women's Studies	30	57
HUMN 280	Special Topics: Disney's Animation: Intro to Film Genre	29	58
MATH 104	Business Mathematics	29	58
PSYC 309	Drugs and Behavior	29	58
HIST 101	History of World Civilization I	28	59
GEOG 202	World Geography	28	59
ART 108	Art Education	27	60
CHEM 212L	College Chemistry II Lab	27	61
CHEM 201	Chemistry for the Health Sciences I	26	62
CRJS 220	Juvenile Justice	26	62
ENVR 106	Introduction to Hazardous Materials	26	62
PSYC 410	Psychological Assessment	26	62
ART 281	Special Topics: History of Quiltmaking in Appalachia	25	63
ASTR 101	Introduction to Astronomy	25	63
ENGL 300	Children's Literature	25	63
MGMT 303	Entrepreneurship	25	63
PSYC 280	Special Topics: Early Childhood Development	25	63
IT 103	Introduction to Databases	25	64
IT 102	Introduction to Spreadsheets	25	65
PSYC 310	Social Science Statistics	24	66
CHEM 212	College Chemistry II	24	66
CRJS 230	American Legal Systems	24	66
MGMT 450	Business Strategy Capstone	24	66
PSYC 302	Social Psychology	24	66
HUMN 301	Appalachian Studies	23	67
PHYS 211	Physics I	23	67
POLI 201	American Federal Government	23	67
SSCI 181	University Skills for Student Success	23	67

Course Number	IS Course Name	FY08-09 Enrollment	RANK
AVIA 480	Human Factors in Flight	22	68
GEOG 280	Special Topics: Physical Geography	22	68
HIST 203	United States History I	22	68
HIST 207	West Virginia History	22	68
MGMT 322	Strategic Human Resource Management	22	68
MGMT 430	Business Project Management	22	68
PHYS 101	Intro to Physics	22	68
RELI 283	Special Topics: Christianity	22	68
ENVR 300	Toxicology	21	69
MKTG 370	E-Commerce	21	69
MKTG 373	Supply Chain Management	20	70
BIOL 102L	General Biology II Lab	20	71
BIOL 102	General Biology II	19	72
COMM/HUMN 301	Gender Images	19	72
SOWK 200	Introduction to Social Work with Field Component	18	73
LGLS 100	Introduction to Law & the Court System	18	74
MAST/OFAD 101	Keyboarding	18	74
PSYC 415	Psychological Aspects of Aging	18	74
SOCI 202	Fundamental Social Problems	18	74
ACCT 410	Auditing	17	75
AVIA 481	Aviation Psychology	17	75
AVIA 484	Leadership for Aviation	17	75
BIOL 303	Entomology	17	75
CHEM 302	Organic Chemistry II	17	75
FIN 201	Principles of Finance	17	75
MGMT 325	Management Information Systems	17	75
MGMT 410	Organizational Systems Theory	17	75
CHEM 302L	Organic Chemistry II Laboratory	17	76
MATH 210	Calculus I	16	77
CRJS 240	Introduction to Law Enforcement	16	78
CRJS 254	Criminology	16	78
CRJS 256	Criminal Law	16	78
HCAR 303	Health Services Organization	16	78
LGLS 297	Contracts	16	78
PHYS 211 L	Physics I Laboratory	16	78
NURS 111	Medication Math for Nurses	16	79
ACCT 314	Accounting & Information Systems	15	80
CRJS 231	Criminal Procedure	15	80
PSYC 402	Health Psychology	15	80
PSYC 483	Special Topics: Introduction to Learning	15	80
SOWK 208	History of Social Welfare Policy	15	80
ACCT 212	Principles of Accounting II	14	81
ACCT 330	Intermediate Accounting I	14	81
CRJS 260	Introduction to Terrorism and Homeland Security	14	81
ENVR 210	OSHA Regulations	14	81
LGLS 235	Real Estate Transactions	14	81
MGMT 308	Labor Relations Management	14	81
PHIL 106	Logic and Critical Thinking	14	81
SOWK 307	Sp Tp: Case Management	14	81

