



**Ministry of Labour
Labour Management Services
Office of Collective Bargaining Information**

1996-97 to 2000-01 CAAT Academic Workload Trend Analysis

**An Analysis of
Standard Workload Form Records for
Full-Time Academic Staff of
Ontario Colleges of
Applied Arts and Technology
(revised)**

April 2004

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1. INTRODUCTION

This report presents the results of the trend analysis of the workload data from 1996-97 to 2000-01 for academic staff at the Ontario Colleges of Applied Arts and Technology. The survey analysed data compiled from the standard workload forms (SWFs). Under the terms of the 2001-03 collective agreement between the Ontario Council of Regents for the Colleges of Applied Arts and Technology and the Ontario Public Service Employees Union (representing college academic employees), academic staff supervisors are required to complete a SWF for each academic staff member.

The analysis was conducted by Collective Bargaining Information Services (CBIS), in consultation with the College Relations Commission Information Services (CRCIS) Advisory Committee. The terms of reference for the CRCIS Advisory Committee are set out in the Memorandum of Understanding appended to the 2001-03 college academic agreement.

2. SUBMISSION AND PROCESSING OF DATA

Each year, the colleges are asked to provide data from two snapshot weeks - one in the fall semester, and one in the winter semester - plus year-end totals. Where a snapshot week was between intakes, the colleges used the week immediately following the snapshot week.

Of the colleges:

- 23 submitted data in 1996-97
- 22 submitted data in 1997-98
- 23 submitted data in 1998-99
- 21 submitted data in 1999-2000
- 21 submitted data in 2000-01

Each year, CBIS' preliminary data checking included identifying and deleting duplicate and/or unusable records. The data were then converted to a standard record layout and entered into a database. A more detailed review of the data followed. CBIS then generated a series of verification reports for each college, who were encouraged to submit corrections.

2.1 Data Limitations

While the colleges and CBIS made every effort to ensure that the data were accurate and complete, certain limitations should be noted. Any conclusions drawn from the analysis

in this report should be viewed in light of the following:

- Full-time employees on reduced or less-than-full-time workload were not identified.
- Some colleges did not report any 'non-SWF' academic staff. CBIS does not know whether all the academic staff in these colleges had SWFs or whether the colleges reported only those academic staff with SWFs. (Staff for whom there are no SWFs are usually on leave.)

3. ANALYSIS OF THE DATA

As noted in Section 2, CBIS asked colleges to submit SWF data in each year for two snapshots and year-end total. The following sections highlight the changes from 1996-97 to 2000-01. Section 4 provides charts that outline the trends over time.

3.1 Classification of Academic Employees

3.1.1 Total Employees

The number of employees has decreased by 7.1%, from 6,041 in 1996-97 to 5,614 in 2000-01. See Chart 1 for the number of employees by year.

3.1.2 Type of Employee

From 1996-97 to 2000-01, the percentage of employees classified as professors increased from 91.2% to 96.3%. The largest difference occurred from 1996-97 to 1997-98, when the percentage increased from 91.2% to 96.8%. In 1998-99, the percentage declined slightly to 96.4%. Since then, the percentage has varied only slightly.

From 1996-97 to 2000-01, the percentage of counsellors increased from 2.2% to 2.9%. The percentage of librarians increased slightly from 0.4% to 0.6%, while the percentage of instructors decreased from 0.4% to 0.2%.

In 1996-97, colleges did not identify the type of employee for 0.5% of all employees. By 2000-01, this had decreased to 0%.

Chart 2 shows the percentage of employees classified as professors by year.

3.1.3 Position of Responsibility - Regular/Coordinator

From 1996-97 to 2000-01, the percentage of employees classified as regular staff in the fall snapshots decreased from 81.5% to 79.6%. The percentage of employees classified as regular staff in the winter snapshots decreased from 83.4% to 79.6%.

During the same period, the percentage of employees classified as Coordinator I in the fall snapshots increased from 12.2% to 14.4%. The percentage of employees classified as Coordinator II decreased from 6.2% to 5.7%.

In the winter snapshots, the percentage of employees classified as Coordinator I increased from 10.9% in 1996-97 to 14.3% in 2000-01. During the same period, the percentage of employees classified as Coordinator II increased from 5.7% to 6%.

In 1999-2000, two colleges reported employees classified as Coordinator III in both the fall and winter snapshots. These employees accounted for 0.1% of all staff. This percentage is unchanged for 2000-01.

In addition, one college reported employees classified as Coordinator 0.25 and Coordinator 0.5 in 2000-01.

Charts 3a and 4a show the percentage of employees classified as regular staff in the fall and winter snapshots by year. Charts 3b and 4b show the percentage of employees classified as coordinators in the fall and winter snapshots by year.

3.1.4 Service Status - Non-Probationary/Probationary

In 1996-97, 88.9% all staff were not probationary. This increased to 95.3% in 1998-99. Since then, the percentage has declined to 90.8% in 2000-01.

From 1996-97 to 2000-01, the percentage of all staff who were probationary increased from 5.1% to 8.9%.

In 1996-97, colleges did not specify the service status for 6% of the academic staff. This decreased to 0.3% in 2000-01.

Chart 5 shows the percentage of staff classified as non-probationary by year.

3.1.5 Reasons for no SWF

Colleges reported that 713 employees, or 11.8% of academic employees, did not have SWFs at anytime in the 1996-97 academic year. In 2000-01 colleges reported that 1,031

employees, or 18.4% of academic employees, did not have SWFs at anytime during the academic year. Table 1 outlines the various reasons for no SWFs (percentages are based on the number of employees who did not have any SWFs).

Table 1: REASONS FOR NO SWF, 1996-97 AND 2000-01

Reason for no SWF	1996-97 %	2000-01 %
LTD	12.9%	10.3%
Maternity/parental leave	1.0%	1.5%
Non-teaching assignment	20.3%	17.3%
Personal leave	7.4%	4.3%
Prepaid leave	1.3%	0.8%
Professional development	7.4%	3.9%
Project assignment	9.3%	2.7%
Sabbatical leave	2.4%	5.2%
Union business	1.0%	0.4%
Vacation	0.1%	0.1%
Other reasons/ not specified	36.9%	53.6%

Charts 6a and 6b, in Section 4, provide more detailed information about the reasons for no SWF.

3.2 Workload by Function

Article 11 of the collective agreement sets out a comprehensive formula for the determination of workload. The four factors to be considered are:

- teaching contact hours
- attributed hours for preparation
- attributed hours for evaluation and feedback
- attributed hours for complementary functions

3.2.1 Assigned Teaching Contact Hours

Article 11.01 I states that assigned teaching contact hours for an academic staff member in post-secondary programs shall not exceed 18 in any week, and for an academic staff

member not in post-secondary programs shall not exceed 20 in any week.

In the fall snapshots, the average number of weekly teaching contact hours decreased steadily from 14.2 in 1996-97 to 13.7 in 1999-2000. The average (13.7) remained unchanged in 2000-01.

In the winter snapshots, the average number of weekly teaching contact hours decreased steadily from 14.1 in 1996-97 to 13.6 in 1999-2000. Again, the average (13.6) remained unchanged in 2000-01.

Chart 7 shows the average teaching contact hours in the fall and winter snapshots by year.

3.2.2 Attributed Preparation Hours

Article 11.01 D sets out the method to be used for determining attributed preparation time, which is a ratio of assigned teaching contact hours to attributed hours for preparation. The attributed hours for preparation vary according to the type of course taught, the section of the course, and whether the staff member has taught the course before.

From 1996-97 to 2000-01, the average number of weekly attributed hours for preparation in the fall snapshots decreased steadily from 8.8 to 8.2. In the winter snapshots, the average number of weekly attributed hours for preparation decreased steadily from 8.7 to 8.1.

Chart 8 shows the average preparation hours in the fall and winter snapshots by year.

3.2.3 Attributed Evaluation and Feedback Hours

Article 11.01 E sets out the formula for determining evaluation/feedback time, which is a ratio of assigned teaching contact hours to attributed hours for evaluation and feedback. Attributed evaluation/feedback hours are calculated on a per student basis and vary according to the type of evaluation/feedback required for a course. Courses that require more than one type are assigned a 'combined' ratio based on the types of evaluation/feedback required.

From 1996-97 to 1998-99, the average number of weekly evaluation/feedback hours in the fall snapshots remained steady at 9.5. Since then, the average number of weekly evaluation/feedback hours decreased to 9.2 in 2000-01.

Similarly, in the winter snapshots, the average number of weekly evaluation/feedback hours remained steady at 8.9 from 1996-97 to 1998-99. Since then, the average number

of weekly evaluation/ feedback decreased to 8.6 in 2000-01.

Chart 9 shows the average evaluation/feedback hours in the fall and winter snapshots by year.

3.2.4 Hours for Complementary Functions

Article 11.01 F provides a weekly minimum allowance of five hours for routine complementary functions. Additional hours for complementary functions may be assigned.

In the fall snapshots, the average total number of hours for complementary functions increased from 9.5 in 1996-97 to 10.3 in 2000-01. In the winter snapshots, the average number of hours for complementary functions increased from 10.1 to 11 during the same period.

Chart 10 shows the average hours for complementary functions in the fall and winter snapshots by year.

