Grossmont-Cuyamaca Community College District

Business Process Analysis:

Student Success – from Application to Completion

March 31 through April 2, 2014

Strata Information Group

<u>Workshop Outline</u>

The Grossmont-Cuyamaca Community College District (GCCCD) continues to focus energy and resources on working with students in the pursuit of their goals. As part of the effort to improve student success, the College is working with Strata Information Group (SIG) to analyze and improve the underlying processes that support students. This analysis yields four primary outputs:

1) Identification of significant opportunities to improve student success

2) An ideal process map to be used to align the colleges – faculty, staff and students

3) Setting the trajectory for the future

4) Clear implementation steps, including plans to fully utilize technology

To meet the objectives, a Business Process Analysis (BPA) workshop was conducted to examine the process – from application for admission to completion of degree, certificate, or transfer. The objectives of the workshop included the following:

- Review the principles of Business Process Analysis (BPA)

- Map the existing processes

- Analyze the process maps and identify obstacles and potential opportunities for improvement

- Design a new, "ideal" process to clarify the path for students, enhance support for their success, reduce the number of steps, and scale for growth

Participants represented Counseling, Faculty, Admissions and Records, Financial Aid, DSPS, Academic Affairs, Continuing Education, Assessment, EOPS, CalWorks, Student Services, and IS. All groups were well represented. Kari Blinn, from SIG, facilitated the workshop. Participants were engaged, energetic, candid, and creative. They articulated the issues with the current processes – and generated terrific opportunities for improvement. This document contains the contents and outcomes of the group's efforts.

<u>Process Themes/Issues</u>

Process mapping is a technique used to visualize and to correct process problems. The group reviewed the following symptoms:

- Choke points – when all paths lead to a single person
- Layering – adding automated steps on top of paper steps
- End runs – disregarding the established process entirely and jumping to the end
- Shadow systems – entering the same data in multiple systems – e.g. Excel, Access
- Exception-based – complexity resulting from "one time five years ago, event ABC happened"
- Unintended consequences "downstream"
- Not scalable – the process breaks under increased volume
- Focus on symptoms rather than roots
- Paper-heavy – long, opaque, sequential, inefficient

Observations

During the workshop, participants identified issues with the current processes. Themes included the following:

- Enrollment process is long and unnecessarily complex
    - Represents obstacles for some students
    - Many steps
    - Silos exist between departments and colleges
    - Paper-heavy
    - Cumbersome
    - Confusing for some – especially those new to college
- Significant differences between the two colleges – students are caught in the middle
- Many separate systems – "lots of moving parts"
- "We don't have the option to stay the same" – now is the time to act – "we can do better"
- Looking at the process together helps to overcome obstacles – there is great value in working together
- Terrific depth of experience and knowledge among the participants
- Desire to align the colleges in support of students
- "We're committed to our students, but our processes are not"

It is our hope that the following items may be helpful for the project:

- Experts in the group confirmed that high school grades and high school tests have the best correlation with student success in college. Therefore,
    - Include ways to utilize this information rather than a single assessment test
    - Validate multiple measures for assessing students preparation
    - Honor a student's preparation by utilizing multiple measures
- Providing more information to students and counselors, earlier in their experience, would improve the likelihood of success. Therefore,
    - Implement eTranscripts in order to use a student's high school and college work in assessment/placement, advising, pre-requisite checking, degree audit, educational planning, and completion
    - Fully implement UAchieve's Transfer Articulation functionality – including 24/7 access to students and counselors
    - Develop full, real-time integration between ancillary systems and Colleague – e.g. Accuplacer, Online Advising, etc.
    - Free up counselors to counsel
    - Support evaluators by ensuring data is in the system rather than on paper
    - Articulate a course once, enter it in UAchieve and Colleague, use for subsequent evaluations automatically
- Provide incentives for students to engage in activities that support their success
    - Submitting official high school and college transcripts results in an early advising
    - Completing advising early results in an early registration date
- Build partnerships between student services and academic services

Next Steps

In order to move deliberately from the current process to the ideal process, the following next steps were identified:

- Take results of BPA workshop to Student Success Committee
    - Ideal process map
    - Prioritize the activities
    - Communicate to the college communities
- Secure resources for the activities
    - Identify internal resources – people and funding
    - Consider augmenting with external sources
- Prioritize 14/15 technology projects (ATAC)
    - Ensure alignment with strategic objectives
    - Identify policies to revisit
- Refine the message – Two Ss
    - Student-centered
    - Simplified

Process Maps

Mapping processes with stakeholders serves as a vehicle to:

- Identify issues with the current process

- Work together to develop a clear, streamlined, consistent process

- Take full advantage of technology

- Ensure that processes support the District and College's objectives

By drawing a map together, participants are able to see and to describe issues. They also use the map as a "lever" to re-imagine the process and to generate ideas for improving student success.

