

# First-Year Registration Model

Hawaii Strategy Institute Gone W.I.L.D  
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# Four Concepts

o Too many options

o Language Barriers

o Oversold

o TLDR

# Too Many Options



## Kapi'olani Community College • Fall 2013 Class Availability

[\(UH Transfer Information\)](#)

[Back to list of terms available for Kapi'olani Community College](#)

### Subjects offered by [Kapi'olani Community College](#) for Fall 2013:

- [Accounting \(ACC\)](#)
- [American Sign Language \(ASL\)](#)
- [American Studies \(AMST\)](#)
- [Anthropology \(ANTH\)](#)
- [Art \(ART\)](#)
- [Asian Studies \(ASAN\)](#)
- [Astronomy \(ASTR\)](#)
- [Biochemistry \(BIOC\)](#)
- [Biology \(BIOL\)](#)
- [Botany \(BOT\)](#)
- [Business \(BUS\)](#)
- [Business Law \(BLAW\)](#)
- [Chemistry \(CHEM\)](#)
- [Chinese \(CHNS\)](#)
- [Civil Engineering \(CE\)](#)
- [Communication \(COM\)](#)
- [Culinary Arts \(CULN\)](#)
- [Dance \(DNCE\)](#)
- [Deaf Studies \(DEAF\)](#)
- [Dental Assisting \(DENT\)](#)
- [East Asian Languages & Lit \(EALL\)](#)
- [Economics \(ECON\)](#)
- [Education \(ED\)](#)
- [Electrical Engineering \(EE\)](#)
- [Emergency Medical Technician \(EMT\)](#)
- [Eng for Speakers of Other Lang \(ESOL\)](#)
- [Humanities \(HUM\)](#)
- [Information Technology \(ITS\)](#)
- [Information & Computer Sciences \(ICS\)](#)
- [Interdisciplinary Studies \(IS\)](#)
- [Japanese \(JPNS\)](#)
- [Journalism \(JOUR\)](#)
- [Korean \(KOR\)](#)
- [Law \(LAW\)](#)
- [Linguistics \(LING\)](#)
- [Management \(MGT\)](#)
- [Marketing \(MKT\)](#)
- [Mathematics \(MATH\)](#)
- [Mechanical Engineering \(ME\)](#)
- [Medical Assisting \(MEDA\)](#)
- [Medical Laboratory Technician \(MLT\)](#)
- [Microbiology \(MICR\)](#)
- [Mobile Intensive Care Technician \(MICT\)](#)
- [Music \(MUS\)](#)
- [Nursing \(NURS\)](#)
- [Occupational Therapy Assistant \(OTA\)](#)
- [Oceanography \(OCN\)](#)
- [Pacific Islands Studies \(PACS\)](#)
- [Pharmacology \(PHRM\)](#)
- [Philosophy \(PHIL\)](#)
- [Physical Therapist Assistant \(PTA\)](#)
- [Physics \(PHYS\)](#)

# Language Barriers



# Oversold!



# No Seats Available

| <b>Credits</b> | <b>Instructor</b>   | <b>Curr.<br/>Enrolled</b> | <b>Seats<br/>avail.</b> | <b>Rsrvd<br/>avail.</b> |
|----------------|---------------------|---------------------------|-------------------------|-------------------------|
| 5              | <u>A Tsuchiyama</u> | 20                        | 0                       |                         |
| 5              | <u>A Tsuchiyama</u> | 20                        | 0                       |                         |

General Education Requirements (see legend below)

# TLDR



## MONOPOLY® GAME RULES OF PLAY

**OBJECT...** The object of the game is to become the wealthiest player through buying, renting and selling property.

**EQUIPMENT...** The equipment consists of a board, 2 dice, 11 tokens, 32 houses and 12 hotels. There are Chance and Community Chest cards, a Title Deed card for each property and a card carousel to hold them, and play money. Peel and apply label to center of card carousel.

**PREPARATION...** Place the board on a table. Place the Chance and Community Chest cards on their allotted spaces on the board. Each player chooses one token to represent him/her while playing around the board.

token on the corner marked "GO". Move your token in the direction of the arrow indicated by the dice. After you roll, the dice passes to the left. The tokens renter must proceed from that point on the board. Tokens may rest on the same space.

According to the space your token lands on, you may have to buy real estate or other properties, pay taxes, draw a Chance or Community Chest card, etc.