3.2.5 Total Workload Hours

Article 11.01 B 1 states that the total workload shall not exceed 44 hours for any week for which there are teaching contact hours. Article 11.01 J 1 states that the maximum overtime is three total workload hours in any one week on a voluntary basis.

In the fall snapshots, the average total number of weekly workload hours decreased from 41.8 in 1996-97 to 41.2 in 2000-01. In the winter snapshots, the average total number of weekly workload hours decreased from 41.6 to 41.2 during the same period.

Chart 11 shows the average total workload hours in the fall and winter snapshots by year.

3.3 Teaching Contact Hours, excluding Coordinators

Article 14.03 A 3 of the collective agreement defines coordinators as those academic staff members who are responsible for providing academic leadership in the coordination of courses and/or programs. In addition to their regular salary, coordinators receive an allowance equal to one (Coordinator I) or two (Coordinator II) steps on the appropriate salary scale.

In 1999-2000, two colleges began reporting employees classified as Coordinator III. In 2000-01, one college reported employees classified as Coordinator 0.25 and Coordinator

0.5. In some cases, coordinators may also have a reduced number of teaching contact hours.

CBIS calculated teaching contact hours for all staff, excluding coordinators. The purpose of this calculation was to see what effect, if any, the inclusion of coordinators had on the average number of weekly teaching contact hours. For each snapshot, CBIS excluded from the calculation any employee coded as Coordinator I, II, III, 0.25 or 0.5. CBIS also excluded any records in which the teaching contact hours were reported as zero or blank.

In the fall snapshots, the average number of weekly teaching contact hours among regular staff decreased steadily from 14.7 in 1996-97 to 14.3 in 1999-2000. In 2000-01, the average number of weekly teaching contact hours increased slightly to 14.4.

Similarly, in the winter snapshots, the average number of weekly teaching contact hours among regular staff decreased from 14.6 in 1996-97 to 14.2 in 1999-2000. In 2000-01, the average number of weekly teaching contact hours in the winter snapshot increased slightly to 14.3.

Chart 12 shows the average teaching contact hours (excluding coordinators) in the fall and winter snapshots by year.

3.4 Weekly Student Contact Hours

For each snapshot week, CBIS calculated student contact hours per week. The calculation excluded any individual course data in which either the teaching contact hours or the class size was reported as blank or zero.

For each snapshot week, CBIS multiplied the teaching contact hours per course by the number of students in that course. The resulting number is the student contact hours per course. CBIS totalled the student contact hours per course for each academic staff member to arrive at the number of student contact hours per academic staff member. CBIS then divided the number of student contact hours per academic staff member by the number of academic staff members to arrive at the average number of student contact hours per week.

In the fall snapshots, the average number of weekly student contact hours decreased from 405.2 in 1996-97 to 389.4 in 2000-01. In the winter snapshots, the average number of weekly student contact hours decreased from 380.4 to 365.1 during the same period.

Chart 13 shows the average weekly student contact hours in the fall and winter snapshots by year.

3.5 Classification of Courses by Type of Preparation Factor and Type of Evaluation/Feedback Factor

Attributed preparation time is based on the type of course taught, the section of the course and whether the staff member has taught the course before. Attributed evaluation/feedback time is based on the number of students and the type of evaluation/feedback required.

3.5.1 Type of Preparation Factor

Article 11.01 D 1 identifies the classifications of courses, with preparation factors ranging from 0.35 to 1.10 hours per assigned teaching contact hour. CBIS excluded data that reported the preparation factor as blank or zero. Table 2 and Table 3 show the distribution of the preparation factors in the fall and winter snapshots. Percentages are based on the number of courses.

Table 2: PREPARATION FACTORS IN FALL SNAPSHOTS, 1996-97 AND 2000-01

Preparation Factor	1996-97	2000-01
New (factor 1.10)	16.3%	12.0%
Established A (factor 0.85)	2.1%	1.4%
Established B (factor 0.60)	50.1%	56.0%
Repeat A (factor 0.45)	4.2%	3.6%
Repeat B (factor 0.35)	26.9%	26.7%
Other (combination of two or more factors)	0.4%	0.3%

Table 3: PREPARATION FACTORS IN WINTER SNAPSHOTS, 1996-97 AND 2000-01

Preparation Factor	1996-97	2000-01
New (factor 1.10)	14.2%	11.8%
Established A (factor 0.85)	1.6%	1.1%
Established B (factor 0.60)	54.7%	59.2%
Repeat A (factor 0.45)	3.5%	3.2%
Repeat B (factor 0.35)	25.6%	24.5%
Other (combination of two or more factors)	0.5%	0.2%

Charts 14 and 15, in Section 4, show the distribution of preparation factors in the fall and winter snapshots by year.

3.5.2 Type of Evaluation/Feedback Factor

Article 11.01 E 1 identifies the types of evaluation/feedback that students may require. CBIS excluded data that reported the evaluation/feedback factor as blank or zero. Table 4 and Table 5 outline the evaluation/feedback factors in the fall and winter snapshots. Percentages are based on the number of courses.

Table 4: EVALUATION/FEEDBACK FACTORS IN FALL SNAPSHOTS, 1996-97 AND 2000-01

Evaluation/Feedback Factor	1996-97	2000-01
Essay/Project (factor 0.03)	37.6%	37.3%
Routine or Assisted (factor 0.015)	13.1%	10.3%
In-Process (factor 0.0092)	7.1%	7.0%
Combined (two or more factors)	42.2%	44.9%

Table 5: EVALUATION/FEEDBACK FACTORS IN WINTER SNAPSHOTS, 1996-97 AND 2000-01

Evaluation/Feedback Factor	1996-97	2000-01
Essay/Project (factor 0.03)	37.1%	39.3%
Routine or Assisted (factor 0.015)	13.2%	10.1%
In-Process (factor 0.0092)	6.9%	7.6%
Combined (two or more factors)	42.7%	43.0%

Charts 16 and 17, in Section 4, show the distribution of evaluation/feedback factors in the fall and winter snapshots by year.

3.6 Class Size

Article 11.01 E 3 addresses class size. No prescribed limits are set out in the agreement, but class size is used in the formula for determining evaluation/feedback time. Thus, it has an impact on the overall workload. CBIS excluded from the analysis any class sizes that were reported as blank or zero.

In the fall snapshots, the average class size decreased from 30.8 students in 1996-97 to 30.3 students in 2000-01.

In the winter snapshots, the average class size decreased slightly from 29.1 students in 1996-97 to 28.7 students in 2000-01.

Chart 18 shows the average class size in the fall and winter snapshots by year.

3.7 Number of Course Preparations

Article 11.01 D 2 states that no more than four different course preparations shall be assigned in a given week, except by voluntary agreement.

In the fall snapshots, the average number of course preparations decreased from 2.9 in 1996-97 to 2.8 in 1997-98 and 1998-99. In 1999-2000, the average number of course preparations increased to 3 and then decreased slightly to 2.9 in 2000-01.

In the winter snapshots, the average number of course preparations decreased from 2.9 in 1996-97 and 1997-98 to 2.8 in 1998-99. In 1999-2000, the average number of course preparations in the winter snapshots increased to 3 and then decreased slightly to 2.9 in 2000-01.

Chart 19 shows the average number of course preparations in the fall and winter snapshots by year.

3.8 Number of Course Sections

Article 11.01 D 2 states that no more than six different course sections shall be assigned in a given week, except by voluntary agreement.

In the fall snapshots, the average number of course sections decreased from 4.4 in 1996-97 to 4 in 1998-99. In 1999-2000 and 2000-01, the average number of course sections rose to 4.3.

Similarly, in the winter snapshots, the average number of course sections decreased from 4.3 in 1996-97 to 4 in 1998-99. In 1999-2000 and 2000-01, the average rose to 4.2.

Chart 20 shows the average number of course sections in the fall and winter snapshots by year.

3.9 Yearly Totals

3.9.1 Total Teaching Contact Hours

Article 11.01 K 3 states that the total number of teaching contact hours per academic year shall not exceed 648 for teachers in post-secondary programs and 760 for teachers not in post-secondary programs.

The average total number of teaching contact hours per academic year decreased steadily from 462.1 in 1996-97 to 432.4 in 1999-2000. In 2000-01, the average total number of teaching contact hours per academic year rose to 437.6.

Chart 21 shows the average number of yearly teaching contact hours by year.

3.9.2 Total Teaching Contact Days

Article 11.01 K 1 states that the total number of teaching contact days per academic year shall not exceed 180 for teachers in post-secondary programs and 190 for teachers not in post-secondary programs.

The average total number of teaching contact days per academic year decreased from 164.1 in 1996-97 to 160.3 in 2000-01. Chart 22 shows the average number of yearly teaching contact days by year.

3.9.3 Total Teaching Contact Weeks

Article 11.01 B 1 states that the maximum number of teaching contact weeks per academic year is 36 for teachers in post-secondary programs and 38 for teachers not in post-secondary programs.

The average number of teaching contact weeks per academic year decreased from 33.5 in 1996-97 to 32.7 in 2000-01. Chart 23 shows the average number of yearly teaching contact weeks by year.

4. CHARTS

Section 4 contains charts that provide more detailed information about the data in this survey. The charts are listed below for the reader's convenience.

