Student Services
Departmental Goals and Assessment Plans 2011 -2012

Department Name: Enrollment Services

Departmental Goals for 2011-2012

1. **Implement Online Graduation Application**

Strategic Priority: Improve Student Access and Success
Objective II E – Improve student completion of desired educational goals: certificates, degrees, and successful transfer to four year colleges and universities.

2. **Implement Online Residency Application**

Strategic Priority: Improve Student Access and Success
Objective II E – Improve student completion of desired educational goals: certificates, degrees, and successful transfer to four year colleges and universities.

3. **Implement Online Grade Changes**

Strategic Priority: Improve Student Access and Success
Objective II E – Improve student completion of desired educational goals: certificates, degrees, and successful transfer to four year colleges and universities.

Project (Assessment) Title: Faculty and student feedback will present evidence on how the Banner Waitlist function is working for Faculty and students.

College Priority & Objective
Strategic Priority II: Improve Student Access and Success
Objective II D: Implement best practices to improve student participation in advising, learning support and non-curricular activities =that are related to student persistence.

Methodology
From a technology perspective, the Waitlist function is working as expected since introduced Spring 2011. However, there is not an avenue to properly assess how faculty and students experience the Waitlist function. Enrollment Services will gather evidence on the Waitlist function from faculty and students through focus groups and through Banner assessment.

> **Focus Group**
> Two focus groups (faculty and student) will be organized. The focus groups will participate in an organized discussion and also complete a questionnaire. Faculty and student feedback will be assessed and provide evidence on how the Banner Waitlist function is working for them. The focus groups will meet during 2011 Fall semester.

> **Banner Assessment**
> Assessment will focus on students and faculty. Possible assessment includes the number of students who participate in the waitlist process. Do students exhibit evident trends? Is student retention higher?
> Assessment will also be conducted to identify if there are fewer faculty add requests and permits submitted since introducing the waitlist function.
> Class assessment will include identifying if there is a higher concentration of full classes. Also, identifying the number of students registered in specific classes who were registered from the waitlist.

Use of Results
The focus groups will provide useful information that will be significant on how the waitlist works for faculty and students. This will give us the opportunity to report the findings back to Faculty Senate. Enrollment Services will be able to fine-tune our waitlist procedures and processes. Also, the feedback will give us the knowledge in order to improve and revise our self-service product.

Results/Findings

Student Assessment
A student waitlist assessment survey was conducted between October and November 2011. The survey asked eight questions to a variety of students. Surveys were conducted by staff members in the following departments: Testing Center, Student Express, Student Life, Academic Advising, Veterans and Enrollment Services. Also, surveys were conducted by a faculty member in a class environment. There were a total of 236 returned surveys. The student survey provided the following insight:

Question
1. The majority of the students using the waitlist have attended less than one year. The waitlist is a good tool for the first year student who often registers last for classes.
2. The majority of student using the waitlist are not active in student activities/clubs/events and/or student employment and do not use the waitlist as much as those students who are not involved in activities. This is logical as students who are involved in student activities register earlier in the semester.
3. 61% of students use the waitlist option to add. 39% of students use the waitlist option to search. While only 24% use the waitlist option to drop. The majority of students are successful when using the waitlist to add; this illustrates the waitlist is moving and provides a procedure to add students in desired classes.
4. 50.4% of students expressed they have had difficulties with the waitlist process, while 49.6% did not experience difficulties. The two main difficulties for students was the waitlist was full (58%) and the students who waited to add the class after the waitlist notification was expired (36%).
5. 73% students were successful in adding a class after receiving a notification. 27% students were unable to add a class.
6. Only 35% of students were aware of the waitlist tutorials. Of those 35% students who watched the tutorials, 91% expressed the tutorials were useful.
7. 71% of the students expressed that the waitlist is not a fair and equitable way for all students to add classes. The complaints centered on the fact that the waitlists were full and that students were dropped after missing the notification.
8. On a scale from 1 to 10 with 1 being *Satisfied* 12% choose satisfied; 12% choose 1-2; 30% choose 3-4; 19% choose 5-6; 19% choose 7-8; and 7% choose 9-10. This shows the majority of students are satisfied with the waitlist.
9. Combined themed comments:
    o Student's main complaint is that the waitlists are full. This main complaint does not reflect on the waitlist function, but it does reflect that high demand classes are full.
    o The next highest complaint concerns the waitlist notification. Students who do not use the SLCC mymail account also do not review the waitlist notifications. As a result, their waitlist seat is dropped.
    o Faculty should be able to add students above the class cap – the way it use to be.
    o Most students like the waitlist; they just don't like how they are notified.
    o The waitlist function gives opportunity to the serious student.
    o Priority seating should be for the student who does not audit.