# Problem Solution

o Too many options ???????

o Language Barriers ???????

o Oversold ???????

o TLDR ???????

# Problem-Solution Process

- Collected data from STAR to determine success rates in first-year courses
- Elicited buy-in from chairs and explained the benefit to their departments
- Established timeline for releasing seats to non-FY students or adding an FY designation for low enrolled courses
- Sorted classes according to degree programs and COMPASS scores
- Requested FY Designation from Banner Central

# Product Design

Worked with a graphic designer to create icons that were consistent throughout

Created design and flow chart of what students would see

Manually entered courses

Requested Counselors' input and checked for accuracy

Requested input from Peer Mentors

Tested the process and product

In the second year, created a Google doc to alleviate lag



# FIRST YEAR REGISTRATION

**Your  
Major**

**Please  
select  
your  
major.**



Accounting



Business  
Transfer



Culinary  
Pastry Arts



Emergency  
Medical  
Technician



Exercise and  
Sports



Hawaiian  
Studies



HOST



ITS



Legal



Liberal Arts



Medical  
Assisting



Medical  
Laboratory  
Technician



Marketing



New Media  
Arts



Nursing



Occupational  
Therapy



Physical  
Therapist  
Assistant



Radiologic  
Technology



Respiratory  
Care  
Practitioner



SLT



STEM



# FIRST YEAR REGISTRATION

[← BACK](#)

My Major



Liberal Arts

Select your English placement

English 100

English 22

English 21/PCC 20

ESL 100

ESOL 92/94



# FIRST YEAR REGISTRATION

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My Major



Liberal Arts

My  
English  
Placement

ENG 22

Select your Math placement

**PCM 23**

**Math 24**

**Math 25**

**Math 81**

**Math 98**

**Math 100+**

# FIRST YEAR REGISTRATION

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**ENGLISH**

| Ed./ Focus | Name | Number | Title                    | CRN   | Credits | Date | Date | Days | Time | Time | Location          | Avail | Co-Req       |
|------------|------|--------|--------------------------|-------|---------|------|------|------|------|------|-------------------|-------|--------------|
|            | ENG  | 21     | Intro to College Reading | 34951 | 3       | 1/13 | 3/7  | MTWR | 915  | 1045 | ILIAHI 206        | 16    | Co-Req<br>CP |
|            | ENG  | 22     | Beginning Composition    | 34448 | 3       | 1/13 | 5/16 | TR   | 745  | 900  | ILIAHI 231 'ELIMA | 12    |              |
|            | ENG  | 22     | Beginning Composition    | 34452 | 3       | 1/13 | 5/16 | TR   | 915  | 1030 | ILIAHI 231 'ELIMA | 8     |              |
|            | ENG  | 22     | Beginning Composition    | 34455 | 3       | 1/13 | 5/16 | TR   | 1215 | 1330 | ILIAHI 231 'ELIMA | 10    |              |
|            | ENG  | 22     | Beginning Composition    | 34458 | 3       | 1/13 | 5/16 | TR   | 1345 | 1500 | ILIAHI 231 'ELIMA | 18    |              |

**My Major**


Liberal Arts

**My English Placement**
**ENG 22**
**My Math Placement**
**MATH 24**
**RATINGS LEGEND**

- 1=Very Easy
- 2=Easy
- 3=Average
- 4=Challenging
- 5=Intensive

**MATH**
**FY SPRING 2014 Updated 11-12-13 : MATH 24 COURSES**

| Course Name  | Course Number |                      | CRN   | Credits | Start Date | End Date | Days | Begin Time | End Time | Location   | Seats Avail | Comments |
|--|---------------|----------------------|-------|---------|------------|----------|------|------------|----------|------------|-------------|----------|
| Paralegal students should take PHIL 110 in the 2nd semester for math requirement. New Media Arts students can take math in the following semester. |               |                      |       |         |            |          |      |            |          |            |             |          |
| MATH   | 24            | Elementary Algebra I | 34576 | 3       | 1/13       | 5/16     | MWF  | 800        | 850      | ILIAHI 208 | 22          |          |
| MATH   | 24            | Elementary Algebra I | 34587 | 3       | 1/13       | 5/16     | MWF  | 900        | 950      | ILIAHI 208 | 21          |          |