Chart 1 Number of Employees

Chart 2	Professors (percentage of all staff)
Chart 3a	Positions of Responsibility - Fall Snapshots (Regular staff as percentage of all staff)
Chart 3b	Positions of Responsibility - Fall Snapshots (Coordinators as percentage of all staff)
Chart 4a	Positions of Responsibility - Winter Snapshots (Regular staff as percentage of all staff)
Chart 4b	Positions of Responsibility - Winter Snapshots (Coordinators as percentage of all staff)
Chart 5	Non-Probationary Employees (as percentage of all staff)
Chart 6a	Five Most Common Reasons for No SWF
Chart 6b	Reasons for No SWF (percentage of all reasons)
Chart 7	Average Teaching Contact Hours
Chart 8	Average Preparation Hours
Chart 9	Average Evaluation/Feedback Hours
Chart 10	Average Hours for Complementary Functions
Chart 11	Average Total Workload Hours
Chart 12	Average Teaching Contact Hours (excluding coordinators)
Chart 13	Average Weekly Student Contact Hours
Chart 14	Distribution of Preparation Factors - Fall Snapshots
Chart 15	Distribution of Preparation Factors - Winter Snapshots
Chart 16	Distribution of Evaluation/Feedback Factors - Fall Snapshots
Chart 17	Distribution of Evaluation/Feedback Factors - Winter Snapshots
Chart 18	Average Class Size
Chart 19	Average Number of Course Preparations

Chart 20	Average Number of Course Sections
Chart 21	Average Number of Yearly Teaching Contact Hours
Chart 22	Average Number of Yearly Teaching Contact Days
Chart 23	Average Number of Yearly Teaching Contact Weeks

For more information about the survey or this document, contact:

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Chart 1
Number of Employees

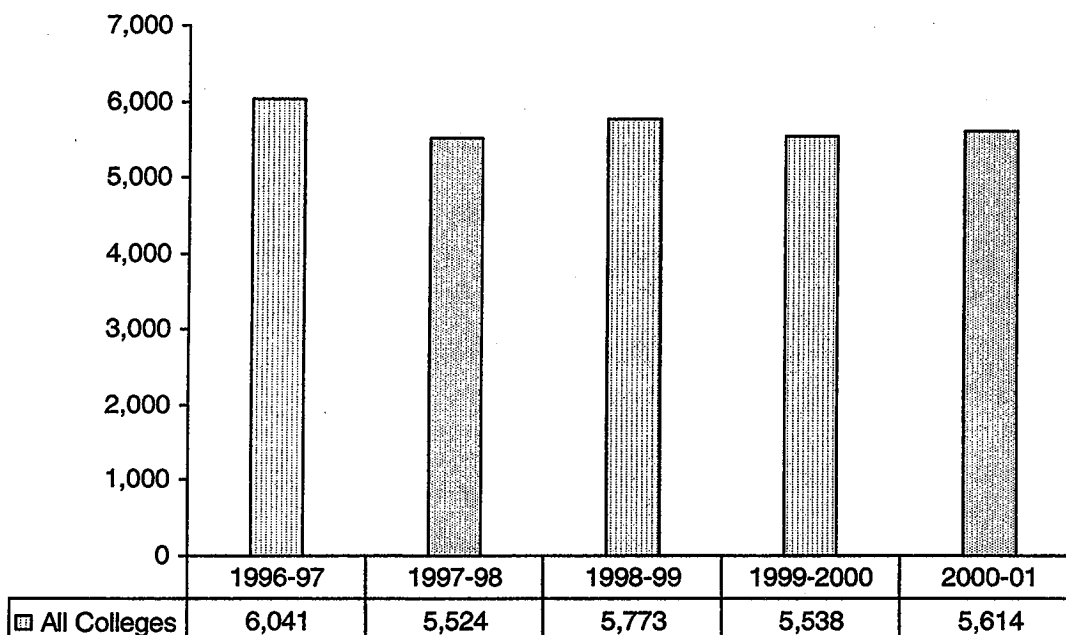


Chart 2
Professors (percentage of all staff)

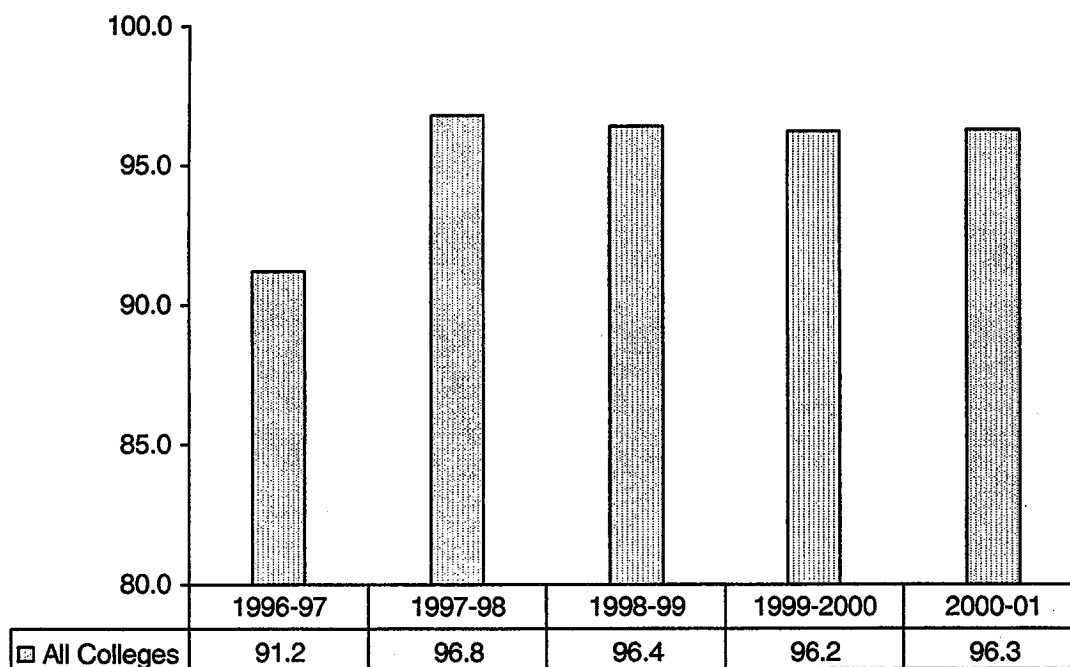


Chart 3a
Positions of Responsibility - Fall Snapshots
(Regular staff as percentage of all staff)

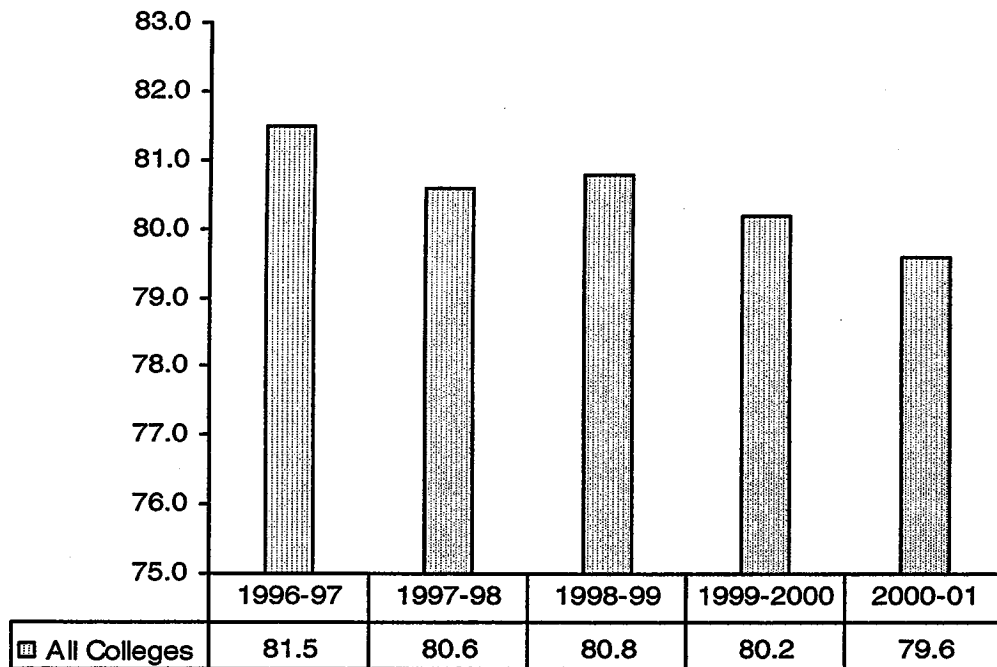


Chart 3b
Positions of Responsibility - Fall Snapshots
(Coordinators as percentage of all staff)

