

Educational Planning Committee
Report for Academic Year 2017-2018
Student Access 2.3: Decrease Late Registration
Presented by Jonathan Eldridge

Please keep the report to a maximum of 2 pages for each objective.

1. EMP Recommendation and Objective (Include narrative from 2015-2018 strategic plan)

EMP Recommendation Student Access 2: Assess and make changes as needed in the class scheduling practices throughout the Marin Community College District, including the consideration of various non-traditional scheduling options, additional distance education offerings, and new career technical education courses and programs to meet business and community needs. Develop, implement and annually assess plans for more effective, accessible scheduling practices.

Includes the following:

- Community Responsiveness 5 which states: Assess and make changes as needed in the class scheduling patterns and practices, so that the times, days, and methods of delivering instruction match the needs of commuters and working adults; and
- Student Access 4 which states: Develop, implement and annually assess plans to improve student access, including enrollment at the Indian Valley Campus.

Objective SA2.3: Decrease the proportion of students who register late for classes.

2. What actions have been taken toward achieving the objective? Please describe. (reference action steps when relevant).

Action Step 3.1 is to assess the procedures and practices for late registration; implement needed changes. Toward this objective and the action step, the College is:

- Improving student communication about deadlines
- Improving student knowledge of the benefits of priority enrollment
- Expanding priority enrollment periods to give students a clearer advantage and increase more utilization
- Making enrollment process easier
- Adjusted hold limits to allow students to carry a larger balance before being blocked from enrollment

3. Are you on track to achieve this objective? What evidence supports your judgment of progress made toward this objective?

While the percentage of students registering late appears to be down slightly, the difference isn't significant. More research into the real impact of late registration may be warranted (in other words, who is registering late and how different is their course success versus those who register early?). It may be that registering after the start of courses is not a driver in relation to success—but instead is either a symptom or byproduct of other factors that deserve the real attention.

As to evidence, qualitative evidence suggests the following:

- Some students will always add classes after they start. This is a “shopping period” where students make changes to their schedule
- Offering more late-start classes will enable students with last minute motivation to find courses that enable a later start without reduced instruction (plans are underway to strategically increase late-start offerings)
- Faculty need training on add authorization codes and roster management in order to ensure the data can really show a true picture

Performance Indicator SA2.3: Percent of students registering for classes after the class start date is lower than baseline of 30% with decreasing trend over three years. (Baseline: April 15, 2015 for Spring semester, 70% of students were enrolled for 100% of their courses no later than the course start date.)

Percent of Students Registering for Classes After Class Start Date						
Baseline Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
30%	29%	32%	29%	31%	28%	28%

Source: Argos Registration Report (First Census)

4. Have you achieved this objective? Yes No If not, why not?