Current Enrollment Process – 1

Student | **IS** | **Admissions & Records** | **Counseling/ Assessment** | **Student** | **Special Programs**

Recruiting activities

Apply via CCCApply

CCCApply generates e-mails:
-General Welcome and next steps to student
--Notification to special programs re: student interest

Load apps to Colleague

Auto-email error reports to A&R

Resolve errors – e.g. SSN, dup, etc.

Review residency questions

Contact students and request forms/docs

Contact students and provide additional services

[Wait one business day]

Auto-email students "Come in re: residency"

Log onto Web Advisor and change password

Manually send e-mail reminder

Auto-call students to remind them (SARS Call)

Make appointment for assessment

Day before, print roster (paper)

Show photo ID and check in

Complete online Orientation

Give instructions

(some) Provide docs to show CA residency

Give mini-orientation

Enter info in Accuplacer

Load test scores to Colleague

Take assessment test(s)

(some) Submit transcripts

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[Wait one business day]

Current Enrollment Process – 2

Student	IS	Student	Pre-Req Clear-er	Admissions & Records	IS	Faculty

Student
- [After assessment and online orientation]
- Go to Web Advisor and select online advising
- Provide information and answer questions
- Auto-display recommended classes for 1st semester

IS
- Extract data from Cynosure
- (1x/semester) Run priority registration process – point to online advising data file
- Display registration appt on Web Advisor
- Run process to e-mail students w/ reg appt
- After process is run, add new students manually

Student
- At reg appt time, go to Web Advisor
- If pre-req error, contact A&R or counseling for assistance
- Go to web site and initiate pre-req clearance process
- Provide course description
- Add class(es), if closed, opt for waitlist
- Display courses added and waitlisted
- Click link to pay
- If BOG waiver, enrollment fee waived
- Pay (all or nothing) w/ credit card, eCheck, or payment plan
- "Crash" class by going to first day
- Add class using add code

Pre-Req Clear-er
- Acad dept reviews and makes determination
- E-mail Counseling
- Access Colleague and clear pre-req (for this student only)
- Assessment reviews and makes determination
- Access Colleague and clear pre-req (for this student only)

Admissions & Records
- Manually "release" open classes – maintain "crash list"
- Pause waitlist processing
- Re-start waitlist processing
- Day before classes start, stop waitlist processing

IS
- Intersects w/ fin aid, deferrals, pmt plans, 3rd party payers, etc.
- 3 days prior to drop for non-payment, send e-mail to students who owe money
- 2 Fridays before classes start, run drop for non-payment process
- Auto-email students "you've been dropped"
- Classes start
- Create add codes

Faculty
- If approved, give student add code

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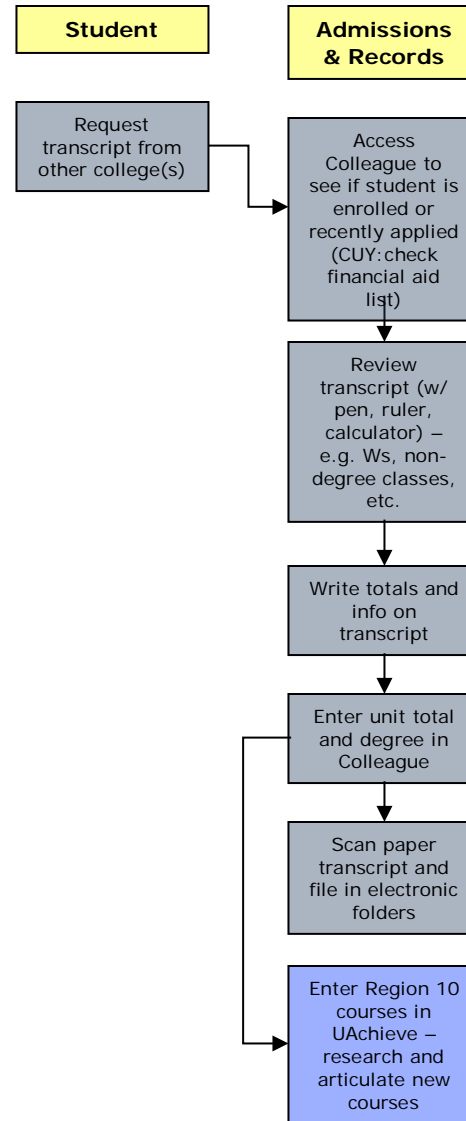| GROSSMONT |
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Student