Course Number	IS Course Name	FY08-09 Enrollment	RANK
BIOL 110	Introduction to Environmental Science	13	82
BIOL 201	Introductory Ecology	13	82
CJRS 410	Senior Thesis	13	82
FIN 310	Finance	13	82
HCAR 417	Research Methods in Health Professions	13	82
LGLS 225	Wils & Estate Administration	13	82
LS 450	Capstone Seminar	13	82
MATH 130	Plane Trigonometry	13	82
MGMT 312	Small Business Management	13	82
SOWK 204	Human Behavior in the Social Environment I	13	82
CHEM 480	Special Topics: Biochemistry I	12	83
AVIA 483	Air Transportation	12	84
ENGL 209	A Survey of World Literature I	12	84
GEOG 286	Special Topics: Geography of Latin America & the Caribbean	12	84
MGMT 316	Business Ethics	12	84
MKTG 333	Promotional Management	12	84
POLI 101	Introduction to Political Science	12	84
PSYC 380	Special Topics: Early Childhood Curriculum	12	84
SOCI 415	Sociological Aspects of Aging	12	84
ACCT 331	Intermediate Accounting II	11	85
ACCT 335	Federal and State Taxation I	11	85
CRJS 258	Constitutional Law	11	85
ENGL 307	A Survey of English Literature I	11	85
ENVR 211	Map Reading	11	85
FORIV 255	Digital Evidence	11	85
GEOG 285	Special Topics: Geography of Africa	11	85
HIST 386	Special Topics: History of Women in America	11	85
ACCT 310	Computerized Accounting	10	86
BIOL 351	Botany	10	86
COMM 250	Interpersonal Communication	10	86
CRJS 245	Criminal Investigations	10	86
CRJS 250	Introduction to Corrections	10	86
GEOG 282	Special Topics: Geography of the Middle East	10	86
LGLS 230	Torts	10	86
MAST 201	Intermediate Information Processing	10	86
MGMT 240	Communication and Presentation	10	86
AVIA 482	Aviation Marketing and Management	9	87
BIOL 383	Special Topics: Zoology	9	87
CRJS 400	Ethics in Criminal Justice	9	87
ENGL 210	A Survey of World Literature II	9	87
ENVR 315	Industrial Hygiene	9	87
GEOG 281	Special Topics: Geography of Western Europe	9	87
HCAR 350	Managed Health Care	9	87
LGLS 240	Business Organizations	9	87
MAST 208	Pharmacology for Allied Health Occupations	9	87
OFAD 106	Records Management	9	87
RELI 282	Special Topics: Islam	9	87
BIOL 340	Genetics	8	88
BIOL 384	Special Topics: Physical Anthropology	8	88

Course Number	IS Course Name	FY08-09 Enrollment	RANK
ENGL 308	A Survey of English Literature II	8	88
ENVR 301	Environmental Occupational Health Safety	8	88
ENVR 403	Hazardous Materials Management	8	88
ENVR 415	Advanced Industrial Hygiene	8	88
HIST 387	Special Topics: African-American History	8	88
HUMN 350	World Religions	8	88
LGLS 301	Employment Law	8	88
LS 303	Research Methods	8	88
MATH 108	Math for Elementary Teachers	8	88
MGMT 402	Human Resource Management	8	88
NURS 402	Community Health	8	88
NURS 402L	Community Health Clinical Lab	8	88
OFAD 201	Intermediate Information Processing	8	88
OFAD 218	Medical Coding I	8	88
POLI 202	State & Local Government	8	88
PSYC 481	Special Topics: Clinical Psychology	8	88
PSYC 484	Special Topics: Sport Psychology	8	88
BIOL 340L	Virtual General Genetics Lab	8	89
NURS 422	Practicum	7	90
NURS 225	Pathopharmacology	7	91
ACCT 412	Advanced Accounting	7	92
AVIA 488	Sp Tp: Aviation Stories: Aviation and the Humanities	7	92
BIOL 280	Special Topics: Conservation of Natural Resources	7	92
BIOL 301	Advanced Ecology	7	92
FIN 330	Personal Finance	7	92
GEOG 287	Special Topics: Geography of Japan & the Pacific Rim	7	92
HIST 102	History of World Civilization II	7	92
HIST 204	United States History II	7	92
HIST 384	Special Topics: History of Ancient Greece	7	92
HSED 201	Contemporary Issues in Health	7	92
HSED 210	Foundations of Health Education	7	92
LGLS 350	Technology in the Law	7	92
MKTG 331	Professional Selling and Sales Management	7	92
NURS 215	Introduction to Nursing Process	7	92
NURS 401	Complex Problems	7	92
NURS 401L	Complex Problems Clinical	7	92
SOWK 306	Human Diversity	7	92
SOWK 402	Special Topics: Poverty in America	7	92
MATH 212	Calculus II	6	93
AVIA 487	Aviation and Airport Security	6	94
BIOL 302	Stream Ecology	6	94
CRJS 301	Cultural Diversity in Criminal Justice	6	94
CRJS 362	Administration of Criminal Justice Organizations	6	94
ENVR 245	Respiratory Personal Protection	6	94
ENVR 318	Environmental Engineering II	6	94
ENVR 384	Special Topics: Psychology of Safety	6	94
GEOG 283	Special Topics: Geography of India and South Asia	6	94
HIST 211	History of Crime in America	6	94
HIST 385	Special Topics: History of the Roman People	6	94