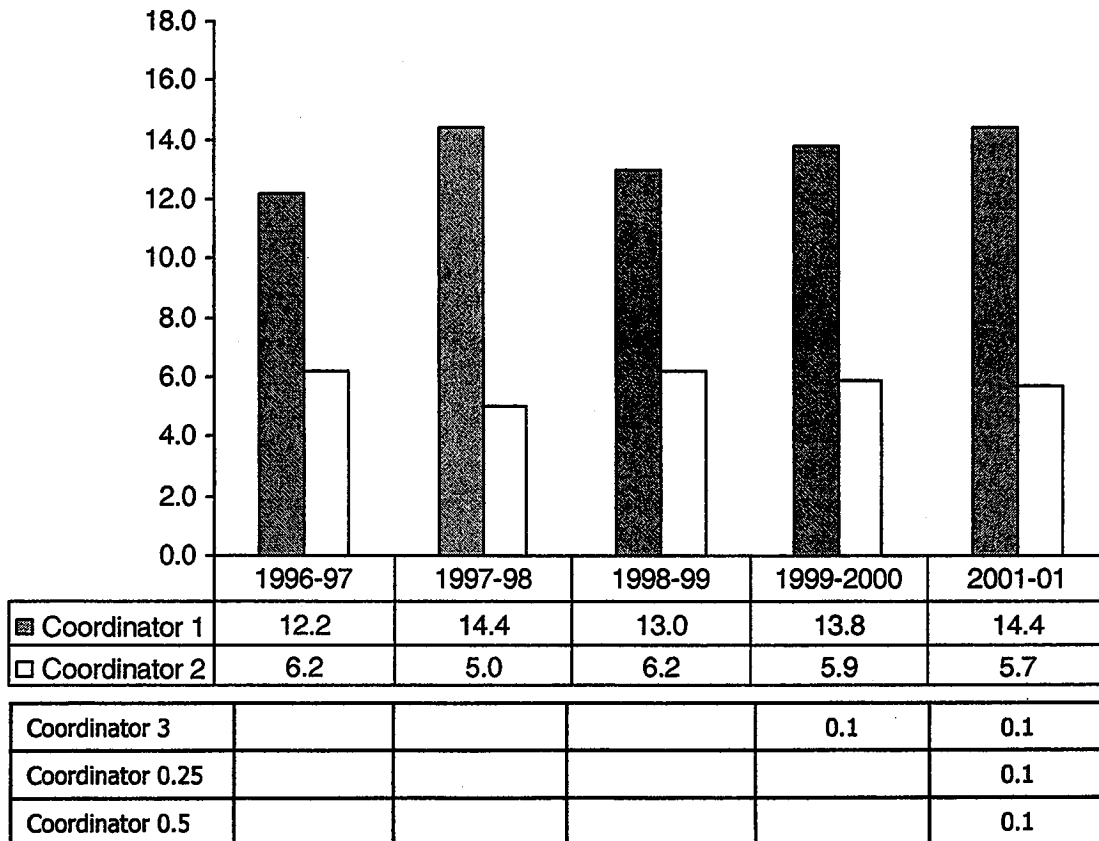


Chart 4a

**Positions of Responsibility - Winter Snapshots
(Regular staff as percentage of all staff)**

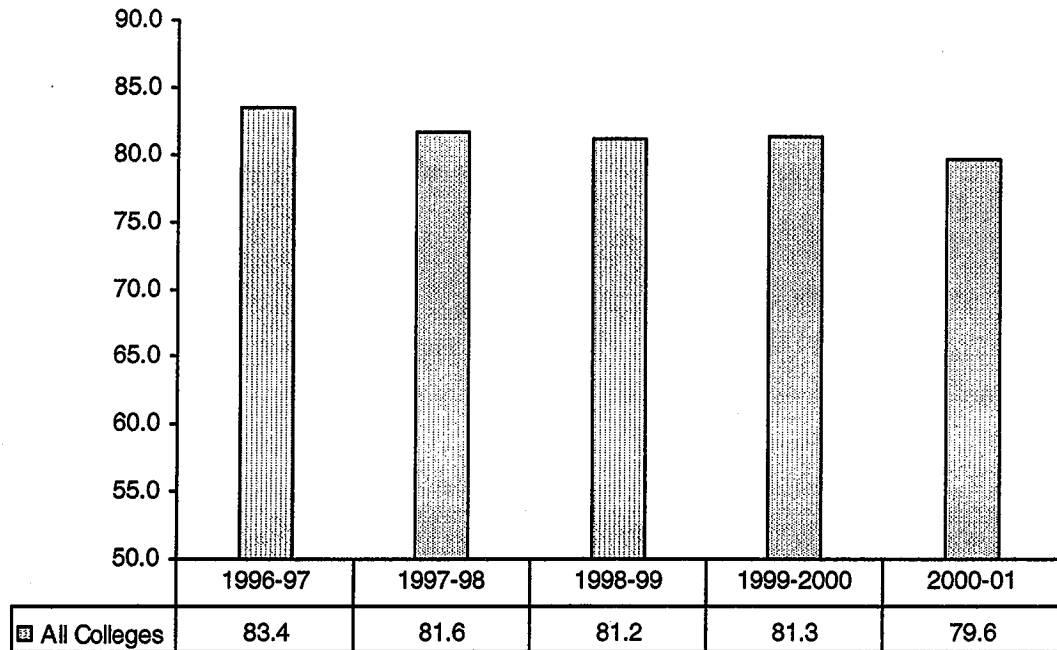


Chart 4b

**Positions of Responsibility - Winter Snapshots
(Coordinators as percentage of all staff)**

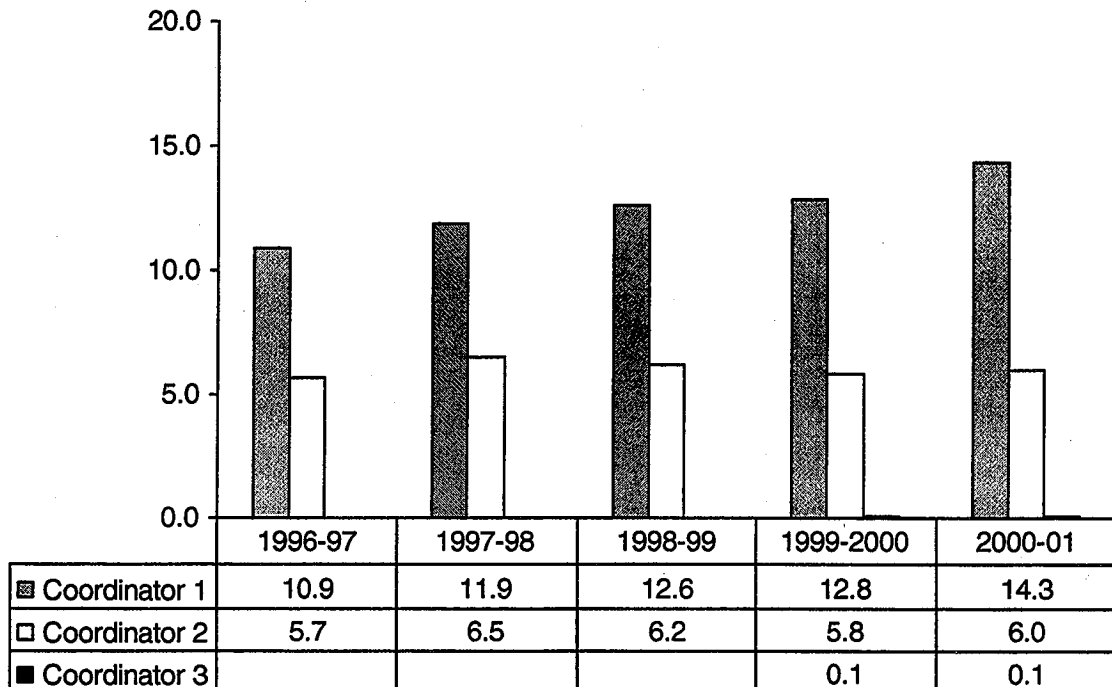


Chart 5
Non-Probationary Staff (as percentage of all staff)

