WEST HILLS
COMMUNITY COLLEGE DISTRICT

Reg365
register for the whole year

Implementation Guide

WEST HILLS COLLEGE
LEMOORE

WEST HILLS COLLEGE
COALINGA

Reg365 Implemention Guide

Vision Statement

The relentless pursuit of student success.

Once you go here, you can go anywhere™

This guide is published by

West Hills Community College District

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Coalinga, CA 93210

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Contents

Hear What Our Students Have to Say!

This video may be viewed at YouTube. http://www.youtube.com/watch?v=_BgdWCFQ-v4
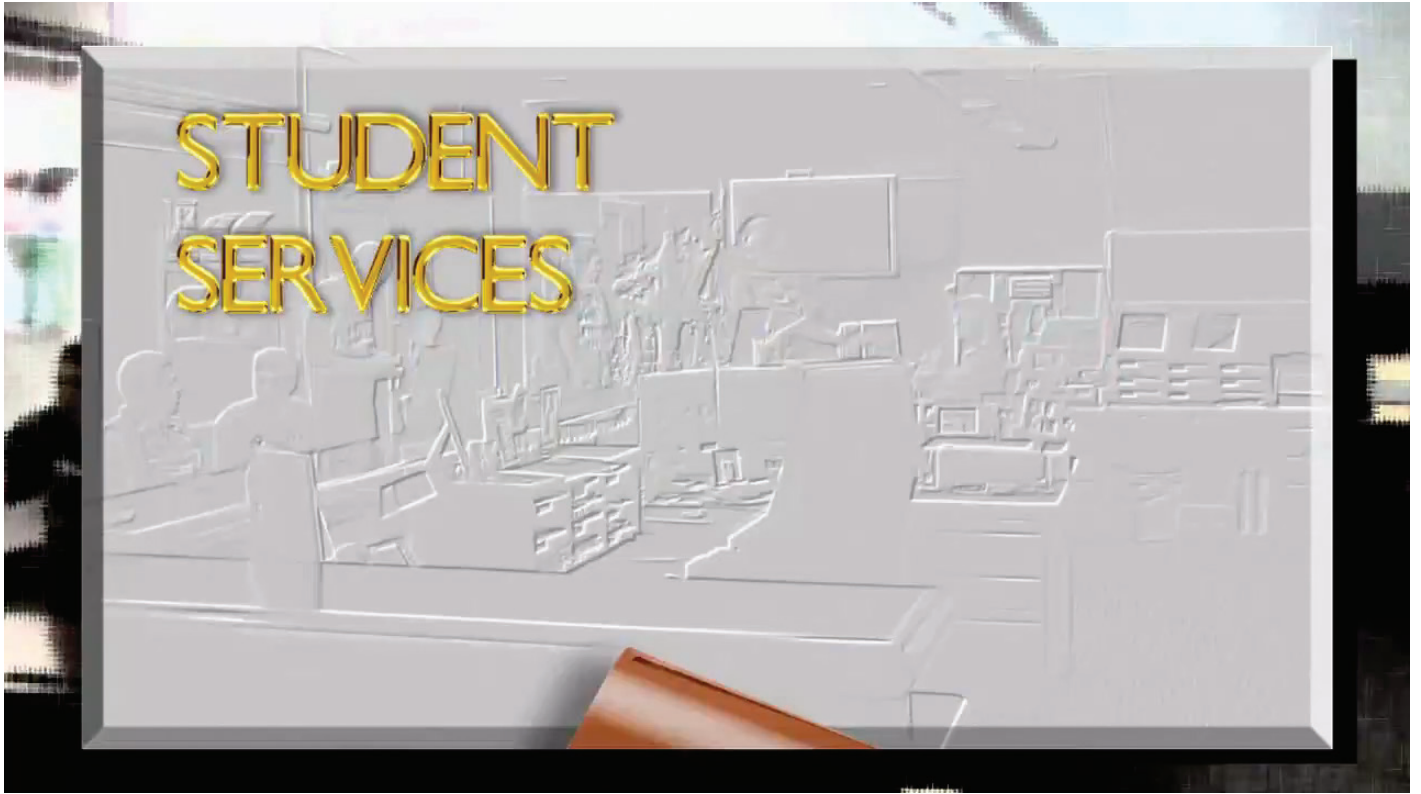
Executive Summary

Extending Registration's Reach

Once students incorporate academic and career goals into educational plans, colleges should provide tools for students to act on these plans. Over the last decade, West Hills Community College District (WHCCD) took a close look at its student success data: in particular, they focused on the demonstrable impact educational plans have on student success.

In 2014, WHCCD helped its students implement longer term educational plans by reframing the traditional term-by-term approach to registration. Through its program, Reg365, WHCCD students with an educational plan enroll in an entire year of courses (Summer, Fall, and Spring) at one time.

Students chart out their educational plan with an advisor, and then register for the coming year's courses at once.

Data collected during the registration period allows colleges to forecast section and course demand far into the future. This additional insight facilitates more confident, proactive budgetary and strategic planning for the years ahead.

Multi-Term Commitment Enables Long-Term Planning

Investments in Ed Planning Infrastructure Foreshadow Multi-Term Registration

West Hills Recognizes Implications of Uninformed Course Selection

35%
Students with
Ed Plan in 2009

→

80%
Students with
Ed Plan in 2014
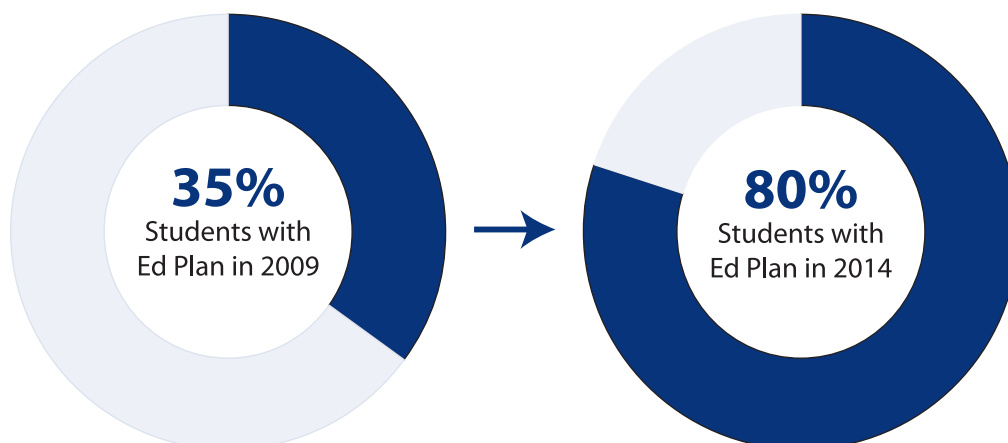
Reg365 Supports Student Success and Institutional Management

Students → ← Faculty → ← Institution

Students	Faculty	Institution
Students able to plan further ahead to accommodate complex schedules, requirements, and plans	Faculty realize course demand and future enrollments, can plan teaching, researching, and personal schedules a year in advance	Academic units realize cost efficiency gains, aligning resources and faculty workload with enrollment

Getting Multi-Term Registration Right

Complete redesign of the registration process may seem too drastic an approach, yet the majority of effort required to implement this change is upfront and long-lasting.

Stuart Van Horn, Vice Chancellor at WHCCD commented that academic and instructional faculty initially responded to the proposed changes with concerns. Faculty were concerned that they would have to fully commit to teaching courses so far in advance, and administrators expressed concerns about the amount of logistical planning such a change might require.

Less than a year after implementation, however, early opponents have come to understand that planning the course schedule a year in advance reduces the number of course scheduling meetings, encourages more students to enroll in courses full time, and improves the college's ability to predict course demand.

This page outlines the five keys to successfully transition from a one-term registration model to a multi-term model.