Waitlist Survey Assessment Totals

1. I am a current student and have attended SLCC for:

5 yrs or more	4 years	3 years	2 years	1 year	less than 1		Total
13	12	28	56	46	81		236

2. On a scale from 1 to 10 I consider myself involved in student activities/clubs/events and/or student employment:

Not Active	1 - 2	3 - 4	5 - 6	7 - 8	9 - 10	Active	Total
73	53	41	27	27	20	5	236

3. In what ways have you used the waitlist:

Searched		Added		Dropped		Total
101		156		62		257

4. Have you experienced difficulties with the waitlist process:

No			Yes				Total
117			119				236
	W.L. full	Hold	No Submit	Expired			
	69	15	21	43			

5. If you received an email notification to add a class from the waitlist, were you able to add a seat in the class:

No		Yes					Total
60		160					220

6. Are you aware of the Waitlist Tutorials

No	Yes						Total
153	83						236

Did you watch the tutorials

No	Yes						Total
26	35						61

Were the tutorials helpful

No	Yes						Total
3	32						35

7. Is the Waitlist a fair and equitable way for all students to add classes?

No	Yes						Total
161	64						225

8. On a scale from 1 to 10 please rate your satisfaction with the waitlist

Satisfied	1 - 2	3 - 4	5 - 6	7 - 8	9 - 10	Unsatisfied	Total
26	27	66	42	42	14	3	220

Recommendations and responses as a result of the student survey:
- Updated the waitlist appearance on Student Self-Service.
- Added a Waitlist column on MyPage searchable schedule.
- Included pertinent waitlist verbiage and instruction on MyPage.
- Updated the nine waitlist tutorials with additional instruction. Posted the tutorials for easier student access.
- Worked with the Scheduling Office on defining waitlist setup with cross listed classes, class capacity, concurrent enrollment, duplicate courses, etc.
- Included waitlist information on the Getting Started and Orientation.
- Added the goal to our project list to generate a text notification in addition to the email notification.

Faculty Focus Group

Summer and Fall of 2011, a group was organized to review the waitlist functions and faculty experiences with the intention to propose constructive recommendations. The committee had representation from a variety of faculty members, division chairs, IT staff members, administrative assistants, enrollment services staff members, scheduling office and student leadership. The committee met consistently through the summer and fall. Presentations were given in Faculty Senate, Academic Department staff meetings, and Student Services Department staff meetings.   Faculty and Staff members responded through in person and email communication with feedback on their waitlist experience. Complaints and concerns were discussed at the focus group meetings.

Recommendations and responses as a result of the Faculty Focus Group committee:

- **Waitlist Cap** – Waitlist caps are set at 20% of class capacity, across the board. (IE: a class with capacity of 30 would have 6 waitlist seats.) Waitlist capacity was initially set at a 10 seats per class. Numerous faculty members reported frustration when waitlisted students failed to attend class the first week. However the number was concerning because most classrooms do not have the seating for an additional 10 students. There was also concern when Faculty attempted to maintain class enrollment and follow through with the waitlist process, therefore the wait list number was changed to a percentage (20%) of the class seats.

- **Waitlisted students and class attendance –** the new messaging for waitlisted students is: *Waitlisted students need to attend the first day of class and receive instructions from the faculty member.* In the past, several waitlisted students would attend the first day of class in hopes of procuring a spot in a full course. This often caused problems since the result of too many students in classrooms violated seating capacity. Now with fewer students on the waitlist (the 20% capacity) faculty members will better be able to manage their class room enrollment. Therefore waitlisted students will be advised to attend the first day of class to receive instructions from faculty. Only registered and waitlisted students attend the first day of class.

- **Waitlisted students with holds** – update the waitlist restrictions to restrict students with holds from ability to be on a waitlist. For consistency purposes and to ease confusion, students with holds on their records will be restricted from the waitlist.

- **Extension of add period –** In order to accommodate students *and faculty*, the add period was changed from seven calendar days to seven business days. Many Faculty expressed concerns when they had only 5 business days and some faculty had only one class period to maintain class enrollment. For most Faculty the 7 calendar day add period was simply equal to the previous 5 business day add period providing little additional time.