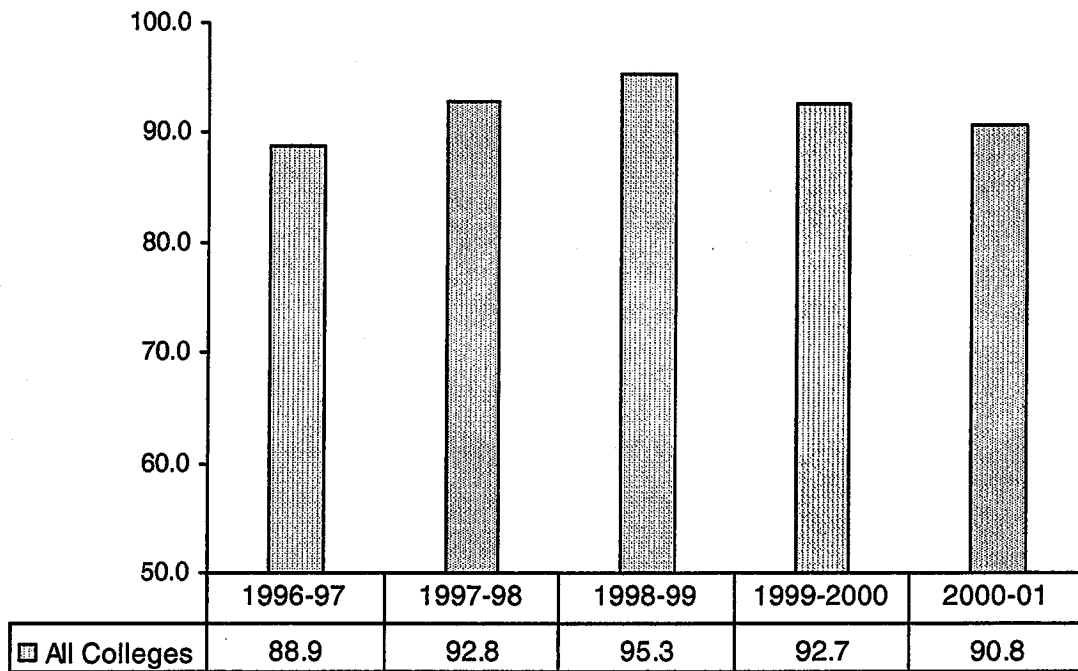


Chart 6a
Five Most Common Reasons for No SWF

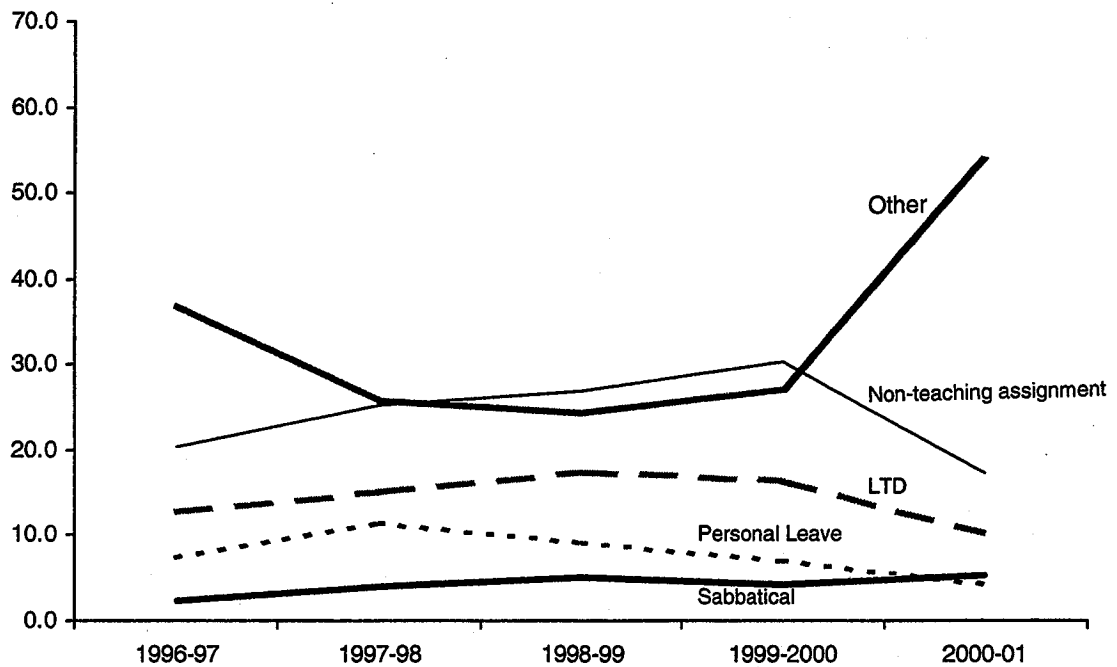


Chart 6b
Reasons for no SWF
(Percentage of all reasons)

	1996-97	1997-98	1998-99	1999-2000	2000-01
LTD	12.9	15.1	17.5	16.3	10.3
Maternity/Parental Leave	1.0	1.2	1.1	0.5	1.5
Non-teaching assignment	20.3	25.3	26.9	30.2	17.3
Personal Leave	7.4	11.4	9.1	7.0	4.3
Prepaid Leave	1.3	0.8	0.2	1.6	0.8
Professional Development	7.4	6.4	9.1	6.7	3.9
Project Assignment	9.3	8.3	5.7	5.4	2.7
Sabbatical	2.4	3.9	5.1	4.1	5.2
Union Business	1.0	1.0	0.8	0.8	0.4
Vacation	0.1	0.6	0.3	0.3	0.1
Other	36.9	25.9	24.3	27.1	53.6