Key Pieces of Advice from Multi-Term Registration Pros

1 Conduct Pre-Requisite Checks Multiple Times

Staff use degree audit system to notify and drop students from summer, fall, and spring courses if prerequisites are no longer satisfied because of dropped (previous semester) courses

Conduct degree audit two times prior to each semester:
- Spring: Early January, Late April
- Summer: Late May, Mid-July
- Fall: Early August, Mid-November

2 Reduce Number of Course Scheduling Meetings

Faculty assemble once annually to plan a full year's worth of courses, rather than meeting two to three times per year to plan the schedule for each semester

College realizes advantage of longterm schedule planning:
- Forecast for budget needs
- Plan personal life around anticipated courses
- Identify course capacity and faculty demand earlier

3 Emphasize Full Course Load

Students urged to enroll in 15 credits per semester, instead of 12, during educational planning session with advisor; encourage students to adhere to previously developed educational plan

"15 credits is our standard. Anything less is an intervention"

Stuart Van Horn, Vice Chancellor
West Hills Community College District

4 Adjust Student Billing Timeline

Students billed in a two-part process for the entire year's tuition because district requires student payment within 24 hours of registration

Fall and Summer tuition due within 24 hours of registration
- Reminder statements sent out on October 1st
- Spring tuition due on November 1st

5 Market Multi-Term Registration Transition

Registrar works with marketing department to disperse clear information on new multi-term registration system

Learn from WHCCD Mistakes:
- Clarify who is eligible for multiterm registration
- Publish and explain new payment schedule proactively

Institution in Brief:

West Hills Community College District

- Located in Coalinga, CA
- Enrolls 6,805 undergraduates
- 32% full-time enrollment

West Hills College Coalinga

- Located in Coalinga, CA

West Hills College Lemoore

- Located in Lemoore, CA

North District Center

- Located in Firebaugh, CA

" When we allowed students to queue up their spring classes, they began to think about their future prior to the start of registration period. They started to take notice of how their year round life demands might conflict with their academic and class requirements and began to adjust accordingly. "

Stuart Van Horn, Vice Chancellor

West Hills Community College District

Innovation
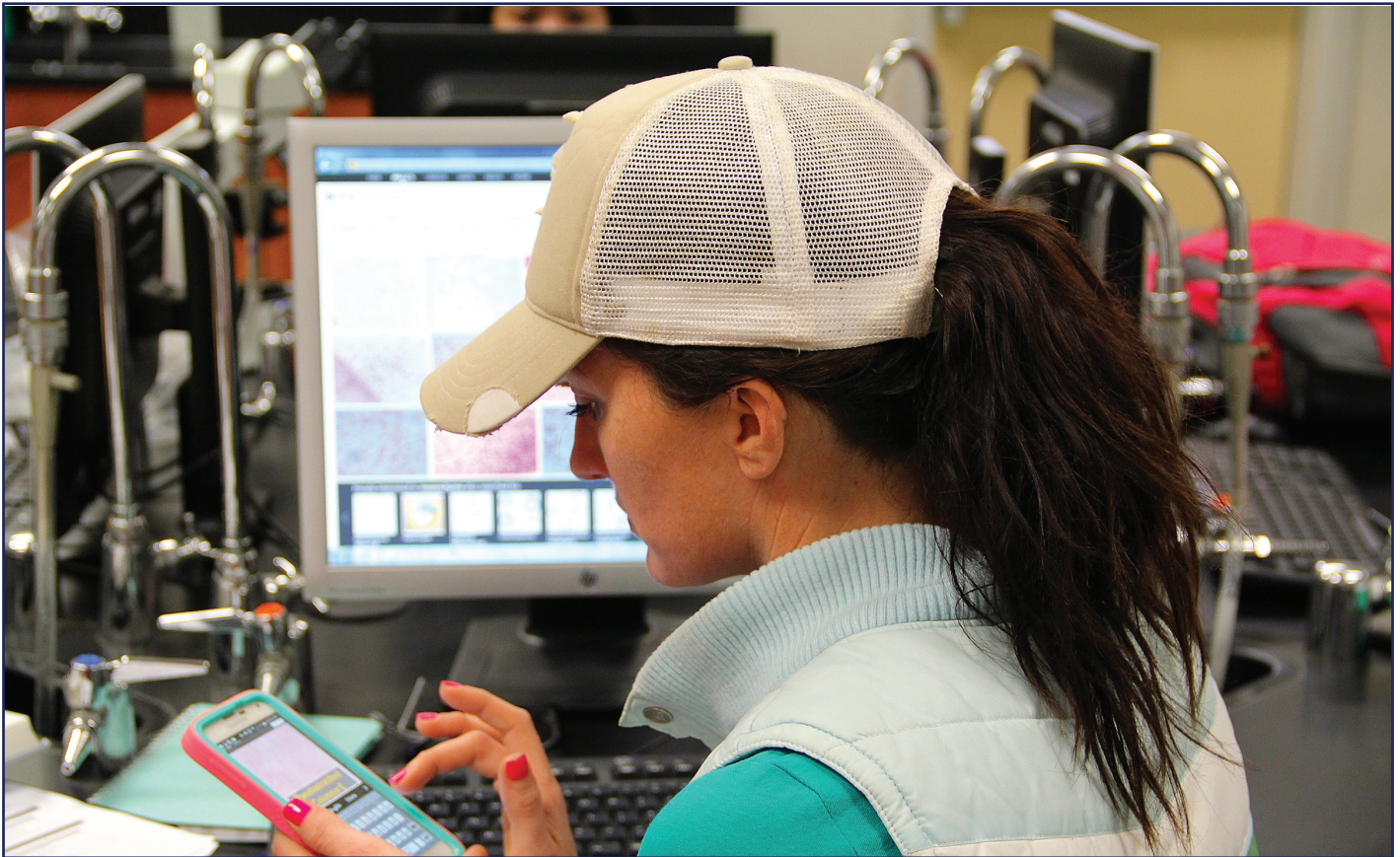
Reg365: latest example of innovations at West Hills

West Hills Community College District Registration 365 (Reg365) was a consequential redesign of our education enrollment methods and the latest in a series of initiatives and innovations in student access, educational planning, and student enrollment. Where traditionally a student would register for the summer and fall terms during April and wait until November to register for the subsequent spring semester, Reg365 allows students to schedule a full year's worth of courses at one time. This change emphasized to students the importance of completion-oriented educational planning, rather than a term-to-term view of class registration and enrollment.

Building the innovation required dozens of WHCCD work units collaborating with centralized services to reengineer nearly every aspect of student services and instruction. This pioneering initiative is a coherent set of innovative
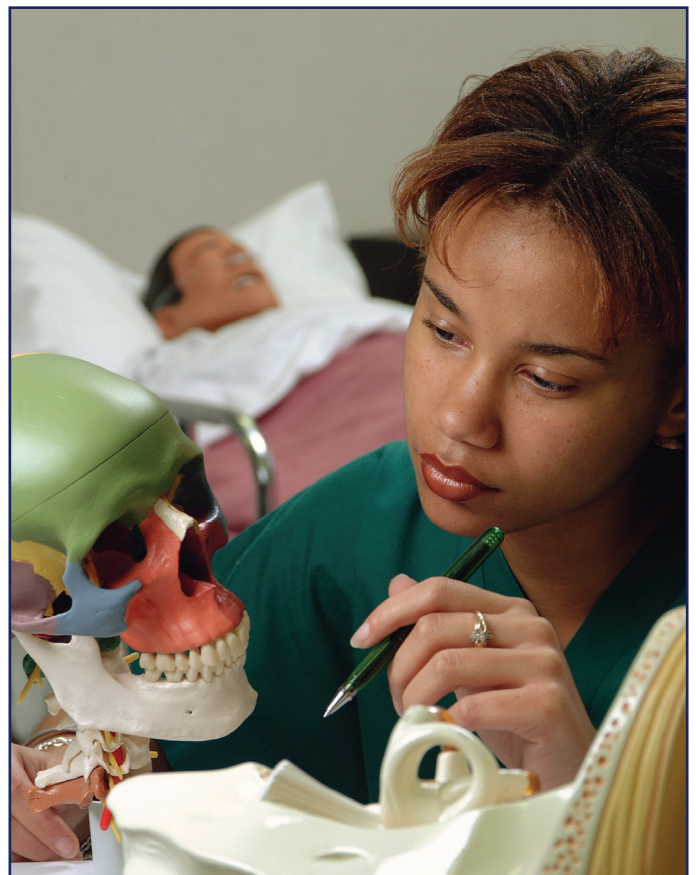
and replicable changes. And, it is positively impacting our budgetary planning as annual enrollment goals and growth were met in November, seven months prior to the end of the (2014-15) fiscal year.