Admissions & Records

Various methods to communicate about resources to students:
- Online orientation
- Assessment intro
- Syllabus
- E-mail
- Web
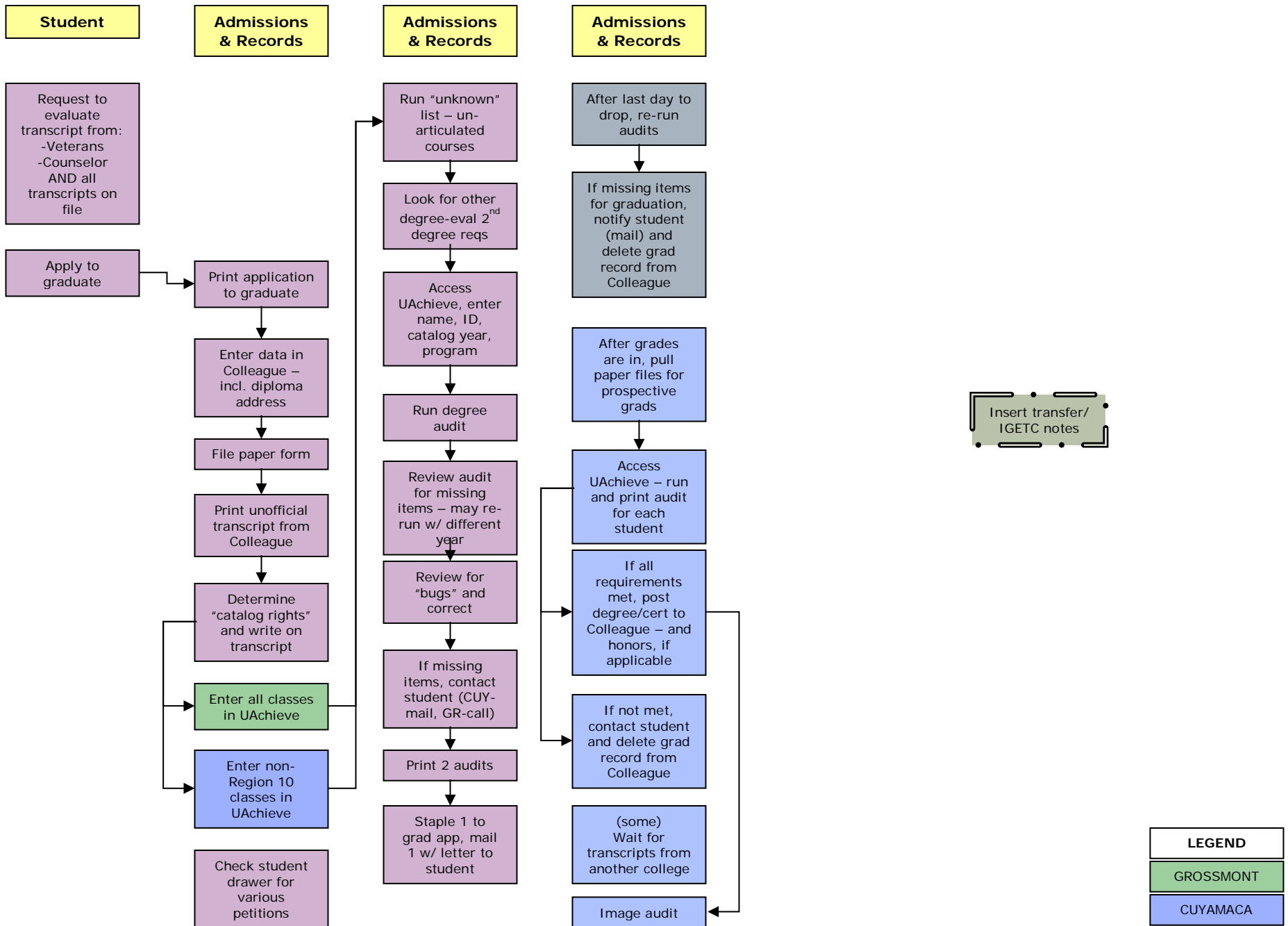- Conversation