Chart 7
Average Teaching Contact Hours

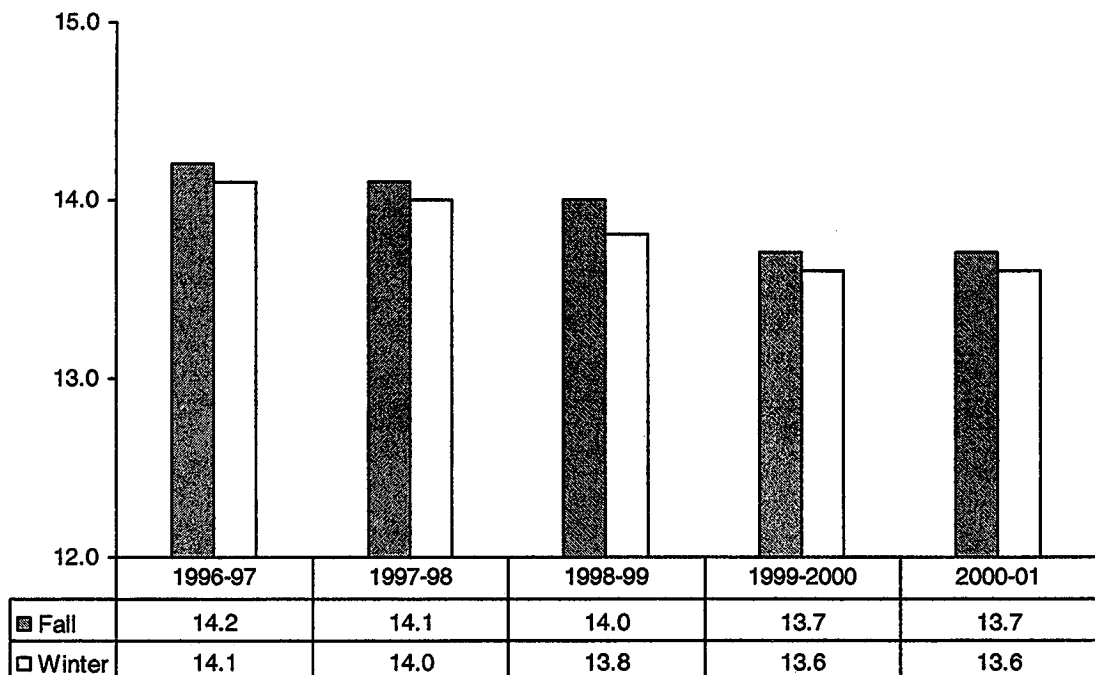


Chart 8
Average Preparation Hours

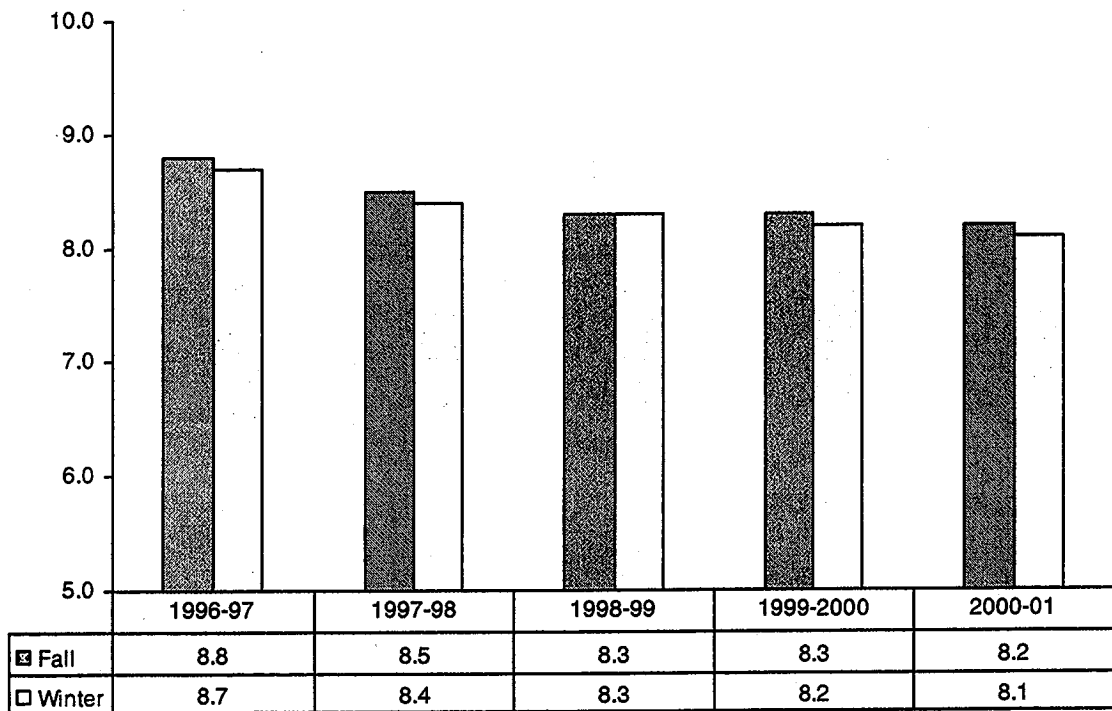


Chart 9
Average Evaluation/Feedback Hours

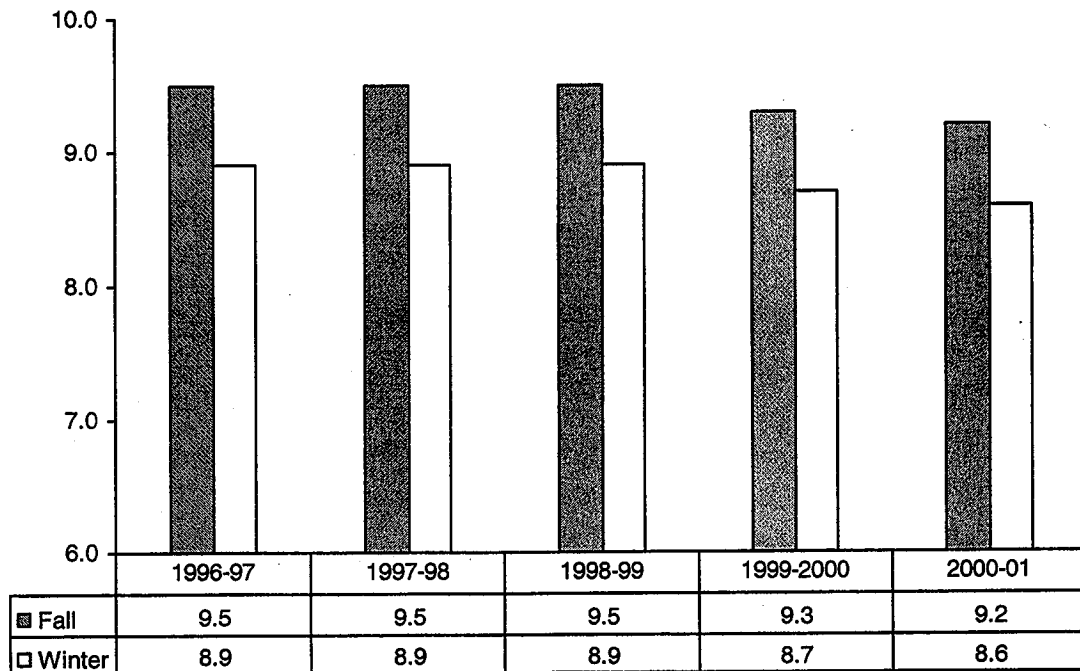


Chart 10
Average Hours for Complementary Functions

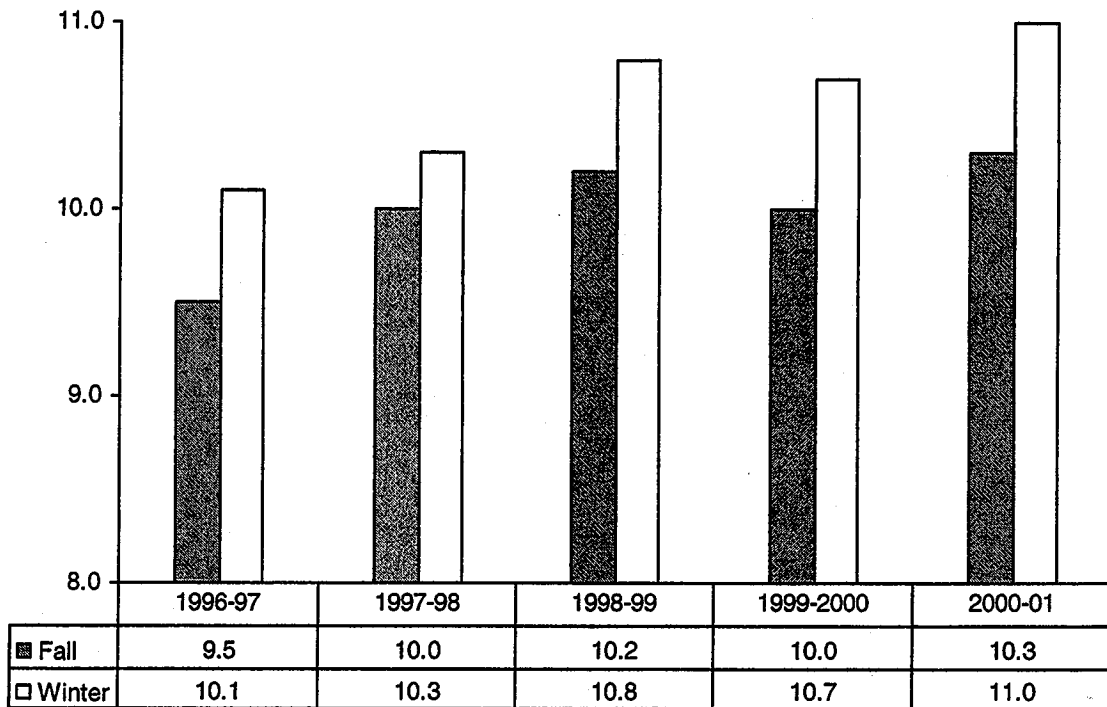


Chart 11
Average Total Workload Hours

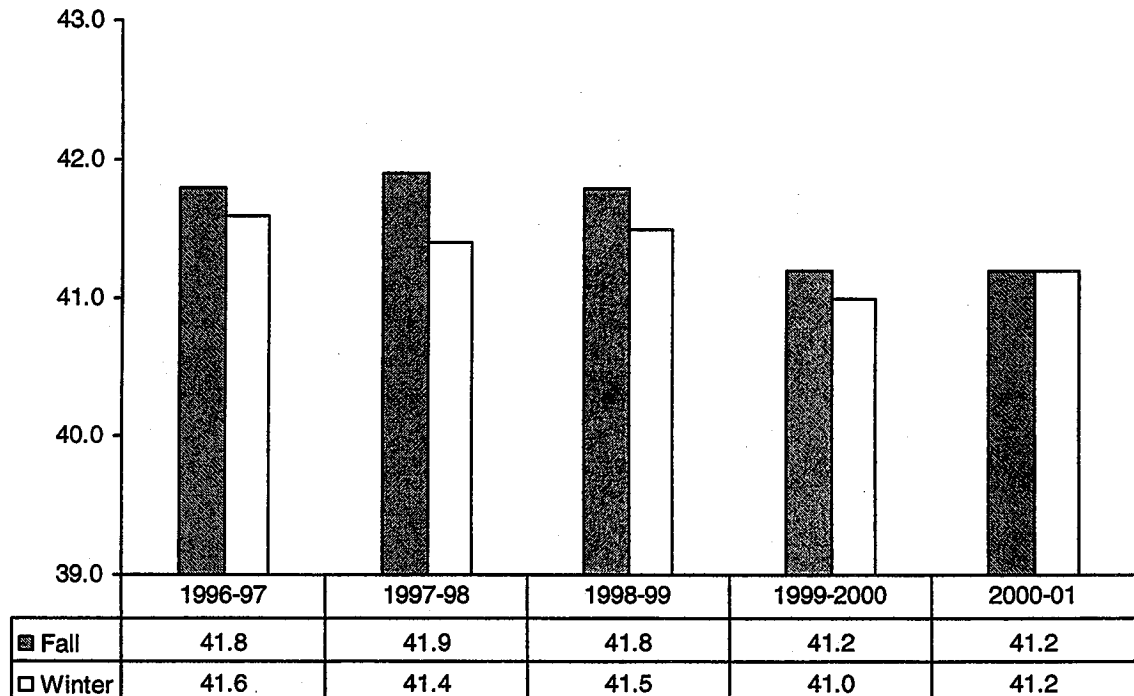


Chart 12
Average Teaching Contact Hours
(excluding coordinators)