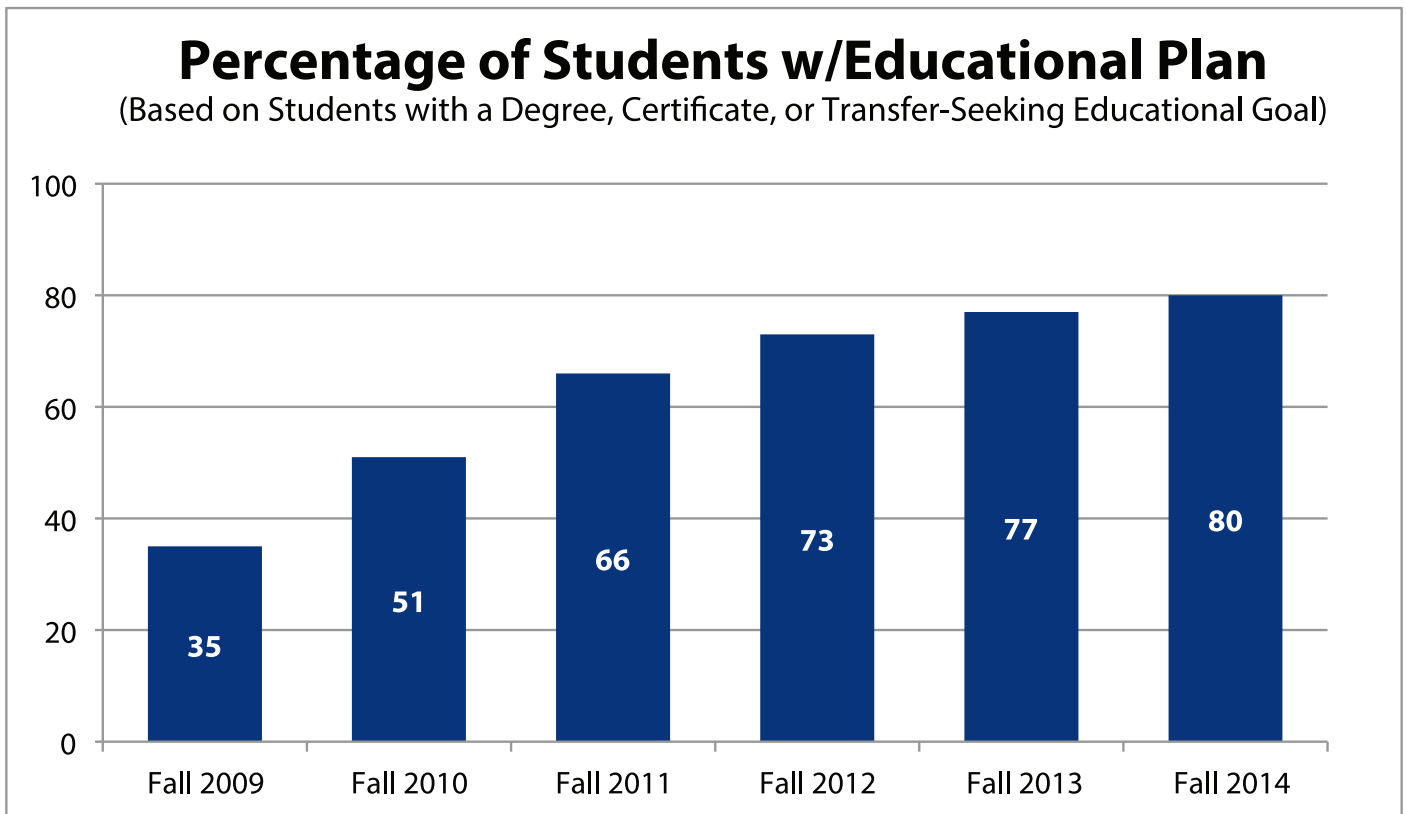Our core value – *the relentless pursuit of student success* – is an acknowledgement of our staple fundamental: Students need support – and experiential and deep learning. Effective monitoring is critical to students' success, particularly disadvantaged students. While Reg365 deployment continues its maturation as our anchor innovation, an extensive array of policies, practices and systems discussed in the application demonstrate our devotion to support transfer, shorten time to completion, and align curriculum and programs with public and private transfer universities.

West Hills understands that continually fanning the flames of inquiry into data indicators of student success leads to more of the right answers. The majority of WHCCD innovations have been galvanized by a focus on accelerating speed of transfer and efficiency of completion. Student engagement and well-being are much closer to quantifying the core mission of higher education: to educate students so they have meaningful and productive careers, contribute to society and thrive in their overall lives.

Percentage of Students w/Educational Plan
(Based on Students with a Degree, Certificate, or Transfer-Seeking Educational Goal)

Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
35	51	66	73	77	80

Beginning in summer 2010, WHCCD began a purposeful, focused drive to increase the number of students with educational plans. The effects were dramatic: WHCCD has progressed from 35% of degree and transfer seeking students with educational plans in fall 2009 to 78% in fall 2014.

The 40% upsurge was the result of a series of initiatives; all of them a laser-focused effort to promote student educational planning as a means to drive completion and increase transfers of underrepresented students at WHCCD. In the lead up to registration for fall 2011, WHCCD implemented a series of changes to its registration system to grant priority registration to graduating high school seniors who completed a Free Application for Federal Student Aid (FAFSA) and their matriculation requirements: orientation, assessment, and the creation of a student educational plan. The priority registration system changes were lauded by California Community Colleges Chancellor Jack Scott during his February 2012 visit to the district.

Like the previous year, students received priority registration based on the number of units completed; however, students with an established educational plan were allowed to register earlier than students without an educational plan. In 2011-12 we resumed the practice of building a full year schedule, not just summer and fall and allowed students to add those 2012 spring classes to 'queue up' their spring prior to the start of registration.

To support that initial access, WHCCD deployed an aggressive, attitudinal tactic in promoting student educational plans through the use of campus-based student success teams. These integrated teams consisted of student services staff from all levels, including financial aid, registration, outreach, counselors, advisors and administrators. These contributed to increases in student success rates, persistence, retention, transfer ready students, FAFSA completion participation and involvement in service learning.

Key practices in place prior to 2014

Passage of technology and facility bonds created classrooms defined by their interdisciplinary versatility, allowing greater efficiencies in class scheduling and physical facility site productivity. Adoption of cutting-edge technology support, including access in remote areas, video conferencing to
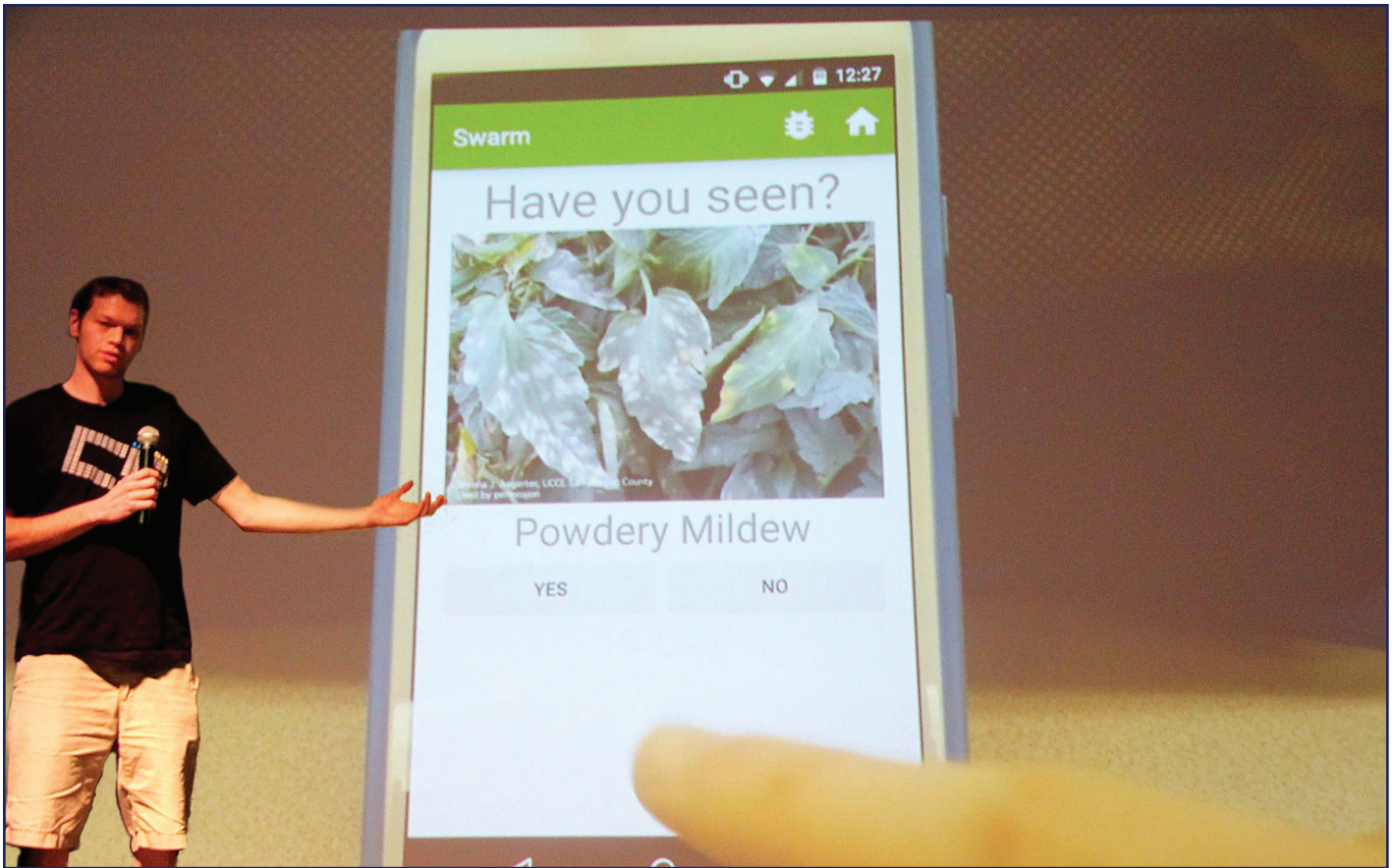
rural communities, and online, hybrid, and distance education courses extended our educational reach. Partnerships with CSU Fresno, UC Merced, neighboring community college districts, state and federal agencies, rural alliance organizations, workforce investment boards, and economic development/ community development agencies were forged, and often led, by WHCCD.