Course Number	IS Course Name	FY08-09 Enrollment	RANK
MGMT 408	Operations Management	6	94
PHIL 380	Special Topics: Philosophy of Religion	6	94
NURS 350	Transition to Professional Nursing	5	95
MATH 214	Calculus III	5	96
CRJS 326	Investigating International Terrorism	5	97
CRJS 338	Correctional Institutions	5	97
CRJS 340	Patrol Practices and Techniques	5	97
CRJS 360	Management of Criminal Justice Organizations	5	97
CRJS 381	Special Topics: Organized Crime	5	97
ENGL 303	A Survey of American Literature II	5	97
ENVR 302	Environmental Occupational Health Safety II	5	97
ENVR 317	Environmental Engineering I	5	97
FRSC 280	Firefighter Leadership	5	97
HUMN 283	Special Topics: Introduction to Theater	5	97
IT 345	Data Communications	5	97
IT 443	Designing Directory Services	5	97
LS 301	Interdisciplinary Focus and Design	5	97
PHYS 212	Physics II	5	97
RELI 281	Special Topics: Judaism	5	97
NURS 330	Nursing Research	5	98
NURS 331	Supplemental Nursing Research	5	99
NURS 421	Professional Trends and Issues	5	99
BIOL 385	Special Topics: Cell Biology	4	100
COMM 351	Multicultural Communication	4	101
CRJS 320	Homeland Security Techniques & Technologies	4	101
CRJS 324	Laws & Regulations in Homeland Security	4	101
CRJS 332	Correctional Law	4	101
CRJS 336	Countering Terrorism	4	101
CRJS 350	Community Corrections	4	101
ENVR 207	Chemistry of Hazardous Materials	4	101
HIST 389	Special Topics: Human Prehistory and the First Civilization	4	101
HSED 350	Community Health	4	101
IT 444	Network Security	4	101
LGLS 440	Civil Rights & Constitutional Law	4	101
MKTG 280	Retail Management	4	101
PHSC 101	General Physical Science I	4	101
NURS 212	Health Assessment	4	102
NURS 304	Legal Issues in Nursing	4	102
IT 104	Introduction to Computer Presentations	4	103
NURS 212L	Health Assessment Clinical Lab	4	103
ACCT 332	Intermediate Accounting III	3	104
AVIA 489	Flight Safety	3	104
CRJS 310	Investigating Domestic Terrorism	3	104
ECON 310	Intermediate Economics	3	104
ENGL 313	Literature and the Environment	3	104
ENGL 480	Special Topics: Shakespeare's Comedies, Histories, & Tragedies	3	104
HCAR 401	Health Law and Legislation	3	104
IT 350	Visual C++ I: Desktop Applications	3	104
MKTG 415	Retail and Distribution Management	3	104