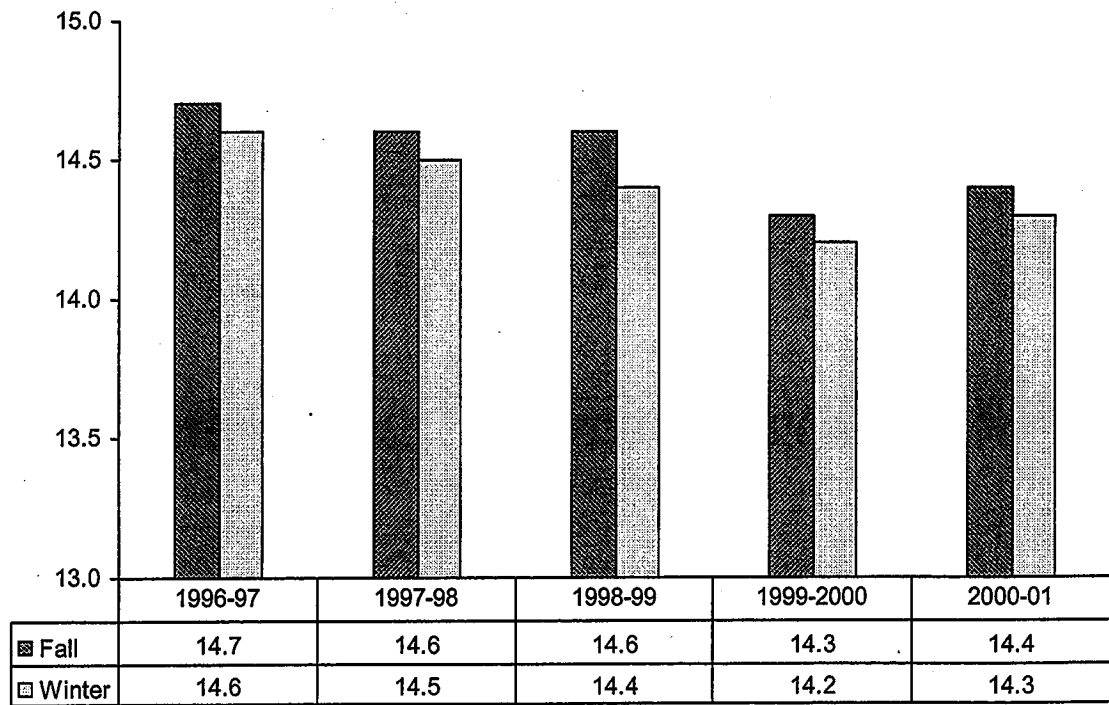


Chart 13
Average Weekly Student Contact Hours

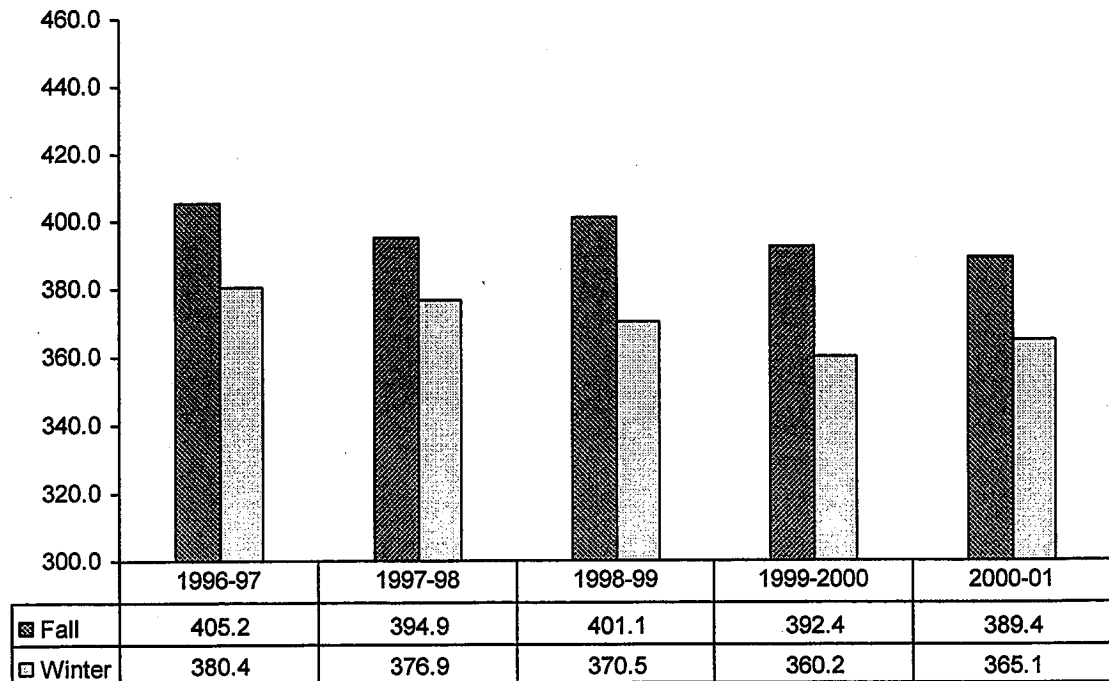


Chart 14
Distribution of Preparation Factors
Fall Snapshots

Preparation Factor	1996-97	1997-98	1998-99	1999-2000	2000-01
New (1.10)	16.3	13.3	11.7	12.8	12.0
Established A (0.85)	2.1	1.6	1.7	1.2	1.4
Established B (0.60)	50.1	53.5	54.4	54.5	56.0
Repeat A (0.45)	4.2	4.4	4.6	3.5	3.6
Repeat B (0.35)	26.9	27.2	27.6	28.0	26.7
Other	0.4	0.0	0.0	0.0	0.3

Chart 15
Distribution of Preparation Factors
Winter Snapshots

Preparation Factor	1996-97	1997-98	1998-99	1999-2000	2000-01
New (1.10)	14.2	12.0	11.6	11.9	11.8
Established A(0.85)	1.6	1.6	1.3	1.2	1.1
Established B(0.60)	54.7	57.4	57.5	58.2	59.2
Repeat A(0.45)	3.5	3.5	3.5	3.1	3.2
Repeat B(0.35)	25.6	25.5	26.1	25.6	24.5
Other	0.5	0.0	0.0	0.1	0.2

Chart 16
Distribution of Evaluation/Feedback Factors
Fall Snapshots

Evaluation/Feedback Factors - Fall	1996-97	1997-98	1998-99	1999-2000	2000-01
Essay Project (0.03)	37.6	39.1	38.5	36.9	37.3
Routine Assisted (0.015)	13.1	10.9	10.9	10.8	10.3
In-Process (0.0092)	7.1	5.6	6.9	6.8	7.0
Combined	42.2	44.4	43.7	45.5	44.9

Chart 17
Distribution of Evaluation/Feedback Factors
Winter Snapshots

Evaluation/Feedback Factors - Winter	1996-97	1997-98	1998-99	1999-2000	2000-01
Essay Project (0.03)	37.1	39.7	39.3	39.3	39.3
Routine Assisted (0.015)	13.2	10.6	9.6	9.5	10.1
In-Process (0.0092)	6.9	7.2	6.6	6.6	7.6
Combined	42.7	42.4	44.5	44.6	43.0