  Faculty expressed they did not have enough time to complete administrative drops and class maintenance. This was evident as there was a higher volume of enrollment services add/drop email requests. Enrollment Services received 2,398 email add-drop requests. This is approximately 1000 more email requests compared to last year.

  It is important that drops and adds be completed during the add period. The correct procedure creates a student audit trail that is often required for future reference. With two additional business days, faculty will have sufficient time to maintain class enrollment.

- **Faculty Administrative drops** - Faculty members were encouraged to drop students for nonattendance during the7-day add period. The waitlist will continue to move as non attending students are dropped from the class and waitlisted students add classes.

- **Communication marketing campaign** - Communication on new policy and procedure was presented to Faculty, Department and Division Chairs, Dean's Council, Faculty Senate, and Senior Leadership Council. Training and communication was presented at Student Services department staff meetings and various committee meetings. Communication was also sent to students with instruction on the new policies and procedures.

Banner Assessment
Banner assessment included tracking waitlist statistics. The goal was to evaluate if students were able to move from the waitlist to a class seat successfully. Waitlisted movement was identified by the amount of registration attempts; class registration was compared with the waitlist enrollment; and the most preferred waitlisted classes were identified.

Waitlist Movement
A significant finding was the considerable amount of shifting with the waitlisted students as they dropped and added. There were 9,530 registration attempts by the waitlisted student during Summer 2011. There were 18,725 registration attempts by the waitlisted student during Fall 2011.

Semester	Attempts to Add	Attempts to Drop	Total Attempts
Summer 2011	4,735	4,795	9,530
Fall 2011	14,183	4,542	18,725

Class Registration Compared to Waitlist Enrollment
In classes with full capacity, approximately 40% of class enrollment is a result of waitlisted students.

Summer 2011	Enrolled Seats	Total WL Seats	WL Seats Taken
May 31 2011	34885	16060	677
Fall 2011	**Enrolled Seats**	**Total WL Seats**	**WL Seats Taken**
Aug 29 2011	93431	37065	6086

Preferred Waitlisted Classes
English and Math are the most preferred waitlisted classes with Chemistry, Biology, Physics, Communication wavering. Some considerations include: department scheduling practices and timelines; some classes do not have waitlists; some classes are scheduled earlier in the semester; some classes are cancelled; and some are setup with different parameters.

Summer 2011							
09-May		**16-May**		**23-May**		**31-May**	
Course	# of Sections	Course	# of Sections	Course	# of Sections	Course	# of Sections
ENGL	50	ENGL	52	ENGL	47	ENGL	30
MATH	45	MATH	40	MATH	14	MATH	6
CHEM	25	CHEM	21	CIS	10	FHS	6
CIS	16	CIS	9	CHEM	9	SOC	5
PHYS	9	PHYS	9	SOC	5	CIS	4
COMM	8	HIST	9				

Fall 2011							
04-Jul		**11-Jul**		**18-Jul**		**25-Jul**	
Course	# of Sections	Course	# of Sections	Course	# of Sections	Course	# of Sections
ENGL	22	ENGL	36	ENGL	58	ENGL	68
MATH	17	MATH	23	MATH	32	MATH	50
CHEM	13	CHEM	19	CHEM	25	CHEM	25
BIOL	7	BIOL	7	BIOL	9	BIOL	10
PHYS	6	PHYS	7	PHYS	9	PHYS	12
01-Aug		**08-Aug**		**15-Aug**		**22-Aug**	
Course	# of Sections	Course	# of Sections	Course	# of Sections	Course	# of Sections
ENGL	88	ENGL	108	ENGL	130	MATH	152
MATH	61	MATH	87	MATH	127	ENGL	140
CHEM	31	CHEM	33	COMM	35	COMM	43
BIOL	14	COMM	17	CHEM	36	CHEM	40
PHYS	13	BIOL	15	ART	24	ART	33

Conclusion

The student assessment, faculty focus committee and the Banner assessment provided useful information that has been significant on how the waitlist works for faculty and students. Results and feedback from the student assessment provided the information we needed to create a waitlist that is user friendly. We were able to construct a strategic training plan including nine waitlist tutorials. Also, Enrollment Services has worked closely with the Scheduling Office on refining the waitlist setup in synch with class setup.