The 'north star' of these partnerships is (sun setting in fall 2015) is the Central California Community Colleges Committed to Change (C6) consortium, comprised of a subset of 11 community colleges from the Central Valley Higher Education Consortium. Over the past eight years, the C6 colleges have worked together on various projects and compressed delivery of classes, embedded remediation, and accelerated completion for transfer students. Employee development programs, additional negotiated professional days for faculty, and five to seven annual faculty/leadership retreats provided vertical opportunities to engage, collaborate, and directly nurture development opportunities rooted in the relentless pursuit of student success.

Innovations Leading Up to

EduMetry

Online 'live' teaching assistant for students. Supplements the work of math and English faculty designed to provide real-time counselors phone conferencing with students

Science Laboratories

Physical design standards that provide all-purpose labs for use by multiple disciplines, including biology, chemistry, anatomy and physiology.

Academic Tracker

A degree audit tool designed to evaluate completion of degrees and certificates to assist admissions and records staff.

Closing the Gap

A curriculum alignment symposia with high school English and math faculty.

Values Statement Support

Enrollment priorities complimented governing board approval of a district values statement codifying our focus on student success.

Student Outcome Oriented Board Policies

Includes program viability, articulation, program development, and transfer programs

Other pre-Reg365 advances were undergirded by local, state, and/or federal grants, many of which focused on student success, increasing transfer, shortening time to completion, and required enhanced focus on articulation and related curriculum alignment initiatives with transfer universities. Other initiatives include:

These and other initiatives contained in this report demonstrate the steadfastness of the West Hills Community College District Board of Trustees to approve purposeful and measureable actions to increase student access, close achievement gaps, and support its relentless pursuit of student success. These movements continue today.

WHCCD Congruence with Innovation Award Priorities

The purpose of the Awards for Innovation in Higher Education is to reward campuses that are already doing innovative work to increase the number of degrees they award, make the process more timely and efficient, or do both. The awards made were based on the extent to which the changes described in the applicant addressed the following criteria:

Alignment: The extent to which the changes credibly achieve the program's priorities at a lower cost than existing policies, practices, and systems, without requiring that students pay increased tuition or fees.

Increased Capacity: Because shorter time to completion is correlated with fewer units to completion, more students completing and transferring in less time will boost community college capacity at no additional cost to the state or institution. Sixteen (16) fewer units per completing student means between three and five additional class seats for other *new and continuing* students. Furthermore, a decreased need for remediation means that funds can be reallocated from basic skills to other instructional areas of high student demand.

Cost: With the current California Community College fee rate of $46 per unit, 16 fewer units is an average tuition savings of $736 per student. Additional savings are realized particularly in living expenses incurred while enrolled in college (as well as increasing institutional capacity), reduced costs for instructional supplies, textbooks, and other fees. Faster completion allows student completers to transfer and/or enter the workforce sooner.

Scale: The extent to which the changes involved broad participation by UC campuses, CSU campus, community colleges, and local education agencies, including school districts, and can be replicated by other campuses.

Commitment: The extent to which the campuses show commitment to achieving the program's priorities, as evidenced by changes on or after January 10, 2014; the likelihood that any planned changes would be implemented; the support of faculty, students, and other individuals and groups involved in or impacted by these changes; and the ability to sustain changes over the long-term.

The process of innovating

Innovation is the long-term result of behavior focused on creating value in a new way. Innovation is synonymous with risk-taking. It's the process of translating an idea into a good or service that creates value. To be called an innovation, it must satisfy a specific need, be replicable, and at an economical cost. Innovation involves the deliberate application of information, imagination, and initiative in deriving greater or different values from resources and includes all processes by which new ideas are generated and converted into useful products.

Since 1994, Chancellor Frank Gornick has inspired a Vision for Greatness at WHCCD that focused on student-centric policies and procedures and has been driven by what he can do for students. At West Hills, the vision and the Board-approved value statement is elegantly

simple but dramatic in impact: *the relentless pursuit of student success*. Reg365 is the latest example of this relentless pursuit and has pioneered a student and instructional service unique to WHCCD in California higher education. The secret formula to success in the process of innovation is to sustain momentum and avoid stagnation.

Perpetual WHCCD Guideposts to Foster Innovation

- Communities of Practice
- Change Management
- Clarity of Goals
- Clear "North Star" to connect outcomes
- A safe space to exchange ideas
- Collaboration
- Make people pay attention to the story
- Strategic investment, evaluation, and research
- Individual driven, not institution
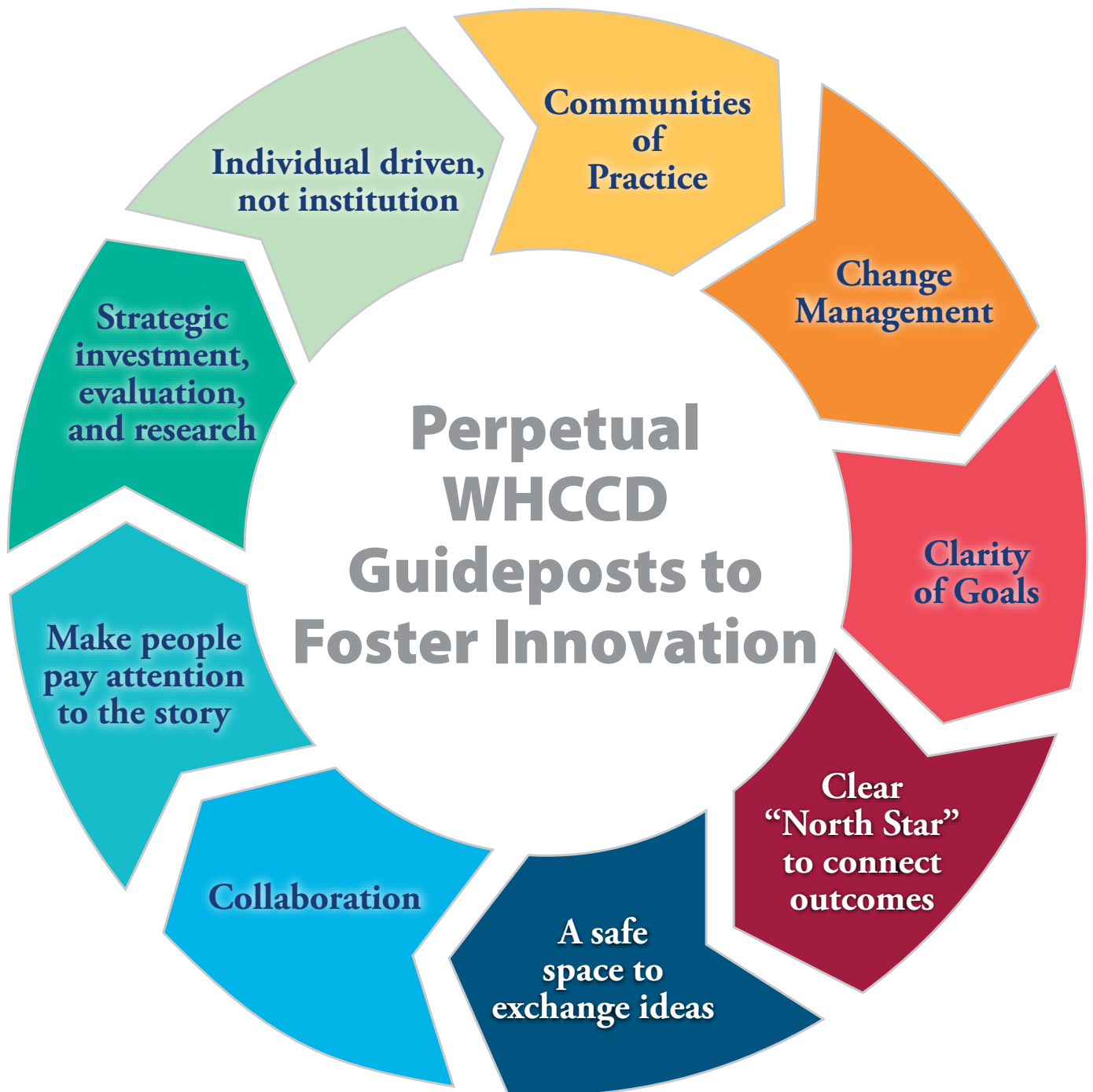
Lessons learned