Teaching and Learning

Examples of resources:
- Programs-EOPS, DSPS, CalWorks
- Counseling
- Reading Center
- Writing Center
- Math Study Center
- Tutoring
- Classes-Study Skills, Time Mgmt, Career, etc.
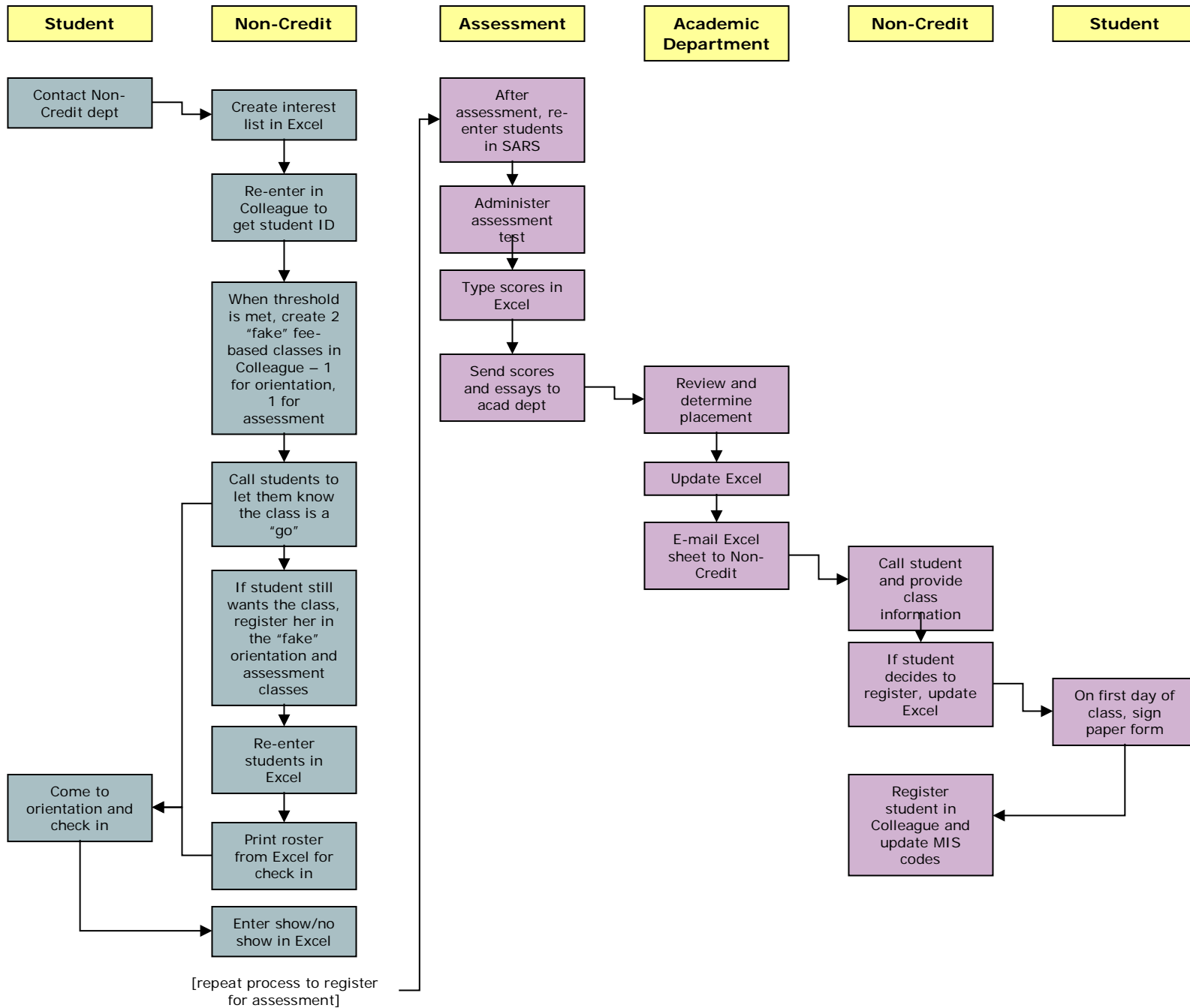- Financial Aid workshops
- Health Fair
- Dream Keepers

Request transcript from other college(s)

Access Colleague to see if student is enrolled or recently applied (CUY: check financial aid list)

Review transcript (w/ pen, ruler, calculator) – e.g. Ws, non-degree classes, etc.

Write totals and info on transcript

Enter unit total and degree in Colleague

Scan paper transcript and file in electronic folders

Enter Region 10 courses in UAchieve – research and articulate new courses

Submit grades

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Student

Admissions & Records

Admissions & Records

Admissions & Records

Request to evaluate transcript from:
-Veterans
-Counselor
AND all transcripts on file

Run "unknown" list – un-articulated courses

After last day to drop, re-run audits

Apply to graduate

Print application to graduate

Look for other degree-eval 2nd degree reqs

If missing items for graduation, notify student (mail) and delete grad record from Colleague

Enter data in Colleague – incl. diploma address

Access UAchieve, enter name, ID, catalog year, program

After grades are in, pull paper files for prospective grads

File paper form

Run degree audit

Insert transfer/ IGETC notes

Print unofficial transcript from Colleague

Review audit for missing items – may re-run w/ different year

Access UAchieve – run and print audit for each student

Determine "catalog rights" and write on transcript

Review for "bugs" and correct

If all requirements met, post degree/cert to Colleague – and honors, if applicable

Enter all classes in UAchieve

If missing items, contact student (CUY-mail, GR-call)

If not met, contact student and delete grad record from Colleague

Enter non-Region 10 classes in UAchieve

Print 2 audits

(some) Wait for transcripts from another college

Check student drawer for various petitions

Staple 1 to grad app, mail 1 w/ letter to student

Image audit

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Current Non-Credit Enrollment Process