Course Number	IS Course Name	FY08-09 Enrollment	RANK
NURS 420	Leadership	3	104
OFAD 105	SuperWrite II	3	104
PNPM 302	Introduction to Managing Nonprofit Organizations	3	104
RELI 280	Special Topics: Buddhism	3	104
ART 282	Special Topics: Quiltmaking in 19 th Century America	2	105
COMM 301	Communication Studies & Precepts	2	105
CSCI 230	Computer Architecture	2	105
ENGL 302	A Survey of American Literature I	2	105
FIN 203	General Insurance	2	105
HCAR 405	Financial Management of Health Services	2	105
IT 240	Network Administration I	2	105
MGMT 313	Applied Statistics	2	105
MKTG 440	Qualitative/Quantitative Research	2	105
OFAD 202	Advanced Document Production	2	105
OFAD 214	Medical Transcription I	2	105
RDNG 100	Developmental Reading	2	105
PHSC 101L	General Physical Science I Laboratory	2	106
BIOL 180	Sp Tp: Introduction to Medicinal Plants	1	107
CSCI 325	Local Area Networks	1	107
EMS 280	Professional Trends and Issues	1	107
ENGL 213	Strength of Materials	1	107
FIN 320	Advanced Finance	1	107
FRSC 270	Firefighter Incident Command Skills	1	107
FRSC 290	Tactical Operations	1	107
GEOG 284	Special Topics: Geography of China	1	107
HIST 388	Special Topics: The Americas in the Revolutionary Era	1	107
HSED 290	Comprehensive Health Assessment	1	107
HUMN 313	Literature and the Environment	1	107
IT 215	Intro to Visual Basic Programming	1	107
IT 235	Networking Essentials II	1	107
IT 351	Visual C++ II: Distributed Applications	1	107
MAST 103	Introduction to Medical Assisting Skills	1	107
OFAD 104	Superwrite I	1	107
PHSC 102	General Physical Science II	1	107
POLI 280	Special Topics: Introduction to Public Administration	1	107
POLI 283	Special Topics: Public Sector Budgeting & Financial Administration	1	107
RELI 284	Special Topics: Hinduism	1	107
PHSC 102L	General Physical Science II Laboratory	1	107
MAST 210	Medical Assisting Clinical Practice (formerly MAST 209)	0	108
OFAD 215	Medical Transcription II	0	108
OFAD 219	Medical Coding II and Internship	0	108
SOWK 302	Social Welfare Policy and Legislation	0	108
ACCT 336	Federal and State Taxation II	0	109
BIOL 252	Fisheries Management Techniques	0	109
BIOL 260	Ichthyology	0	109
BIOL 261	Aquatic Entomology	0	109
BIOL 265	Fish Culture & Hatchery Methods	0	109
CHEM 202	Chemistry for Health Sciences II	0	109
CRJS 401	Criminal Justice Research	0	109

Course Number	IS Course Name	FY08-09 Enrollment	RANK
CRJS 481	Sp Tp: CJ Policy Making & Evaluation in Law Enforcement	0	109
CSCI 422	Software Engineering I	0	109
ECON 410	International Economics	0	109
ENGI 121	Statics	0	109
ENGI 122	Dynamics	0	109
ENGI 220	Hydraulics / Hydrology	0	109
ENGI 221	Circuits I	0	109
ENGL 380	Special Topics: Books That Made History	0	109
FIN 316	Analyzing Financial Statements	0	109
FIN 420	International Finance	0	109
HCMI 301	Introduction to Medical Informatics	0	109
HCMI 307	Health Care Reimbursement Systems	0	109
HSED 452	Strategies in Health Education	0	109
IT 140	Networking Essentials I	0	109
IT 210	Computer Hardware Support	0	109
IT 315	Advanced Computer Applications	0	109
IT 340	Network Administration II	0	109
IT 355	Computers in Business	0	109
MAST 102	Administrative Procedures I	0	109
MAST 104	Principles of Phlebotomy I	0	109
MAST 202	Administrative Procedures II	0	109
MAST 203	Administrative Procedures III	0	109
MATH 313	Applied Statistics	0	109
MKTG 340	Consumer Behavior	0	109
MKTG 345	Services Marketing	0	109
MKTG 361	Tourism Marketing	0	109
MKTG 420	International Marketing	0	109
MUSC 101	Music Appreciation	0	109
OFAD 217	Professional Development	0	109
POLI 281	Special Topics: Just and Unjust Wars	0	109
POLI 282	Special Topics: Public Sector & Nonprofit Management	0	109
SOWK 206	Human Behavior in the Social Environment II	0	109
MAST 105	Medical Assisting Clinical Procedures I	0	110
MAST 205	Medical Assisting Clinical Procedures II	0	110
MAST 207	Medical Assisting Clinical Procedures III	0	110
MAST 105L	Medical Assisting Clinical Procedures I Lab	0	111
MAST 205L	Medical Assisting Clinical Procedures II Lab	0	111
MAST 207L	Medical Assisting Clinical Procedures III Lab	0	111