Enrollment redesign

A consistent lesson learned by our pursuit is we found some of our best leadership 'plays' supporting student success were not in our leadership or management 'playbook'; our best decisions were the result of engaging one another, asking questions and probing ourselves and processes. In some instances, these innovative 'plays' were outcomes of our endless appetite to dialogue with private sector vendors, various educational policy groups, think tanks, research firms, and educational consultants. We believe the quality of relationships in this complex web of interconnections largely determines the quality and effectiveness of West Hills Community College District.

We've had failures. Our first year schedule of classes didn't have enough sections for first-time freshmen. Priority registration was configured based on the number of units students had accumulated at WHCCD previously so first-time high school student enrollments were inadvertently 'locked out' of registering for core transfer and/or general education classes.

We didn't plan for that unanticipated outcome; we thought the innovation would take care of itself. That failure, however, veered us to then focus on increasing full-time student unit minimums from 12 units to 15 units to ensure completion in two years. This attitudinal change informed students that *'15 units is our standard, anything less is an intervention.'*

We also learned the power of building a culture of collaboration and trust across educational systems. What has evolved from these annual practices are information and data sharing. We are able to

provided data to the secondary school principals regarding the progress their students are making in areas such as college readiness, persistence, success, retention, and transfer, as well as share with them pertinent changes which they in turn are able to share at their high school campuses. Aggregated reports are now provided to compliment high school-specific reports used by faculty and staff to assess and evaluate former students enrolled at WHCCD. A series of college and district meetings are conducted each year, many of which have been documented in this application. While often enlightening to high school faculty and staff, the reports have stirred and aroused motivations for increased collaboration, anchored by the continuing efforts of the **Closing the Gap** initiative, **Achieving the Dream**, **Degree Qualifications Profile** (DQP) and the **Central California Community Colleges Committed to Change** (C6) Department of Labor grant project.

Driven by Board of Trustees action, WHCCD changed outreach methods in response to evidence suggesting many incoming students were failing to complete matriculation requirements that could potentially derail or delay eligibility to enroll in classes. The board action incented students with priority registration privileges to entering high school seniors who had completed their application, placement test, FAFSA, orientation and student educational plan. This change in policy sparked a

redesign in our high school outreach practices. The result of was an increase in the number of students attending college-sponsored outreach days, a decrease in the number of students being dropped for non-payment, and a decrease in the number of first time students being confused and unsure of what to do or where to go the first day of school.

The efforts continue today, anchored by a unique partnership with Civitas Learning to use technology to present big data solutions, promising insights and an opportunity to improve student outcomes. Predictive analytics uses data to forecast - at the individual student level - future success based on key indicators, allowing institutions to assess the likelihood of individual student success. Launched in fall 2015, West Hills will use predictive analytics to deliver the right type of support to the right students at the right time in the right modality.

Risks and tradeoffs involved in the change

One challenge is the impact on prerequisite processing. There has been an increase in the number of prerequisite drops that need to occur each semester. In early spring (2014), the district added the ability for staff to code prerequisite overrides into our registration system. This coding allows us to automatically exempt students with overrides from being incorrectly dropped. The district also implemented a new prerequisite drop process during the summer (2014) term.

Near the end of each term, prerequisites are evaluated for the following term. Those students who are still in progress and pending grades are left in the class. Students who have already dropped or received an earlier substandard grade are removed at that time. This leaves a much smaller number of students who need to be evaluated and dropped right before classes start. It also affords the dropped students more time to find replacement classes in their schedule to ensure timely completion of their educational goal(s).

Another anxiety when registering for summer, fall and spring at the same time was the fiscal impact on the student. To assist with that issue, the district agreed to exempt charges for the spring semester from the 24 hour drop policy until the beginning of November. The November time frame aligned with the previous year's registration period. In this way, we eliminated any fiscal impact on the student. Reminding students of the November payment deadline became the priority. In order to accomplish this, we sent emails and physical postcards to all students with a spring balance remaining. We also posted web announcements, Facebook posts and signage around campus.

In 2013-14, approximately 300 full-time student athletes enrolled at West Hills. A significant proportion of them (66.8% in 2013-14) were from underrepresented populations. Because California does not permit athletics scholarships for two-year community college students, recruiting of student athletes (many of whom live on-campus) often falls after the traditional early spring recruitment patterns. As such, it was evident many student athletes that did not commit to WHCCD until after the spring recruiting season experienced challenges with finding open classes. This adversely impacted the ability of athletic staff and counselors to build academic schedules to meet state requirements (12 units during and in-between seasons of sport). WHCCD's reply was labor intensive: all athletics staff, dedicated counselors, academic advisors, and administration worked to interface with faculty, increase class size, relocate selected classes to larger classrooms, and add course sections

to serve student athletes that did not commit to WHCCD prior to the April release of the Reg365 schedule.

Our strategies for engaging stakeholders

Our strategies may be best characterized as examples of collective impact; the commitment of a group of important actors from different sectors to a common agenda for solving a specific social, cultural, economic and/or educational problem. West Hills understands that collaboration is nothing new. The education sector is filled with examples of partnerships, networks, and other types of joint efforts. But collective impact initiatives are distinctly different. Unlike most collaboration, collective impact initiatives involve a centralized infrastructure, a dedicated staff, and a structured process that leads to a common agenda, shared measurement, continuous communication, and mutually reinforcing activities among all participants.

How our changes will be sustained

The Reg365 innovation and majority of other initiatives described *will not require* an infusion of new funds, growth funds, or restoration funds from the state. As evidenced by the district's general fund commitment (e.g., Apple initiative, Enterprise Resource Planning [ERP], software licensing) and usage of categorical funds (e.g., SSSP, equity) that support other projects and our inexhaustible commitment to earning local, state, and federal grants, budget shortfalls are not anticipated.

The passage of a $20 million dollar districtwide bond (Measure T) in November 2014 will support infusion of technology upgrades or new technologies and supplement previously issued bonds for facilities and upgrading of infrastructure. The bond will enable WHCCD to stimulate technology purchasing of necessary products, licenses, and software that deliver our instructional component to all students in a timely and efficient manner.

The same standard will be used throughout the district so that all students have the same access. The Title V grant funds and the emphasis on Connected Learning initiatives (e.g., online, hybrid, web-enhanced) provide additional funding support to WHCCD.

As stated earlier, WHCCD initiatives focus on speed and efficiency of completion. Many of them possess pecuniary elements and support WHCCD commitment to increasing bachelor's degrees in the region, shortening time to completion, and easing transfer requirements:

Departmental Impact

Areas Impacted and their lessons learned

Student Services

Prerequisite Drops

Prior to Reg365, drops for students not satisfying course prerequisites were only processed at the end of a term after final grades had been submitted. With the implementation of Reg365, and the ability of students to register up to two academic semesters/one summer session in advance, a number of changes were made in WHCCD's processes to drop students from courses where they no longer met a prerequisite. This is especially critical with Reg365, given that failing or dropping a course in the spring semester can potentially lead to a student not meeting prerequisites for courses in the subsequent summer, fall and spring terms. With Reg365, an initial round of prerequisite drops was added to each term, just after the final date to drop full-term classes.

Students who have dropped a course are removed from any future courses for which this was a prerequisite. This frees up space in classes one to two months earlier than end-of-term drops would, allowing waitlisted students to enter the course, and also giving dropped students ample time to meet with counselors and adjust their schedule and course load for any required remediation or course repetitions.