The Faculty Focus Committee received substantial waitlist feedback and was able to move forward with new policy and procedure. The majority of responses from Faculty and Staff were positive. In addition, there was affirmative feedback concerning the waitlist at this last year's Faculty Senate. Faculty especially is pleased with the waitlist function. Faculty can rely on the waitlist for an equitable process to add additional students. The waitlist in addition with the new add period policy creates a system where faculty do not have to be a "registration coach" and deal with students who demand to attend classes well after the add period (drop-ins).

Enrollment Services has been able to fine-tune our waitlist procedures and processes as a result of this assessment project. The results gave knowledge and insight in order to improve and revise our waitlist function and our self-service product.

Project (Assessment) Title: Enrollment Services will provide training and instruction on entering grades and LDA's and evaluate if the training was effective in reducing the amount of missing grades.

College Priority & Outcome
Strategic Priority II: Improve Student Access and Success
Objective II E: Improve student completion of desired educational goals, certificates, degrees and successful transfer to four year colleges and Universities

Methodology
Missing grades are increasing each semester. The majority of the missing grades are E grades that require Last Day of Attendance (LDA). Enrollment Services will provide training and instruction on entering grades and LDA's and evaluate if the training was effective. Training will be provided at the Adjunct Faculty Training Academy and also to the academic department with the highest number of missing grades.

> **Adjunct Faculty Training**
> Enrollment Services will provide faculty training at the Adjunct Faculty Training Academy. The presentation will address policy and procedures for submitting grades and LDA's. Assessment will be conducted at the end of the term. Faculty attending the training will be identified and assessed on the number of correctly entered grades.

> **Department Training**
> Enrollment Services will collect missing grades and identify faculty members who have missing grades and LDA's. The missing grade assessment will begin summer semester, 2011. Enrollment Services will provide training to the academic department with the highest number of missing grades. Assessment will include the comparison of grade submissions of summer and fall semester, 2011, from the selected academic department. Data will be gathered to assess improvement in the grade submissions of the academic department when entering E grades and LDA's.

Learning Outcome
As a result of training, faculty members will be able to enter grades and LDAs correctly and understand the significance of the LDA with regard to Financial Aid, Veteran's Benefits and Registration Appeals.

Use of Results
Faculty who understand the policy and procedures of entering grades and LDAs will provide accurate reporting of student grades which will ensure accurate transcripts. In addition, grade error reports will be diminished when faculty members understand the importance of entering the LDA.

Results/Findings
Faculty training on the requirement for and the accurate submission of the LDA entry was provided by:

1. College-wide Email Instructions from the Registrar,
2. Attending the Adjunct Instructor Academy
3. Attending Faculty Orientation
4. Attending the annual Professional Development Day
5. Attending the Fall and Spring Convocations

Through this training, faculty learned about the correct LDA format and the importance of an accurate LDA for students who receive financial aid and/or Veteran's Benefits.

Faculty grade entries were evaluated for LDA correctness during fall semester of 2011 and spring semester of 201220. Two faculty from the disciplines of Communication (COMM), Education (EDU), Health and Lifetime Activities (HLAC), Math (MATH), Paralegal Studies (PLS), Welding (WLDG) and Writing (WRTG) who attended at least one form of training were evaluated for LDA accuracy.

The following table indicates that the faculty who received "in person" training were successful in entering grades of E with an accurate LDA.

"In Person" Training Evaluation

| Discipline/Department	Faculty Trained	LDA entered accurately/correctly	201140 Goal 50%	201220 Goal 75%
COMM	4	Yes	Yes/100%	Yes/100%
EDU	4	Yes	Yes/100%	Yes/100%
HLAC	4	Yes	Yes/50%	Yes/100%
MATH	3	Yes	Yes/50%	Yes/75%
PLS	2	Yes	Yes/50%	Yes/100%
WLDG	2	Yes	Yes/50%	Yes/75%
WRTG	2	Yes	Yes/75%	Yes/100%

The evaluation of grade rosters for accurate LDA entry indicates that "in-person" LDA instruction is an effective instructional method to inform faculty of LDA requirements and accurate entering of LDAs. Anecdotally, faculty has also indicated that the Registrar emails are also very effective in detailing the required format for submitting LDAs.