APPENDIX F:
IS COURSES RECOMMENDED FOR ELIMINATION

Course Number	IS Course Name	FY08-09 Enrollment	RANK	Credit Hours
BIOL 383	Special Topics: Zoology	9	87	3
GEOG 281	Special Topics: Geography of Western Europe	9	87	3
BIOL 384	Special Topics: Physical Anthropology	8	88	3
ENGL 308	A Survey of English Literature II	8	88	3
MATH 108	Math for Elementary Teachers	8	88	3
PSYC 484	Special Topics: Sport Psychology	8	88	3
BIOL 340L	Virtual General Genetics Lab	8	89	1
AVIA 488	Sp Tp: Aviation Stories: Aviation and the Humanities	7	92	3
BIOL 280	Special Topics: Conservation of Natural Resources	7	92	3
BIOL 301	Advanced Ecology	7	92	3
FIN 330	Personal Finance	7	92	3
GEOG 287	Special Topics: Geography of Japan & the Pacific Rim	7	92	3
HIST 384	Special Topics: History of Ancient Greece	7	92	3
HSED 201	Contemporary Issues in Health	7	92	3
HSED 210	Foundations of Health Education	7	92	3
MKTG 331	Professional Selling and Sales Management	7	92	3
BIOL 302	Stream Ecology	6	94	3
GEOG 283	Special Topics: Geography of India and South Asia	6	94	3
HIST 211	History of Crime in America	6	94	3
HIST 385	Special Topics: History of the Roman People	6	94	3
PHIL 380	Special Topics: Philosophy of Religion	6	94	3
CRJS 326	Investigating International Terrorism	5	97	3
CRJS 338	Correctional Institutions	5	97	3
CRJS 340	Patrol Practices and Techniques	5	97	3
CRJS 360	Management of Criminal Justice Organizations	5	97	3
CRJS 381	Special Topics: Organized Crime	5	97	3
ENGL 303	A Survey of American Literature II	5	97	3
ENVR 302	Environmental Occupational Health Safety II	5	97	3
ENVR 317	Environmental Engineering I	5	97	3
HUMN 283	Special Topics: Introduction to Theater	5	97	3
IT 345	Data Communications	5	97	3
IT 443	Designing Directory Services	5	97	3
LS 301	Interdisciplinary Focus and Design	5	97	3
PHYS 212	Physics II	5	97	3
RELI 281	Special Topics: Judaism	5	97	3
BIOL 385	Special Topics: Cell Biology	4	100	4
COMM 351	Multicultural Communication	4	101	3
CRJS 320	Homeland Security Techniques & Technologies	4	101	3
CRJS 324	Laws & Regulations in Homeland Security	4	101	3
CRJS 332	Correctional Law	4	101	3
CRJS 336	Countering Terrorism	4	101	3
CRJS 350	Community Corrections	4	101	3
ENVR 207	Chemistry of Hazardous Materials	4	101	3
HIST 389	Special Topics: Human Prehistory and the First Civilizations	4	101	3

Course Number	IS Course Name	FY08-09 Enrollment	RANK	Credit Hours
HSED 350	Community Health	4	101	3
IT 444	Network Security	4	101	3
LGLS 440	Civil Rights & Constitutional Law	4	101	3
MKTG 280	Retail Management	4	101	3
PHSC 101	General Physical Science I	4	101	3
NURS 212	Health Assessment	4	102	2
IT 104	Introduction to Computer Presentations	4	103	1
NURS 212L	Health Assessment Clinical Lab	4	103	1
CRJS 310	Investigating Domestic Terrorism	3	104	3
ECON 310	Intermediate Economics	3	104	3
ENGL 313	Literature and the Environment	3	104	3
ENGL 480	Special Topics: Shakespeare's Comedies, Histories, &	3	104	3
IT 350	Visual C++ I: Desktop Applications	3	104	3
MKTG 415	Retail and Distribution Management	3	104	3
NURS 420	Leadership	3	104	3
OFAD 105	SuperWrite II	3	104	3
PNPM 302	Introduction to Managing Nonprofit Organizations	3	104	3
RELI 280	Special Topics: Buddhism	3	104	3
COMM 301	Communication Studies & Precepts	2	105	3
CSCI 230	Computer Architecture	2	105	3
ENGL 302	A Survey of American Literature I	2	105	3
FIN 203	General Insurance	2	105	3
HCAR 405	Financial Management of Health Services	2	105	3
IT 240	Network Administration I	2	105	3
MGMT 313	Applied Statistics	2	105	3
MKTG 440	Qualitative/Quantitative Research	2	105	3
OFAD 202	Advanced Document Production	2	105	3
OFAD 214	Medical Transcription I	2	105	3
RDNG 100	Developmental Reading	2	105	3
PHSC 101L	General Physical Science I Laboratory	2	106	1
BIOL 180	Sp Tp: Introduction to Medicinal Plants	1	107	3
CSCI 325	Local Area Networks	1	107	3
EMS 280	Professional Trends and Issues	1	107	3
ENGL 213	Strength of Materials	1	107	3
FIN 320	Advanced Finance	1	107	3
FRSC 270	Firefighter Incident Command Skills	1	107	3
FRSC 290	Tactical Operations	1	107	3
GEOG 284	Special Topics: Geography of China	1	107	3
HIST 388	Special Topics: The Americas in the Revolutionary Er	1	107	3
HSED 290	Comprehensive Health Assessment	1	107	3
HUMN 313	Literature and the Environment	1	107	3
IT 215	Intro to Visual Basic Programming	1	107	3
IT 235	Networking Essentials II	1	107	3
IT 351	Visual C++ II: Distributed Applications	1	107	3