A second round of prerequisite drops are then processed after final grades have been submitted (approximately one week after then end of a term) in order to remove any students who may have failed prerequisite courses

Because of the ongoing ability of students to register for classes, the district is considering adding an additional set of prerequisite verifications and drops shortly after the full-term census date to clear prerequisites for any students dropping early on in the semester. This will aid in enrollment

Spring

Late April

Drop students from summer, fall, and spring courses if prerequisites are no longer satisfied because of dropped (previous spring semester) courses.

Summer

Late May & Mid-July

Drop students from summer courses if prerequisites are no longer satisfied because of failed spring courses. Depending on grade submission deadlines and start dates for summer courses, this set of prerequisite drops may not always be feasible, and WHCCD will examine its future instructional calendars to maximize opportunities to process these drops.

Drop students from fall and spring courses if prerequisites are no longer satisfied because of dropped summer ourses.

Early August

Mid-November

Drop students from fall and spring courses if prerequisites are no longer satisfied because of failed summer courses.

Drop students from spring '16 courses if prerequisites are no longer satisfied because of dropped fall '15 courses.

Fall

Spring

Early January

Drop students from spring courses if prerequisites are no longer satisfied because of failed fall courses.

Cycle begins again for next year's prerequisite drops after Reg365 starts and after spring drop deadline.

management by releasing classroom seats earlier in the term and will also give dropped students additional time to enroll in short term classes beginning later in the semester or to adjust their schedule for the coming term. This will also aid office staff by spreading the workload associated with processing prerequisite drops away from the end of the term.

Priority Registration

The introduction of Reg365 brought several changes to the processes for priority registration. Because there would no longer be both a spring registration period (for summer and fall) and a fall registration period (for the upcoming spring term), priority registration groups must be realigned slightly to ensure that students enrolling in a full year of courses will be appropriately advanced to a higher registration priority for their second year of enrollment.

Reports and Notifications

A number of required notifications had to be changed to reflect that students can be registered for classes in their current term, as well as the upcoming summer, fall, and spring. Any notifications, calculations, or processes that take in-progress or registered units into account needed to be reviewed to ensure these calculations would take all available terms into account. For example, Title 5 of the California Code of Regulations requires that students be notified if they are approaching a high-level of units completed that would result in disqualification for priority registration. These notifications, when sent out in the summer and fall, had to be modified to include the future spring term that is now available for registration.

Q & A of Student Services implications

What do you wish you knew then that you know now? We wish we knew then the number of students requesting courses and the specific dates and times.

What went wrong? What challenges emerged? Students had the option of placing classes in their preferred list; however, not all of them did. What challenges emerged were more students wanting certain courses sections, which impacted capacity.

What solved them? By using a robustly developed report, we were able to identify enrollment demands by courses, sections and terms. This opened the doorway to strategic discussions with instructional services in order to ensure students were able to get the courses they need as identified on their educational plans. In addition, student services staff were able to re-evaluate what terms courses were placed on student education plans in order to respond to the demands. Specifically, nearly all entering freshman had a math class and an English class along with college success class and a health education class identified as courses they should take in the

fall. While the math and English enrollment did not create any enrollment management issues, there were issues with regard to the number of courses.

What changed (e.g., pre-Reg365 vs. post- Reg365)? Pre-Reg365, we relied on the previous year's schedule of classes, numbers and sections to build the next schedule. With Reg365, we had to not only use that date, but project out as well and reserve sections for the spring, particularly for high enrollment, low success courses, in the event a student was dropped from the spring class because they did not meet the pre-requisite for the class they were registered in the spring.

Was their an effort on decision-making processes? The effect on the decision making process was determining the number of sections to hold off putting in the schedule to be certain that there were adequate sections, but that we did not have too few sections.

Q & A of Financial Aid services

What do you wish you knew then that you know now? There really is not anything we wish we knew then that we know now. However, we know that we will have to increase outreach and communications next year due to the changes required for student identification. The Federal Student Aid now requires that each student have a FSA ID # rather than a Pin #. We will need to work with students on this change and keeping track of their FSA ID, to avoid delays.

What went wrong? What challenges emerged? We did not see anything specifically that went wrong. We needed to increase opportunities for students to get assistance with completing their FAFSA and turning in documents.

What solved them? We solved the problem of increasing opportunities for students to get assistance by changing the location of where we provided assistance, extending times and communicating targeted days.

What changed (e.g., pre-Reg365 vs. post-Reg365)? Because financial aid awards are packaged for a whole year, there was no need to change that process. We needed to increase the timeliness of students completing their FAFSA. We increased campus FAFSA workshops, expanding times and focusing days- such as FAFSA Fridays

Was there an effect on decision-making process? There was no effect on the decision making process.

What stayed the same? Financial Aid continued to package student awards for the full year.

Instruction/Schedule Development

Undergirding structural support of year-round registration was a purposeful reengineering of schedule development timelines that required coordination across WHCCD schedule development offices, learning areas, and instructional disciplines. Budget and Full Time Equivalent Students (FTES) targets were determined using earlier timeframes than in the past. Schedule completion deadlines, data entry, and schedule proofing conditions were accelerated. The outcome was that the year-round schedule of classes went 'live' four weeks prior to the commencement of priority registration. Notably, this early

release empowered high school students to create their 'shopping cart' of classes to build their year-round schedule earlier than ever before and district FTES goals were realized eight-ten months prior to the end of the academic year.

To encourage student educational planning, the district took a first step towards what would eventually become Reg365 by publishing the class schedule for the full year. While students were still not able to register for the spring term until November, they were able to see which classes would be offered and could begin to plan their schedule for the spring. Even with a full-year's schedule published, the district found a number of schedule changes were made to the spring term between the date of publishing and the start of registration in the fall.

Early in the implementation phase of Reg365, the district sought to mitigate these last minute schedule changes. Partly to address this issue, the district adopted an annual timeline to guide development of the class schedule (see Appendix A). This timeline was developed through a number of meetings with the district registrar, academic services manager, vice chancellor, and the chief instructional officers from each of the district's two colleges. Beginning twelve months prior to the start of the academic year. The Chancellor's Executive Cabinet initiates the planning phase by determining FTES and budget allocations for the following academic year. Ideally, the allocations are determined in October, but are subject to change based on fiscal projections. This timeline guides every step of the schedule process, from the colleges' soliciting feedback from faculty and counselors through to publishing and the start of priority registration.

Now in its third iteration of the schedule development timeline for Reg365, the timeline and schedule has been refined to include staggered deadlines for schedule submission from the colleges to the district office, allowing for the workload associated with schedule entry to be spread over a period of approximately one month, from early November into the first week of December. Subsequent months are then reserved for refinement and revisions to the schedule prior to its being published.

Information Technology

Reg365 is not a technology project. Technically, you are doing lists and priority for three academic terms instead of one or two, but it is still the same process. Information Technology used the Reg365 project to push through select technical changes to prerequisite processing and notifications. The district business office had to make decisions about payment deadlines (see fiscal services section). Those changes could have caused serious programming changes but the district settled on a process/timeline that did not require any technical changes. The technical aspect is the requirement to connect every IT process and decide if it needs to be adjusted because of Reg365. We managed to not change much.

Business Services

When a student registers for summer, fall, and spring terms, there are several factors to consider:

How will the students be billed?

The choices for billing were:

a) to bill as students register no matter which term the registration was for; or

b) to only bill for the summer and fall terms and run a process at a designated date in the future to capture the spring billing. This process would have required additional follow-up and monitoring by staff.

We chose to bill the students as they registered

What financial aid will be available to cover the charges?

For financial aid, most students that qualify for financial aid also qualify for a BOGG waiver. The financial aid students were encouraged to submit completed FAFSA's so they could have their financial aid awarded prior to the start of registration. BOGG waivers were posted periodically to the students' accounts.

When must the students have their bills paid?

District policy requires students to pay within 24 hours of registration before the start of each term. However, since the spring term was so far in the future, we decided to use a date of November 1st as a payment deadline for that term. After November 1st, payments would go back to the current policy to be due within 24 hours. At the beginning of October, statements were sent to the students with balances to remind them of the approaching deadline for payment.

When should drop notices start and end?

For the students that do not qualify for BOGG waivers, it was determined that we would follow the same drop schedule we used before for spring term registration. Students who did not have a BOGG waiver or who had not paid their fees, would get a 24 hour notice that their classes were in jeopardy of being dropped. Those who did not pay within this time frame were dropped, opening the seats for other students.

Business Services Payment Timeline

Students are encouraged to submit a FAFSA prior to registration.

Payments are due by November 1st. If after November 1st, payments are due within 24 hours.