**CORE REQUIREMENTS**
**FY SPRING 2014 Updated 11-12-13 : LA ENG 21 & 22 Major Courses**

| Gen. Ed./ Focus | Course Name | Course Number | Title                    | CRN   | Credits | Start Date | End Date | Days | Begin Time | End Time | Location |
|-----------------|-------------|---------------|--------------------------|-------|---------|------------|----------|------|------------|----------|----------|
| DA              | ART         | 105           | Introduction to Ceramics | 34682 | 3       | 1/13       | 5/16     | MW   | 1045       | 1315     | KOA 100  |
| DA              | ART         | 105           | Introduction to Ceramics | 34684 | 3       | 1/13       | 5/16     | MW   | 1345       | 1615     | KOA 100  |
| DA              | ART         | 105           | Introduction to Ceramics | 34685 | 3       | 1/13       | 5/16     | TR   | 1645       | 1915     | KOA 100  |



# But Wait: New Problem



# Professional Development Day

- One day
- Five facilitators
- 62 participants (various disciplines)
- Outcome based
- Intervention and prevention strategies based on typical first-year student characteristics
- Used a point system, so faculty couldn't earn their stipend without completing the tasks
- Increased awareness

| <b>ENG 100 Only Courses</b> | <b>Pre</b> | <b>Post</b> |
|-----------------------------|------------|-------------|
| ART 101                     | 48.17%     | 58.95%      |
| ART 107                     | 45.83%     | 56.25%      |
| ART 111                     | 40.00%     | 100.00%     |
| FAMR 230                    | 66.42%     | 69.77%      |
| GEOG 101                    | 72.22%     | 75.00%      |
| GEOG 151                    | 77.78%     | 100.00%     |
| HIST 151                    | 48.05%     | 65.35%      |
| HIST 152                    | 50.78%     | 59.42%      |
| LAW 101                     | 42.86%     | 62.50%      |
| PHIL 100                    | 47.22%     | 54.29%      |
| SOC 100                     | 51.52%     | 64.29%      |
| THEA 221                    | 58.24%     | 69.23%      |

| <b>ENG 21/22 Only Courses</b> | <b>Pre</b> | <b>Post</b> |
|-------------------------------|------------|-------------|
| ART 105                       | 53.33%     | 89.66%      |
| ART 113                       | 71.88%     | 86.36%      |
| ART 116                       | 61.54%     | 80.00%      |
| DNCE 131                      | 67.86%     | 85.00%      |
| DNCE 150                      | 67.86%     | 70.00%      |
| MUS 107                       | 44.44%     | 72.73%      |
| MUS 108                       | 70.00%     | 80.00%      |
| MUS 114                       | 76.67%     | 100.00%     |
| MUS 121B                      | 52.94%     | 85.71%      |
| MUS 121Z                      | 53.33%     | 94.44%      |
| REL 150                       | 68.42%     | 67.35%      |

| <b>Success Indicator</b>  | <b>Fall 2009 -<br/>Fall 2011</b> | <b>Fall 2013</b> |
|---|----------------------------------|------------------|
| Percentage that complete 67% of credits attempted at "C" or better in the fall semester               | 59.70%                           | 63.68%           |
| Completion of Foundation Written Communication (FW) requirement by the end of the first academic year | 43.15%                           | 42.65%           |
| Completion of Foundation Symbolic Reasoning (FS) requirement by the end of the first academic year    | 19.02%                           | 20.82%           |
| Percentage of first-year students who re-enroll from fall to spring                                   | 77.37%                           | 77.28%           |

| <b>Success Indicator</b>                             | <b>Fall 2009 –<br/>Fall 2011</b> | <b>Fall 2012 -<br/>Fall 2013</b> |
|--|----------------------------------|----------------------------------|
| Average number of credits attempted in fall semester | 10.06                            | 10.51                            |
| Average number of credits earned in fall semester    | 7.46                             | 7.73                             |

# Takeaways

- Student services can be data-driven
  - Value of predictive analytics
- Cross-departmental dialogue
- Relationship between strategic enrollment management and student success
- Institutional structure relationship to the student
  - Classroom allocation
  - Scheduling preferences
  - Economics of scheduling
- Centralized versus decentralized scheduling (issues)
- Scheduling intervals
  - Semesterly (as opposed to yearly)

# Thank You

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