Due to the results of this LDA evaluation, future faculty training should be combined with the Registrar Emails each semester and "in person" training.
Administrative Assistants attended training designed by Enrollment Services and completed an anonymous survey afterward. The survey asked questions to evaluate their knowledge of entering grades with accurate LDAs and assisting faculty in their areas who have questions about entering accurate LDAs.

The following graphs indicate the survey questions and responses to TRUE/FALSE statements. Each graph is also evaluated.

Question #1 The last date of attendance (LDA) is required for all grades.
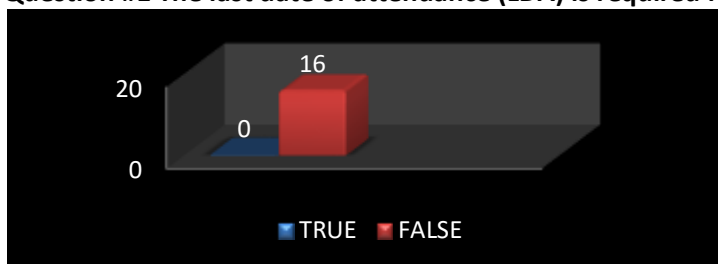
False: The LDA is required for "E" grades.
All the survey respondents marked this question as False. It is clear the Administrative Assistants have a clear understanding of the need for an LDA when a failing grade is submitted. The training provided on this concept appears adequate. Future training must include this information as a reminder to administrative assistants and in an effort to help them assist their faculty who has questions about submitting failing grades and LDAs.

Question #2 The LDA is only required for "E" grades.
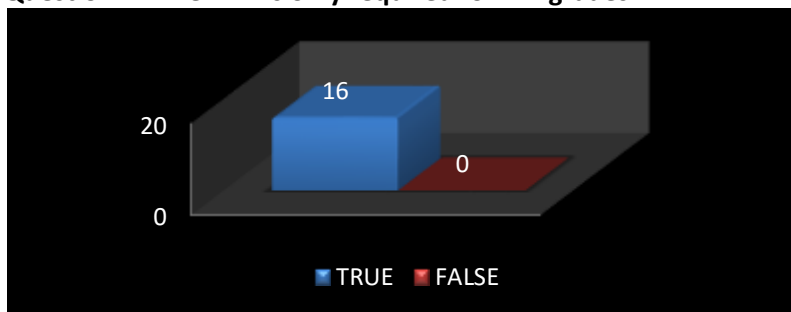
True: The LDA is only required for "E" grades.
The survey respondents again show a clear understanding of the need for an LDA to be entered when students are issued a failing grade. The training on this issue appears to be accurate. However, when the grade errors are analyzed each semester LDAs are constantly entered for non failing grades. Future training is warranted on this topic so administrative assistants can assist faculty in their division/department.

Question #3 The only correct format for the LDA is 01/10/2012.Two Digit Month/Two digit Date/Four Digit Year
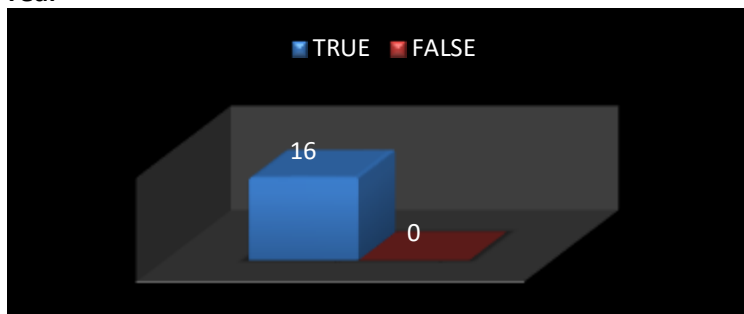

TRUE: The only format accepted by Banner that will "save" the grades and accept submission is the Two Digit Month/Two Digit Date/Four Digit Year (01/10/2012)
The responses to this question also indicate that administrative assistants understand the format for submitting an accurate LDA. This question appears to indicate that administrative assistance have a clear

understanding of the accurate format for submitting a Last Day of Attendance for failing grades. Due to the nature of the format requirements and even though the responses were accurate, future reminders on the correct format are warranted in Administrative Assistance training sponsored by Enrollment Services.