Students are billed at time of registration.

Students without BOGG waivers or who miss the payment deadline will receive a 24 hour notice of classes being dropped if no action is taken.
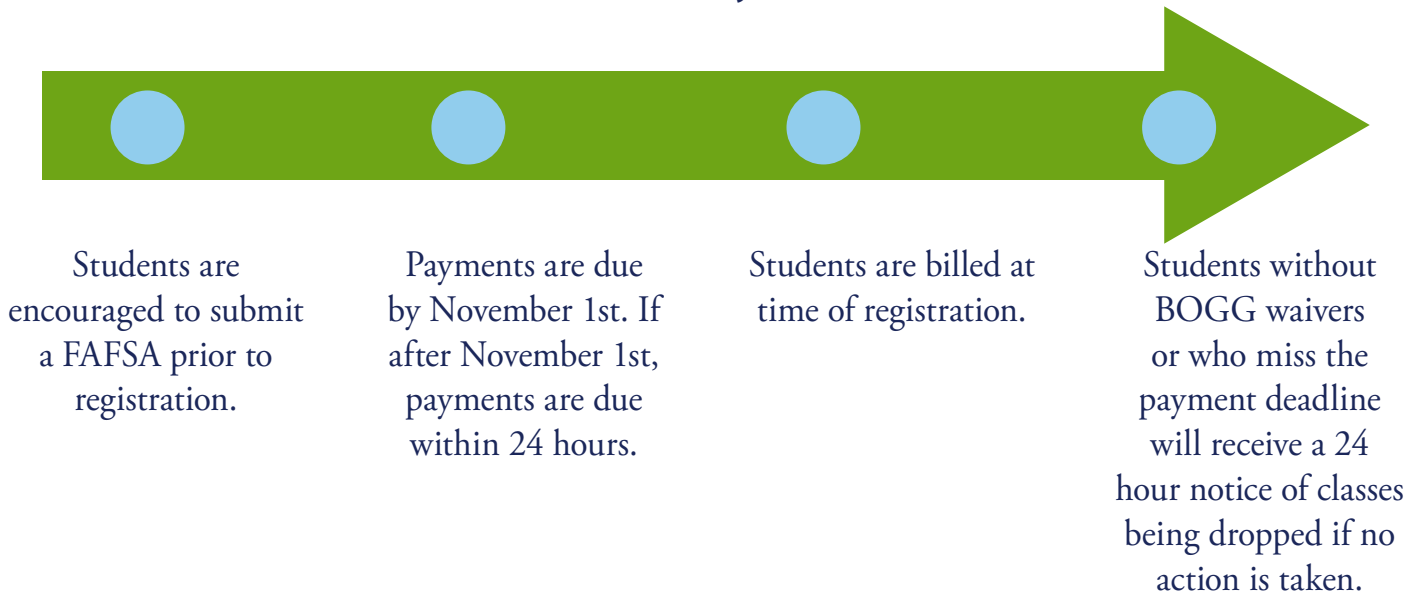
Outreach

Implications

In order to ensure accuracy, the outreach staff had to establish strong relationships with the high school partners so that they would be able to make frequent and on-going contacts with students without significantly impacting instructional time at the high school. This also meant that meticulous records needed to be kept to avoid contacting a student that did not need to be contacted and to ensure the time was maximized. In order to accomplish all of the components, the outreach pipeline moved backward, into the previous spring term, with 11th graders. The application and placement test was administered to 11th graders so that in the fall, the outreach team could work on the orientation, and freshman/abbreviated education plans with each student and in the spring work with students on completing their FAFSA's.

Having the opportunity to register for classes for a full academic year also meant that the outreach staff had to look closely at placement test scores, so that students were placed into the correct levels of English and math. In some cases, it meant that multiple measures of assessment needed to be reviewed and coded so that a student could be properly placed. The outreach staff also had to work alongside of the IT department and with the Research Analyst in order to ensure each one of the five components were properly coded in the student database so that students could be properly coded.

Not only was it critical students be properly coded, but careful alignment of their courses identified on their plans with the course they selected in their preferred list was critical. The Outreach staff worked closely with students to make sure the course they placed in their preferred list was aligned with their educational plan.

Q & A on Outreach implications

What do you wish you knew then that you know now? We wish we knew then how much time and staff we needed to ensure data has been entered accuracy and timely

We wish we knew how much time it would take to assist high school students with entering classes into their preferred list. We wish we knew how much time it would take to ensure proper and timely coding of multiple measures for high school students to ensure they were able to register for the proper English and/or math classes.

We wish we knew what courses and sections students had selected in their preferred list before registration opened.

What went wrong? What challenges emerged? Some students were not coded properly and did not get to register under the high school priority window. We developed and used an Excel spreadsheet to keep track of the student and intervene as appropriate to ensure enrollment.

What solved them? We solved the problems by enhancing the data base to have expended reports that updated nightly. These reports informed us of what matriculation elements a student had completed, specifically, application, placement test, orientation, freshman/abbreviated student education plan, and FAFSA. We also solved the problem of preferred lists by creating an enhanced report that indicated how many students had selected specific courses and sections to enroll in the summer, fall and spring.

What changed (e.g., pre-Reg365 vs. post-Reg365)? We now have expanded reports that provide detailed enrollment information and priority status. These reports are updated daily.

Was there an effect on decision-making processes? The West Hills Community College District offers third tier early enrollment for high schools seniors who have completed their application, placement test, orientation, freshman/abbreviated education plan and FAFSA. This is particularly significant because with Reg365, high school seniors have the opportunity to realize their full academic year matched to their freshman/abbreviated abbreviated education plan. Therefore, the outreach implications with implementing Reg365 meant that the outreach staff had to work diligently with high school students in completing all of the elements above prior to their registration date.

Marketing

> We knew we were breaking new ground. What we didn't know was how well and how quickly students would adopt Reg365. It was obviously going to provide a tremendous benefit to students, in terms of assuring them they'd get the next round of classes they'd need to hurry through the pathway to completion. We thought it would be complicated process and take students more time to grasp the concept. In fact, however, the students got it right away. This allowed us to simplify our later marketing mesages as the campaign rolled on.
>
> *Tom Wixon, 2015*

Marketing is the 'north star' of Reg365. In developing a marketing plan for Reg365, marketing worked closely with our Registrar from the beginning. The first task was to come up with a name for the project to provide us with Reg365 logo for use in both internal and external a consistent, recognizable logo. We developed the communications. Marketing created posters and banners for Student Services, which were displayed on all our campuses, featured on Facebook pages, and provided the foundation for print and broadcast ads as the campaign rolled out. A poster and flyers were also distributed to high school counselors as part of our outreach program. A Reg365 web site was created to provide users with additional information on requirements, deadlines, and other frequently asked questions in a clear and concise way. Reg365 has become a highly visible part of our college "brand" since the launch.

Reg3365 logo

The Reg365 logo captures two colors from the two campus' color palets, the dark blue of the WHC Lemoore palet and the red of the WHC Coalinga palet. The font was chosen for it's collegiate look and its substantial weight.

Print/Digital Flyer

A Whole New Way to Register and Get the Classes You Need

What is Reg365

West Hills College is making it possible for students to register in advance for classes for an entire year! Now students can register for all three semesters of the academic year at once. This will allow students to plan and guarantee their class schedule for a full academic year!

The schedule is available for viewing on-line. Open registration is ongoing.

Who Qualifies

Reg365 is open to all students enrolled at West Hills College. Those with an educational plan will benefit the most. They will already know which classes they need to take if they're following their educational plan and making academic progress.

Payment

As in the past, students will need to pay or arrange financial aid for summer and fall classes within 24 hours of registering. Payment for the spring semester has a payment deadline of November 1.

Go online at **westhillscollege.com/Reg365/** to search for classes, make an appointment, get financial aid, or see FAQs.

Reg365 flyer was distributed and posted on campuses and posted to social media sites.

Evaluating and Measuring

How We Will Evaluate and Measure Reg365

The unfortunate truth is that many community colleges have trouble monitoring their own performance. Central to boosting capacity of evidence-based educational practices to improve outcomes is an increased use and distribution of data measuring progress towards student success; evidence that is shared with educational partners, community-based organizations, regional workforce and economic development agencies, municipalities, business and industry councils. To facilitate dialogue with these groups, the district infused more transparent and disaggregated data evidence practices that regularly provide internal and external audiences with immediate access to student data (e.g., a deeper level of inquiry and assessment) via print and electronic sources.