Student	Non-Credit	Assessment	Academic Department	Non-Credit	Student

Student: Contact Non-Credit dept

Non-Credit:
- Create interest list in Excel
- Re-enter in Colleague to get student ID
- When threshold is met, create 2 "fake" fee-based classes in Colleague – 1 for orientation, 1 for assessment
- Call students to let them know the class is a "go"
- If student still wants the class, register her in the "fake" orientation and assessment classes
- Re-enter students in Excel
- Print roster from Excel for check in
- Enter show/no show in Excel

Student: Come to orientation and check in

[repeat process to register for assessment]

Assessment:
- After assessment, re-enter students in SARS
- Administer assessment test
- Type scores in Excel
- Send scores and essays to acad dept

Academic Department:
- Review and determine placement
- Update Excel
- E-mail Excel sheet to Non-Credit

Non-Credit:
- Call student and provide class information
- If student decides to register, update Excel
- Register student in Colleague and update MIS codes

Student: On first day of class, sign paper form

<u>"Ideal" Process</u>

The group collaborated to "think differently" about student success – and the process to support it. The pages that follow display an "ideal" map in support of this effort. Participants generated fantastic ideas for both improving the process and ensuring that it can "scale" to support more students.

- Design the process from the student's perspective
    - Most go to the web first for information and guidance
    - They want what they want when they want it – i.e. 24/7
    - Students expect the same hours for support services
- Align process between the colleges and across areas
    - Assessment guidelines and multiple measures
    - Due dates
    - Class schedule development
    - Student support and intervention strategies
    - Transcript evaluation
    - Graduation requirements
- Results in the ability to move between the two colleges seamlessly
- Fully utilize technology – e.g. degree audits and ed plans available 24/7 via the web – including a history of notes, changes, and recommendations
    - Eliminate paper
    - Provide information at everyone's fingertips
    - Scalable for growth
    - Eliminate the need for shadow systems – e.g. Excel
- Bring Continuing Education into Colleague – utilize one process for all students (with different "flavors" based on student types and their goals)
- Reconsider physical spaces – organize ourselves from the student's perspective
- Coordinate with other projects – develop a comprehensive strategy

Ideal Process – Supporting Student Success – 1

Precursors | **Student** | **System** | **Student** | **Assessment** | **Faculty/Staff** | **Counseling**

Precursors column

Fully deploy UAchieve – degree audit and transfer articulation – for:
- Students
- Counselors

Implement eTranscripts – load incoming data electronically. Benefits:
- Articulate at the beginning
- Use previous work (e.g. high school English and math) instead of assessment tests
- Eliminate need for pre-req clearing process
- Populate degree audit from the beginning
- Use ALL classes for Ed Plan
- Auto-calc GPA, repeats

Fully integrate ancillary systems w/ Colleague:
- Accuplacer
- Online Advising
- Orientation
- SARS
- CCCApply
- UAchieve

Deploy SARS web functionality for students making any appointments

Student column

Apply for financial aid (FAFSA.gov)

Apply to college via CCCApply

Log on to portal (SSO) – watch 1st short welcome/**orientation** video

Ideas:
- Checklist or progress bar
- Using Fin Aid and App data, display "you might be eligible for..." -- e.g. EOPS
- Career finder
- FAQs/videos
- Virtual ambassador
  → *Prompt to next step*

Submit high school and other college transcripts

View **degree audit** and **placement** recommend-ations

System column

Auto-load to Colleague (near real-time)

Auto-text/e-mail student "Welcome! Click here to access 'getting started at'..."

If paper, enter in Colleague (auto-load to UAchieve) and evaluate

If eTranscripts, load electronically to Colleague – and then UAchieve

Auto-send notification to student "click here to see how your transfer and high school classes count"

Student column (2)

If needed, make appt via web for assessment

Take **assessment** test online (remotely)

Student views "good job, here's the next step..."

Incentivize desired actions:
- Submit transcript early, assess early
- Assess and advise early, register early
- Etc.

Access Online **Advising** – view Degree Audit and placement recommend-ations – chat online w/ a counselor

When complete, **recommended courses** auto-displayed

Direct to **register** NOW (if possible, eliminate time delays)

Direct to **pay** NOW
- Credit/debit card
- eCheck
- Payment plan

Ideas:
- Reward students who did what we asked

Assessment column

Confirm and send link to take test(s) remotely

Auto-load scores to Colleague (real-time) – display recommended **placement**

Faculty/Staff column

[classes start]

Use waitlists through 1st week – then add cards starting second week (expire after 3 days)

Teaching and Learning

Interact with students – **recommend support** – i.e. "I'm walking you over to the Math Center"

Submit "bravo/a!" or "go to Math Center" via online roster

Auto-notify student and support service(s)

Contact student personally and **direct to services**

Counseling column

[in 2nd or 3rd term] Send invitation to plan -- e.g. "path to your goals" (**comprehensive ed plan**)

OR Students can view and update their own audit and ed plan 24/7 via UAchieve – run "What if..." scenarios

Auto-notify counselor to review and "approve"

Ideas:
- Group planning
- Planning via chat

Follow up:
- How did students who followed plan do?
- How did students who didn't follow plan do?