Question#4 The LDA is required for students receiving Financial Aid and/or Veteran's Benefits.
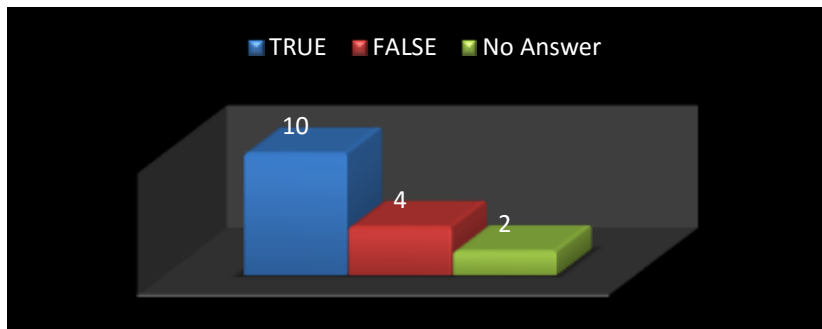
TRUE: The LDA is crucial for students earning grades of E who also receive financial aid and/or Veterans benefits.
This graph shows that the respondents need further training on this issue. This will be included in future Administrative Assistant training provided annually by Enrollment Services.

Question #5 I am comfortable answering faculty questions about entering grades.
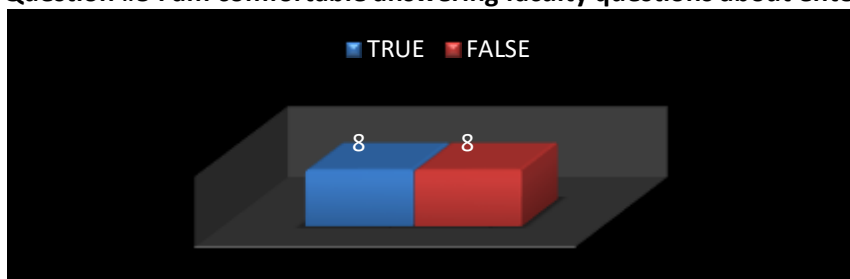
TRUE or FALSE – Respondents are either comfortable or not comfortable answering faculty questions.
This question was used in the survey to determine how comfortable administrative assistants were when assisting faculty in their division/department. Because half the respondents did not appear to be comfortable answering faculty questions about entering failing grades and LDAs it is imperative that further training be provided to administrative assistants during the annual Enrollment Services Administrative Assistance training.

Three respondents provided additional anecdotal comments. The comments are included below.
- "I just send them a copy of info from you"
- "Faculty need more information about if students have never attended a class why is last date of attendance the First Day of semester if they never attend class at all!"
- "I have no idea really since I expect my faculty to enter grades and I can't get into their Banner Page".
- These anecdotal comments also indicate that administrative assistants require additional training. Assisting faculty members will be included in future administrative assistant training provided by the annual Enrollment Services training.

Recommended Future Actions
Enrollment Services will provide "in person" training to faculty and administrative assistants during future faculty meetings and during the annual Administrative Assistant training.

Future presentations at faculty meetings at the Adjunct Faculty Convention, the Faculty Convention and the Fall and Spring Convocations are warranted. Perhaps "in person" LDA training could be offered during the Fall Convocation on August 21, 2012, the Adjunct Faculty Conference on October 27, 2012 and the Faculty Convention on April 13, 2013.

Also, LDA training could be presented at Division/Department meetings each semester to provide further instruction to faculty on the requirement for the LDA when students earn failing grades, the required format and the crucial requirement for the LDA when students receive financial aid or Veteran's benefits..

The Registrar's Email campaign should continue to allow LDA information dissemination to all adjunct and regular faculty who may not attend the Adjunct Faculty Convention, the Faculty Convention or the Fall and Spring Convocation. It is also important to continue the practice of sending this information to Enrollment Services at Taylorsville/Redwood, South City, Jordan and Miller campuses. Staff members in Enrollment Service can be a vital part of the training of faculty and administrative assistants on the requirements for the LDAs, the format of the LDA and can be key players in explaining importance of submitting an LDA for students with financial aid and/or Veterans benefits.

A" pop up message" on MyPage would be helpful that appears when faculty members click on their faculty tab. The pop up message would provide instruction on when to enter an LDA, show the correct format for the LDA and provide details on the requirement that the LDA is necessary when students earn failing grades and the importance of entering the LDA for students receiving financial aid and/or Veteran's benefits.

Recent Developments
In an effort to assist faculty, the Registrar recently requested that a "date picker" be added to the Grade Roster so faculty members can "click" on the last day of attendance which would ensure the accurate format. This is another crucial step to assist faculty as they enter failing grades and LDAs.