

**PROCESS REVIEW TEAM REPORT
COURSE BLOCKS**

**Submitted by the Course Block Process Review Team
05/26/2006**

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TEAM CHARGE

1. To investigate and identify all of the blocks that are placed on students that impact them during the registration process, as well as the reasons for the block.
2. The team is to then suggest changes to the current system of blocks that will not only streamline the registration process, but will also continue to maintain conformity to the NC Administrative Code.

2005-2006 Process Review Team

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Executive Summary

Origin: The college cabinet determined the charge. The invitation to team members was sent out April 5th of 2005. The team was instructed to submit its report by May 2006.

Methodology Used: The team used a 4 step approach:

- I. The team developed a Course Blocks Summary (Appendix A) which lists, to the best of our knowledge, all course blocks currently in use. The summary defines the block, states if the block is a NC Administrative Code requirement, and outlines who administers the block.
- II. The team investigated how the student was notified of the block and if sufficient information was provided for the student to act on the notification. Web registration and phone registration were the primary focus of this part of the project. In person registration was considered. This phase of the project included 2 focus groups.
- III. The team analyzed the findings in steps I and II.
- IV. Recommendations are based on the findings of the analysis.

Analytical Obstacle: Central to the analysis of course blocks was a review of the messages presented to students. A review of the messages generated by the Legacy system demonstrated a need to enhance those messages. The team could not make specific recommendations as the message capability in colleague is very different from the existing system.

Summary of Findings: Recommendations are detailed in the next section. The recommendations are based on the following findings:

- A. **Blocks:** All of the existing course blocks are necessary to the proper management of student registration.
- B. **Communications:** When confronted with a course block, students do not receive, in all cases, sufficient information to understand why they have encountered a block or what they should or could do about it. Students do not receive clear instructions as to whom they need to contact.
- C. **Documentation:** The team was not able to find easily accessible information which defined blocks and college practice in how blocks are applied.
- D. **Future Projects:** Course blocks exist in a complex environment that includes implications for staff and student communications, policy, procedures, and technology. In order to be effective a better understanding of colleague and its message capabilities is essential. Smaller groups focusing on single or small groups of blocks would be an effective way of dealing with this complex environment.

RECOMMENDATIONS

#	RECOMMENDATION	COMMENT/FURTHER ACTIONS
1	<p>Existing Blocks - Maintain all existing blocks.</p>	
2	<p>Student Communications – Upon encountering a course block, students should receive sufficient information to quickly contact an appropriate information resource that can assist with the explanation or resolution of the block.</p> <p>Ideally students should be able to obtain explanation assistance at point of registration and resolution assistance (if appropriate) with a visit to any one campus.</p>	<p>Help Messages – To the extent possible, assure that all help messages provide the following information or lead the student to the following information:</p> <ol style="list-style-type: none"> 1. A clear definition of the block and its implications for the student. 2. The action steps a student must take to resolve the block, or if there is no resolution, a clear indication of the position (by title) or area with whom the student can discuss the block. 3. A clear description of where help can be found. This could be a phone #, web address, e-mail, or building location on a specific campus. <p>The team has been informed that the help messages in the Colleague system present complications not found in the Legacy system:</p> <ul style="list-style-type: none"> • Limited message field lengths • Web links are not available • Pre-formatted fields <p>Creative solutions will be required to overcome these complications once the college has sufficient experience with Colleague.</p>
3	<p>Course Block Information - Publish and broadly disseminate course block information. Documentation should include, but is not be limited to the following:</p> <ol style="list-style-type: none"> 1. Definition and purpose of the block. 2. Positions with authority to waive or administer blocks. 3. Definition of the policy or practice that supports the administration of the block. Example: When can a block be waived. 	<p>A. Since registration questions can be encountered at any service point (library, registration, counseling, etc.) it is important that course block information be broadly disseminated.</p> <p>B. Because the information is critical to staff and students it should be posted in the Student Handbook, the College Catalogue, and the college intranet, as appropriate.</p>

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4	Quality Assurance – Make quality assurance and process improvement a continuous, inherent practice to ensure consistency and adherence to policy and procedure.	This would require the development and implementation of a data collection process.
5	Course Block Projects – Establish appropriately sized project teams to focus on an individual block or groups of blocks.	<p>A. The accomplishment of recommendations 2-6 for any one block will require significant amounts of time. It is highly likely that a team focused on a subset of course blocks could develop a model that could be used as a structure for all blocks.</p> <p>B. These project(s) should be appointed after the college has sufficient experience with the new Colleague system.</p>
6	Priority Efforts	<p>A. Signature Blocks – Review for appropriate use of signature blocks in all programs of study.</p> <p>B. Overload – Policy and practice needs to be documented and disseminated. Criterion needs to be established</p> <p>C. Time Conflicts – Needs documentation of practice.</p> <p>D. Filled/Begun Sections – Examine policies and practices for consistency and ensure effective communications of same to appropriate audiences (students, faculty, staff, etc.)</p>