Ideal Process – Supporting Student Success – 2

Admissions & Records

Student

[nearing graduation/transfer]

Run process against UAchieve to identify students who are close to completion or transfer

↓

Auto-send message "You're close, click here if you want to file for graduation/transfer"

→

If desired, click "Yes, file for graduation/transfer"

↓

Auto-create graduation record in Colleague – status = "filed"

↓

Run degree audit from UAchieve

↓

Notify student "looks good" OR "does not look good" (remove grad record from Colleague)

APPENDIX A

Opportunities for Improvement

In brainstorming fashion, participants identified the following opportunities. (These are not listed in ranked order, nor do they necessarily represent consensus.)

- Bridge partnerships across the organization – Student and Academic Services
- Process includes both quantitative activities – e.g. enter data – and qualitative activities – e.g. teaching
- Synchronize and coordinate "intake" activities – e.g. financial aid workshops and application for admission
- Align process and messaging at both colleges
- Ensure real-time (or real-enough-time) integration between systems – e.g. CCCApply to Colleague
- Incentivize desired actions – e.g. complete online advising early opens door to register early
- Connect ESL assessment results with the number of ESL classes offered
- Use the same strategy and both colleges – e.g. testing methods, financial aid requirements, etc.
- Explore using auto-reminders – e.g. "your assessment test date is tomorrow"
- Develop consistent guidelines for contacting and communicating with students
- Identify ways for students to self-select support programs
- Feed student data to assessment system so students don't have to re-enter information we already have
- Utilize all the data we have for students
- Call assessment what it is – "a test"
- Provide prep activities – e.g. short videos – for assessment test
- Explore using multiple measures – i.e. high school English and math are the best indicators for placement
- Develop consistent message to students
- Free up staff to work with students who have questions
- Is the current assessment test up to the new challenges of current students?
- Use self-reported high school grades and test scores for placement – recall the "three questions"
- Use research results from current pilot with local high schools – early indications confirm that high school English and math are the best indicators for accurate placement
- Explore using additional fields in Colleague – e.g. special programs – eliminate the need for shadow systems
- Bring Continuing Education into Colleague – single source of data District-wide
- Connect instructors with students in special programs
- Use data and "clues" to support students
- Advise prior to registration – e.g. CalWorks
- Get feedback from students about all the steps
- Honor the value of exploration – e.g. trying a range of classes
- Acknowledge that self-starters are good to go – they schedule themselves perfectly

- Ensure funding from State
- Identify a variety of ways a student can complete a step – e.g. high school transcripts rather than assessment test
- Provide online career assessment early in the process
- 90% of students who started online advising did not finish – mine to data to determine what happened
- Evaluate transcripts early in the process and then eliminate the need for the pre-req "clearing" process
- If evaluation of transcripts results in meeting the requirement, it should also meet the pre-requisite
- Move data from UAchieve to Colleague in order to fully utilize the results of transfer articulation
- Implement eTranscripts so that data can be loaded automatically – and then articulation can happen early in the process – good for students, good for advising
- Utilize OCR for schools not yet on eTranscripts
- Integrate imaging with Colleague – fully utilize its capabilities
- Clarify how equivalencies are determined – build on previous evaluations
- Consider a more coordinated, centralized model
- Display equivalencies publicly so that students can access them
- Use the same pre-req clearance process at both colleges
- For the majority of students, web registration works well
- Automatically take students to payment page after they register
- Display authorized financial aid on the student's bill
- Consider "rolling" drop for non-payment – e.g. after 24 hours – free up more seats earlier
- "Sooner is better" – fill seats
- Get data – how many students were dropped for non-payment (by category)?
- Set students up earlier
- Access real-time data – e.g. enrollment numbers
- Allow students to select preferred contact method – e.g. text, e-mail, etc.
- Develop a smart phone app to communicate with students
- Put a limit on the number of waitlists a student can be on
- Shorten the add code window
- Let waitlists run through the first week of classes
- Ensure instructors know the effects of dropping a student – and the various dates
- Make deadlines hard – no late adds, no late drops, no late payments
- Re-visit all add/drop, waitlist, and add/code dates across both colleges – include academic and student services
- Mine the data to understand where students are dropping out of the process – e.g. apply but don't assess, assess but don't orient, conduct online advising but don't register, etc.
- Utilize regional data sharing in San Diego County – track a student as she moves between colleges
- Utilize assessment cross-walk between San Diego Colleges