Chart 18
Average Class Size

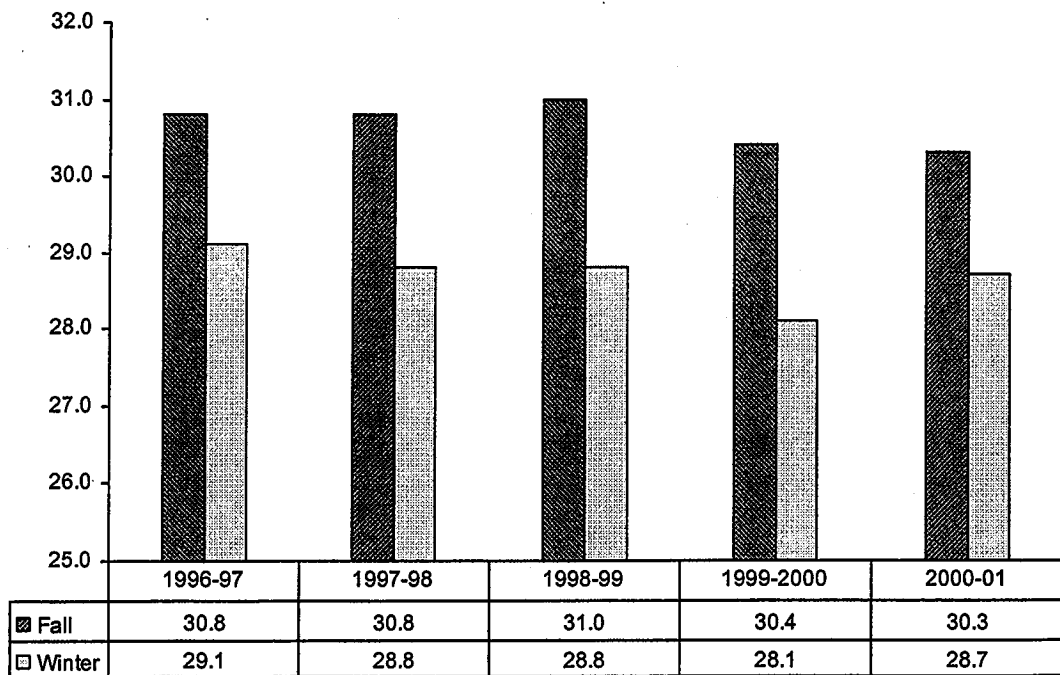


Chart 19
Average Number of Course Preparations

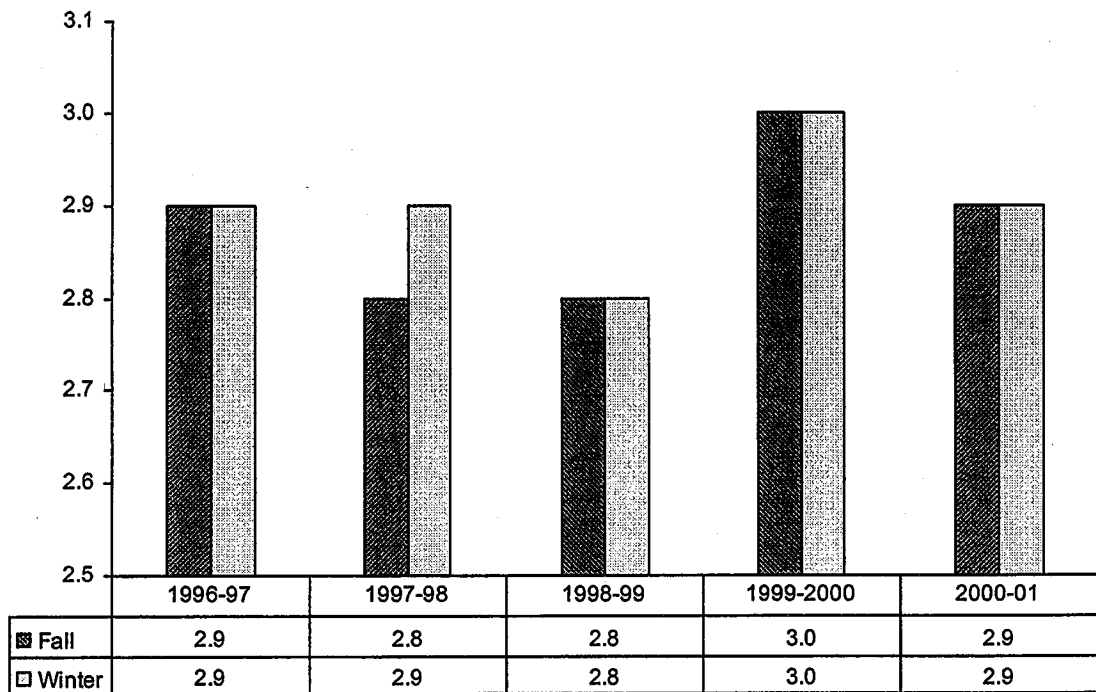


Chart 20
Average Number of Course Sections

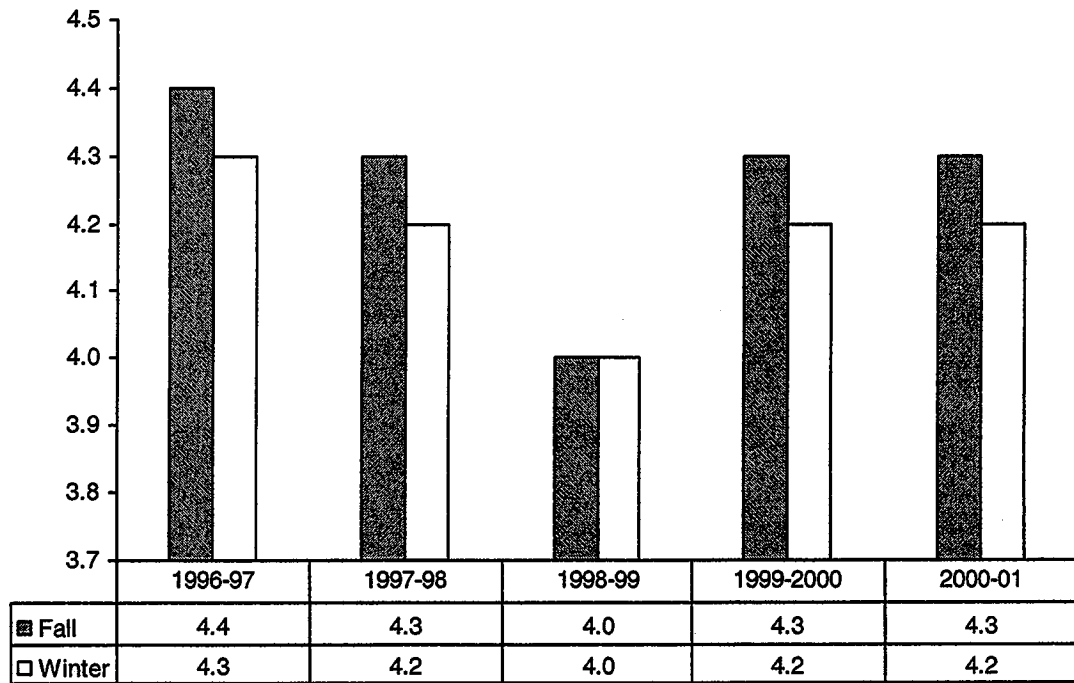


Chart 21
Average Number of Yearly Teaching Contact Hours

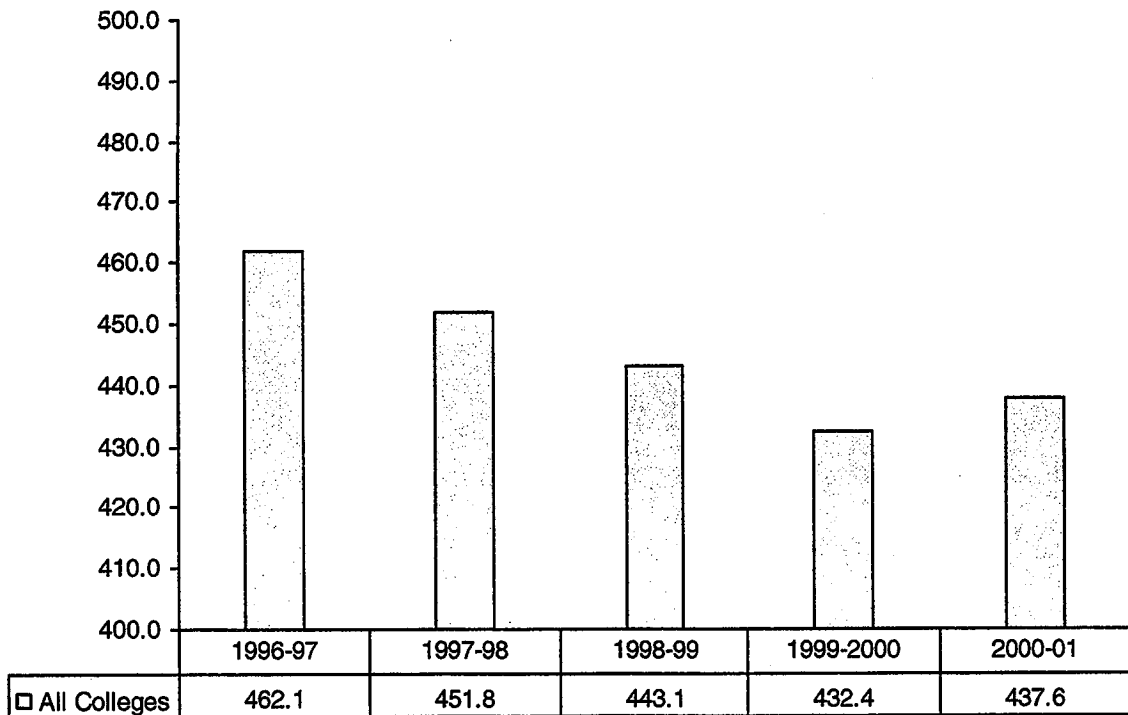


Chart 22
Average Number of Yearly Teaching Contact Days

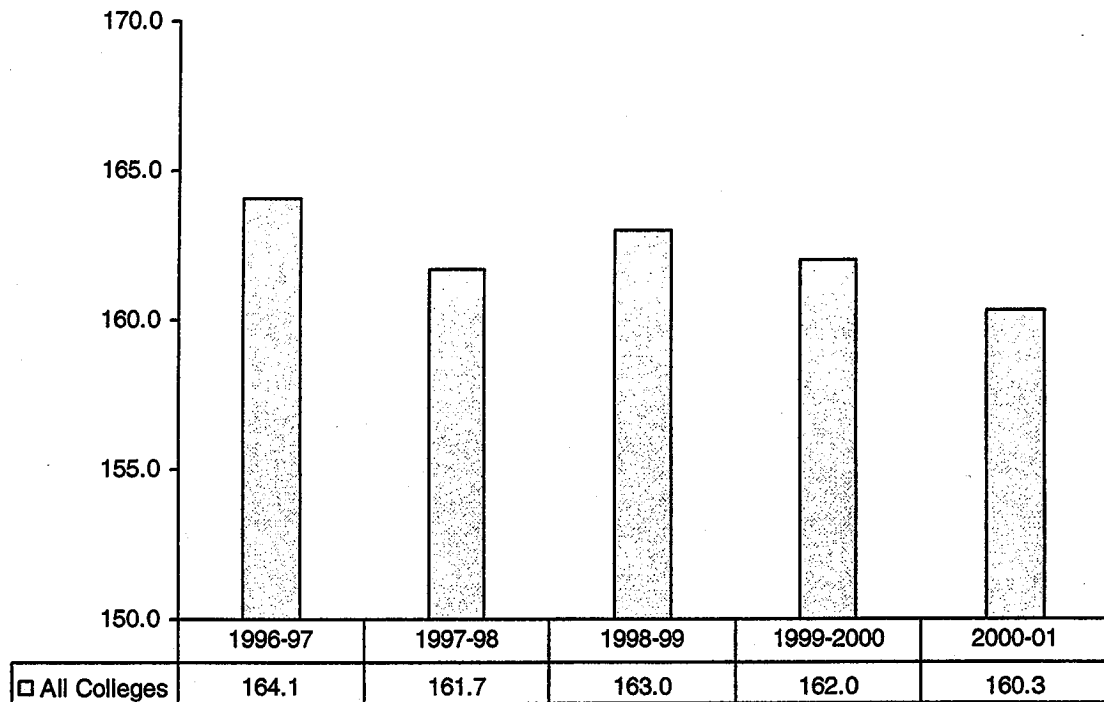


Chart 23
Average Number of Yearly Teaching Contact Weeks