COURSE BLOCKS SUMMARY

* P=Programmatically, M=Manual

TYPE OF BLOCK	PURPOSE OR CAUSE OF BLOCK	MANDATE	APPLIED *	ACCESS/AUTHORITY TO REMOVE OR MANAGE	WAIVER REASONS	COMMENTS/NOTES
A. COURSE/BLOCK PERMISSIONS						
A1 - Filled Classes	The class requested is at maximum capacity	College	P	<ul style="list-style-type: none"> • Instructional units and Registration Services • CCE program developer 	Instructor's prerogative	Sources of block are room size, equipment needs, fire codes, instruction issues
A2 - Begun Classes	The class desired has already begun	College	P	<ul style="list-style-type: none"> • Instructional units and Registration Services instructor 1st week/director 2nd week/dean 3rd week • CCE program developer 	Instructor's or department's prerogative	Academic success may be at risk and obtaining a refund can be problematic
A3 - Time Conflicts	The class desired overlaps another class for which the student is registered	State	P	Authority for waiving rests with the Assistant to the Vice President for Instruction (Mitchell Hagler). Registration and Instructional staff has access to waive once approval is granted	The class overlap is very brief	<ul style="list-style-type: none"> • Waived on a limited basis as it is a serious audit issue • An Full Time Equivalent (FTE) is lost when approved • A Course Origination Document (COD) with an error may cause a waiver
A4 - Schedule Overloads	Student registers for more than 18 hours in fall/spring or more than 13 in summer	College	P	Faculty advisor, program chair, division director, instructional dean, assistant to the vice president for instruction	Evidence of ability to succeed	Student success at risk academic record should be carefully reviewed
A5 - Departmental Permissions /Signature	<ul style="list-style-type: none"> • To limit seats in a program • Program has competitive selection process. • To avoid student self-advisement • To prevent registration without proper prerequisites 	College	P	<ul style="list-style-type: none"> • Instructional units • Registration Services with permission • Health Science Instruction unit and admissions specialist 	Usually not waived unless it is a prerequisite block and demonstration of prerequisite completion is verified	Used mostly by instructional units such as Health Sciences, Human Services, Developmental Disabilities & Substance Abuse, and Nursing to ensure that students see them before registering

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A6 - Pre-Requisites	To require a student to take course(s) in appropriate order	State & College	P	<ul style="list-style-type: none"> • Instructional units • Registration Services with permission • Counseling/Advising 	Department waives based on college transcript or other evidence of knowledge such as work experience	
A7 - Co-Requisites	To require a student to take a course that must be taken during the same term as another course	State & College	P	<ul style="list-style-type: none"> • Instructional units • Registration Services with permission • Counseling/Advising 		
A8 - Excessive Incompletes/ Failures/ Withdrawals/ Successful Completions	The IFW block is given for too many occurrences of incompleteness, withdrawals, etc.	College	P	<ul style="list-style-type: none"> • Instructional units • Registration Services with permission 	None	Sometimes removed without adequate advising
A9 - Excessive Successful Completions or Repeats	Course has been taken and completed more than policy allows	State & College	P	Departmental permission required after 2 successful completions		<ul style="list-style-type: none"> • Dance & Music allow the students to repeat courses required for the degree majors • With exception of Dance & Music approval required after 2 successful completions • Most CCE Personal Interest Courses may be taken without limit
B. Administrative Holds						Because of sensitive nature, rights are limited
B1 - Disciplinary	Prevent student with disciplinary record from registering	College	M	Associate Vice President for Student Services	Disciplinary issue resolved	

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B2 - Money Owed	Block student who owes money from registering	College & State	M	<ul style="list-style-type: none"> • Cashiering • Registration Services with authorization • Sponsored Programs and/or CCE Accounting 	Balance and applicable fees received	<ul style="list-style-type: none"> • Results from insufficient funds when payment is made by check, credit card, etc. • Could result from Title 4 Financial Aid balance which is created when a Title 4 student drops all courses prior to the 60% point • Outstanding balances two years old or older are written off by the college as a bad debt and students are placed on Administrative hold • Results when a sponsor will not pay previously authorized charges
B3 - Other	Administrative or operational need such as duplicate social security number	College	M	Registration Services	Removed when issue is resolved.	Judiciously applied
C. Advisement Holds						
C1 - Standards of Progress	To ensure students get resources required for success when program GPA falls below predetermined points	College (Instituted by Faculty Senate)	P	First and second interventions are removed after consulting with faculty advisor; academic suspension can only be removed by a counselor	Faculty and counseling have discretion to limit credits taken or courses approved	Only applies to curriculum students in active programs. Requirements in Catalog (p. 68)

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C2 - Limited holds	For at-risk students. Also used for foreign students (F1's) where minimum TOEFL score is required. Limits hours taken and specifies courses that can be taken as decided by counselor/advisor	College (Counseling /Advising decision)	M	Can be removed by counselor or advisor assisting student	Evidence of success	
C3 - Title III Student Success	Programmatically ID's students in certain test score ranges (at risk) and directs them to Counseling/ Advising	Title III Grant.	P	<ul style="list-style-type: none"> • Counseling/Advising • Appropriate designees 	Evidence of success	
D. Age	Blocks individuals 17 years old or younger from registering	State	P	Registration Services	Proof of high school completion or documented evidence of eligibility to enroll under a State approved minors exception.	Requires documentation. Serious audit issues

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E. Appointment Date	<ul style="list-style-type: none"> • Applies only to curriculum students • Allows currently enrolled students to register before new and returning students 	College	P	Registration Services	No waiver	
F. Registration Method	Enforce appropriate registration method such as in-class registration	College	P	Instructional Units/Section Modification	Not applicable	No waiver: registration method must be changed in Course Origination Document (COD)
G. Payment	Require payment of funds	College	P	Registration Services/Cashiering	Automatically waived upon receipt of funds.	Students cannot change or adjust schedule until payment is received.