- Re-frame the conversations about enrollment strategy and student success – align goals
- Develop active, coordinated interventions
- Empower faculty to understand the process
- Educate about all the services available to students – including classified staff – identify touch points
- Leverage what we're already doing well
- Unify and coordinate the tracking of students – tie to student success
- Consider using SARS alert to identify students who may be struggling
- Develop effective interventions and feedback loops
- Assess intervention strategies – what works?
- Provide early instruction in time management, planning, etc.
- Align information being provided to students – e.g. orientation
- "Dose" information a little at a time (rather than a fire hose)
- Build communities and a sense of belonging
- Consider returning to the College Hour – set time to get support
- Provide early focus on career – see Valencia CC in Florida
- Develop a clear path from non-credit to credit – set a trajectory for students
- Ensure full credit and funding from State for orientation, assessment, etc.
- Migrate Continuing Education to Colleague – identify and use Colleague as the system of record
- Using Colleague would give Non-Credit functionality for web registration, assessment tracking, pre-requisite checking, etc.
- Migrate Non-Credit to CCCApply – collect MIS data from the beginning, extract for gauging level of interest in specific classes
- Build infrastructure and processes for the future – assume adult education will grow
- Use the same processes and systems for credit and non-credit
- Scalable for growth
- Need Ed Plan for non-credit – being on Colleague is the start
- Link Ed Plan to registration
- Leverage the "grapevine"
- Survey students who used Online Advising – How was it? Any reason you didn't finish?
- Consider using UAchieve's Ed Plan module
- Ensure Ed Plans are available to students and counselors – store electronically or using imaging
- Create different tools for different students – e.g. different Ed Plan strategy based on students' goals
- Utilize SARS in order to see all contacts with a student
- Be aware of where students are coming from – e.g. may not have access to a computer at home
- Be clear about when to initiate with a student
- Develop an easy, clear process for students to navigate
- Provide cross-training – e.g. instructors know orientation information
- Allow students to access UAchieve 24/7

- Revisit the policy about "pre-requisite chains" at graduation – also called "advanced course previous" – gets signed off 100% of the time, therefore rule should be removed
- Count same proficiency exam at both colleges
- Record IGETC in Colleague
- Track former students who transferred
- Utilize data in UAchieve to identify students who are close to completion – initiate with them, "You are close…"
- Incentivize and encourage completion – prompt action from the student
- Align transfer course articulation process at both colleges
- Include career assessment and guide during high school outreach
- Ensure good user interface
- Use State-wide assessment cross-walk
- Consider developing the class schedule in an iterative manner – i.e. start with what we know for sure, then build from there
- Use results from students' Ed Plans to inform the development of the class schedule
- Provide well-published deadlines – e.g. for FAFSA, scholarships, BOG, EOPS, and bill payment
- Forge a regional agreement regarding payment at the time of registration
- Provide discounts – or other carrots – for early registration
- Deploy a true portal – with channels, targeted messaging, SSO, etc.
- Free up counselors to counsel
- Create a financial aid agreement – "If you apply by [date], you will receive your award by [date]" – goal of 48 hours
- Coordinating regionally is good for students
- Mine data as new processes are deployed – ensure no group is getting missed

APPENDIX B

Obstacles

In the same manner, participants identified the following obstacles:

- Fifty-percent law – classroom vs. other expenditures
- Compartmentalization – reinforces individual interests rather than "greater good"
- Duplicate records
- Lots of e-mail
- Different messages generated from CCCApply
- Duplicate errors if applying to both colleges
- A few students apply multiple times for the same term
- "Wait one business day" – difficult in a real-time world
- ESL students assess in June, July, and August, but financial aid is needed earlier (Grossmont)
- During the summer, ESL instructors may not be available to score assessment tests
- ESL – lowest scorers are handled differently at the two colleges
- Assessment using a computer may be an obstacle for some
- Demand exceeds supply for ESL classes
- 1098T information is presented too early in the process – awkward workaround
- Different residency interpretations between the colleges – working toward alignment
- Additional trips to campus may be difficult for students – add to that the difficulty of parking
- Not all special programs review e-mail generated from CCCApply
- No consistent method used to reach out to students
- Lots of programs for students to navigate
- Assessment tests have limited correlation to student success – not holistic or predictive
- Technical difficulties loading assessment test scores from Accuplacer to Colleague
- Different re-test rules at the colleges – some reflect pedagogy, some reflect resources
- Still working the kinks out with recent process changes
- Funding for assessment
- CalWorks using Excel and Access rather than Colleague – they have additional fields to track
- Continuing Ed using Excel and paper – enter into Colleague later – significant redundant data entry
- Cont Ed has a very manual, labor-intensive process
- Accuplacer – cannot leave answers blank
- Orientations are designed for special programs – many students must attend more than one
- Difficult to get orientation data into Colleague – e.g. CalWorks
- Some information is not available in all languages
- Some services are not 508 compliant
- Students can assess and register without advising
- May be a lag in loading assessment scores – student is "ready" but is required to come back – many don't