Course Number	IS Course Name	FY08-09 Enrollment	RANK	Credit Hours
OFAD 104	Superwrite I	1	107	3
PHSC 102	General Physical Science II	1	107	3
POLI 280	Special Topics: Introduction to Public Administration	1	107	3
POLI 283	Special Topics: Public Sector Budgeting & Financial A	1	107	3
RELI 284	Special Topics: Hinduism	1	107	3
PHSC 102L	General Physical Science II Laboratory	1	107	1
MAST 210	Medical Assisting Clinical Practice (formerly MAST 2	0	108	4
OFAD 215	Medical Transcription II	0	108	4
OFAD 219	Medical Coding II and Internship	0	108	4
ACCT 336	Federal and State Taxation II	0	109	3
BIOL 252	Fisheries Management Techniques	0	109	3
BIOL 260	Ichthyology	0	109	3
BIOL 261	Aquatic Entomology	0	109	3
BIOL 265	Fish Culture & Hatchery Methods	0	109	3
CHEM 202	Chemistry for Health Sciences II	0	109	3
CRJS 481	Sp Tp: CJ Policy Making & Evaluation in Law Enforce	0	109	3
CSCI 422	Software Engineering I	0	109	3
ECON 410	International Economics	0	109	3
ENGI 121	Statics	0	109	3
ENGI 122	Dynamics	0	109	3
ENGI 220	Hydraulics / Hydrology	0	109	3
ENGI 221	Circuits I	0	109	3
ENGL 380	Special Topics: Books That Made History	0	109	3
FIN 420	International Finance	0	109	3
HSED 452	Strategies in Health Education	0	109	3
IT 140	Networking Essentials I	0	109	3
IT 210	Computer Hardware Support	0	109	3
IT 315	Advanced Computer Applications	0	109	3
IT 340	Network Administration II	0	109	3
IT 355	Computers in Business	0	109	3
MAST 102	Administrative Procedures I	0	109	3
MAST 202	Administrative Procedures II	0	109	3
MAST 203	Administrative Procedures III	0	109	3
MATH 313	Applied Statistics	0	109	3
MKTG 340	Consumer Behavior	0	109	3
MKTG 345	Services Marketing	0	109	3
MKTG 361	Tourism Marketing	0	109	3
MKTG 420	International Marketing	0	109	3
OFAD 217	Professional Development	0	109	3
POLI 281	Special Topics: Just and Unjust Wars	0	109	3
POLI 282	Special Topics: Public Sector & Nonprofit Managem	0	109	3
MAST 105	Medical Assisting Clinical Procedures I	0	110	2
MAST 205	Medical Assisting Clinical Procedures II	0	110	2
MAST 207	Medical Assisting Clinical Procedures III	0	110	2
MAST 105L	Medical Assisting Clinical Procedures I Lab	0	111	1

Course Number	IS Course Name	FY08-09 Enrollment	RANK	Credit Hours
MAST 205L	Medical Assisting Clinical Procedures II Lab	0	111	1
MAST 207L	Medical Assisting Clinical Procedures III Lab	0	111	1