- Self-guided students may get too far down the road without checkpoints
- Only 10% of students who started online advising completed it – need to understand why
- Parallel (or partially parallel) processes for students in special programs
- Must obtain data from many systems for MIS reporting
- Different processes among departments and colleges to clear pre-requisites – confusing to students
- Confusing for students when a pre-requisite is cleared – but then it does not apply to graduation requirements (or vice versa)
- Unofficial transcripts can be used to clear pre-requisites, but not for graduation (consider accepting only official transcripts)
- Work with Academic and Student Services to clarify the guidelines for clearing pre-reqs – develop a consistent, repeatable process
- Pre-requisite clearing process is burying staff and counselors during a peak period
- Course evaluation process – e.g. for equivalencies or pre-reqs – varies department by department
- Long process to clear pre-reqs
- Clearing same course over and over – one time for each student – even if course is the same
- Then evaluating the same course *again* at graduation
- Sometimes the evaluation is approved for pre-reqs and then denied for graduation – inconsistent
- No relationship between pre-req clearance and graduation
- Three separate UAchieve "tables" – reinforces silos
- Alignment issue Is broader than graduation requirements
- Some students think by putting courses in their shopping cart that they are registered
- Waitlisting process is difficult for some students
- Orientation could represent a barrier for some students
- Above a certain level, math assessment can meet a graduation requirement – must manually enter in UAchieve
- Web Advisor sorts by Subject code, not Subject description
- Confusing names and abbreviations – e.g. CSIS at Grossmont, CIS and CS at Cuyamaca – challenging for students
- Hard to find out which classes are still open – some search one at a time
- Complete searching currently takes too much CPU time – so it is turned off
- Some confusion about closed and waitlisted classes after classes start
- Students and advisors don't always have the information they need at their fingertips
- No interface between Financial Aid system and Colleague – e.g. cannot display anticipated aid on student's account
- Use a workaround – deferment – until aid is disbursed
- Aid is not disbursed until 4 weeks into the term – late for most students
- Unfilled seats hurt FTES
- Conflicting messages for faculty – i.e. drop no-shows but make sure class meets minimum
- Students register late, then get dropped the same night (coincides with drop for non-payment)

- Students who register after drop for non-payment process is run are rewarded by not being dropped
- Students who don't pay assume they will be dropped – and they never attend – this creates huge downstream affects for collections, financial id, grading, counting FTES, etc.
- No college-wide guidelines for dropping after X number of absences
- Students who are waitlisted in a section of a class for which they are registered in another section, are skipped by the waitlist process
- Some students "hoard" add codes – and then never register
- Process for managing add codes varies by faculty member – may be confusing to students
- No clear absence policy for online classes
- Some students are added – and back-dated – after add card expires
- Many paper progress reports – duplicated for students who are in multiple programs
- Not getting to mental health issues when they arise
- If not EOPS, then student does not get all the check-ins
- Current non-credit process is not scalable for growth
- Some students are over-enrolling – would benefit from counseling
- Some "predatory" individuals contacting recent immigrants – charging them to assist with registration
- Terminology can be confusing – "Web Advisor" and "Online Advising" – what's the difference from a student's perspective
- With budget cuts, counselors are in short supply
- Some students believe they cannot meet with a counselor
- All ed plans are different
- Student could have multiple ed plans
- Community college students have varied and complicated goals
- Pressure to declare a major
- No way to retrieve a previously developed ed plan – start at zero every time
- Counselors' expertise not being utilized – spending more time as "schedulers"
- Too many hoops to start classes (for some students)
- Paper (faux online) application for graduation
- Long time to evaluate transcripts – 3 months for Grossmont, 4 to 6 weeks for Cuyamaca
- Unofficial transcript does not show degrees from other colleges
- Bugs in UAchieve
- Courses evaluated differently at Grossmont and Cuyamaca – not aligned
- Some courses are "hidden" – students cannot see them
- Pre-req clearance process and graduation process need to be seen together – the current silos result in significant inconsistences
- Catalog year not currently stored in UAchieve
- Paper-driven graduation process – including snail mail
- "Dear Student" letters rather than personalized
- Policy differences at the colleges

- If courses taken out of sequence, special approval is required – but it is never denied (opportunity to discontinue the rule)
- The phrase "IGETC" is confusing at face value
- When a transcript is received, it's not always clear what it's for – pre-req clearance? Graduation? IGETC?
- The same proficiency exam is counted differently at both colleges
- IGETC completion is not recorded in Colleague – therefore cannot report to the State or use for internal analysis
- Don't know about some students who transfer successfully