The effectiveness of West Hills Community College District's registration and intervention practices in promoting transfer and bachelor's degree completion will be evaluated using a cohort-based system. Cohorts of first-time students will be tracked and monitored based on a series of measures:

1. Enrollment in 30 or more units during the student's first year of attendance;

2. Completion of 30 or more units during the student's first year of attendance;

3. Enrollment in 30 or more units during the student's second year of attendance;

4. Completion of 30 or more units during the student's second year of attendance;

5. Transfer-related outcome (AA/AS; general education certificate; completion of 60+ transferable units with a 2.0 GPA or higher; or transfer to a four-year institution) within two years of first attending WHCCD; and,

6. Completion of a bachelor's degree within four years of first attending WHCCD.
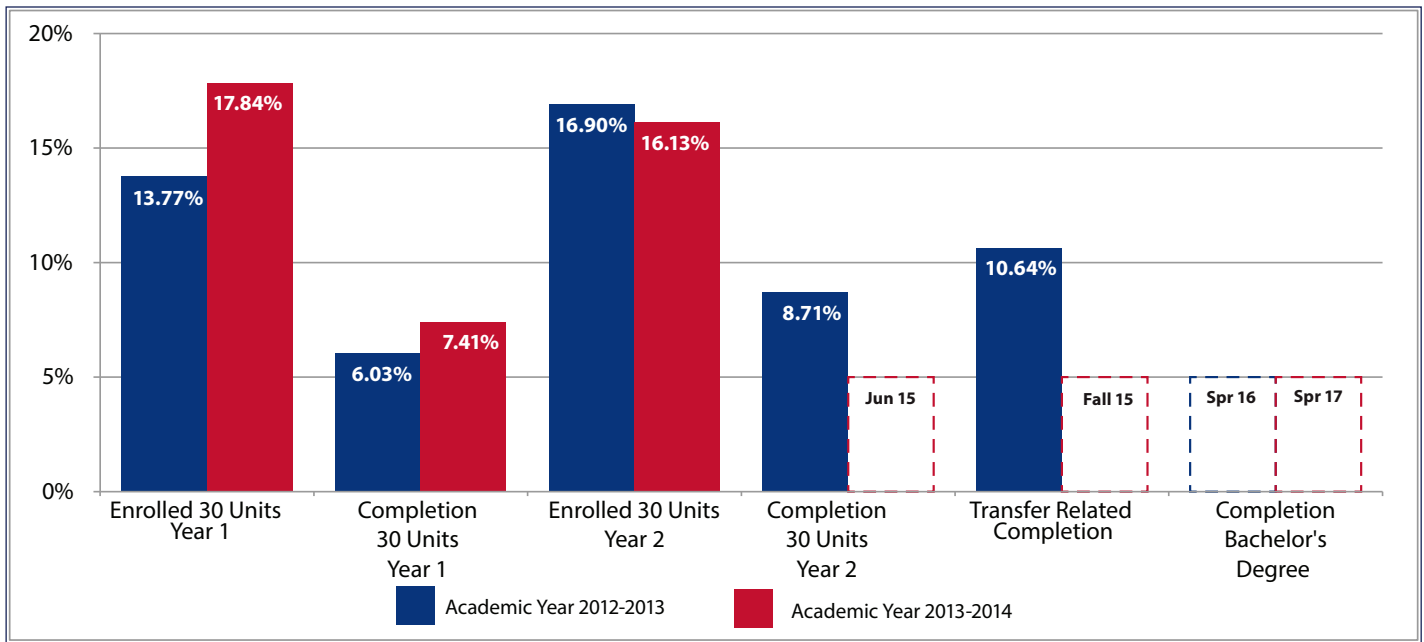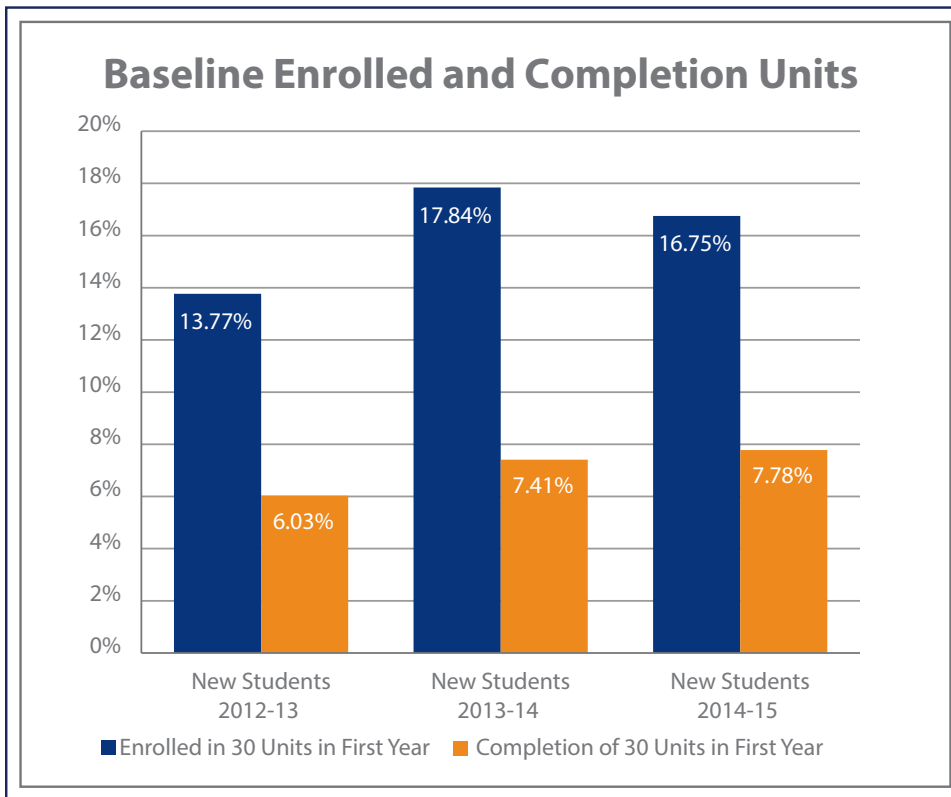
The following table depicts the data collection schedule for the next consecutive academic years

Academic Year	Enrolled in 30 Units in Year 1	Completion of 30 Units in Year 1	Enrolled in 30 Units in Year 2	Completion of 30 Units in Year 2	Transfer-Related Completion	Completion of Bachelor's Degree
2014-15	16.75%*	June 2015	April '15-Jan '16	June 2016	Fall 2016	End of Spring 2018
2015-16	April '15-Jan '16	June 2016	April '16-Jan '17	June 2017	Fall 2017	End of Spring 2019
2016-17	April '16-Jan '17	June 2017	April '17-Jan '18	June 2018	Fall 2018	
2017-18	April '17-Jan '18	June 2018	April '18-Jan '19			
2018-19	April '18-Jan '19	June 2019				

Preliminary enrollment data based on in-progress registration for spring 2015

Not only will these indicators allow for tracking of student progress in the short-, medium-, and long-term, but each indicator is viewed by staff to the individual student level, allowing for monitoring of student progress and targeted interventions. For example, counseling and outreach staff have the ability to 'drill down' into the data and view individual student's progress on each indicator. This practice of targeted intervention based on student-level data is a core element of WHCCD's model of utilizing student success teams for the proactive delivery of student services.

Target outcomes pivot around continuous quality improvement, with each target based on the most recent complete year of data. The table below shows the baseline rates (in gray) and goals for each indicator.

Baseline Enrolled and Completion Units

Enrolled in 30 Units in First Year:
- New Students 2012-13: 13.77%
- New Students 2013-14: 17.84%
- New Students 2014-15: 16.75%

Completion of 30 Units in First Year:
- New Students 2012-13: 6.03%
- New Students 2013-14: 7.41%
- New Students 2014-15: 7.78%

* Preliminary enrollment data based on in-progress registration for spring 2015

Goals for Each Upcoming Year
(until 2019)

Enrolled in 30 units in First Year:
- 2013-14: 18.73%
- 2014-15: 19.67%
- 2015-16: 20.66%
- 2016-17: 21.69%
- 2017-18: 22.77%

Enrolled in 30 Units in Second Year:
- 2012-13: 17.75%
- 2013-14: 18.64%
- 2014-15: 19.57%
- 2015-16: 20.55%
- 2016-17: 21.57%

Transfer-related Completion in 2 Years:
- 11.18%
- 11.73%
- 12.32%
- 12.94%

Clompletion of 30 Units in Second Year:
- 9.14%
- 9.60%
- 10.08%
- 10.58%

Completion of 30 Units in First Year:
- 7.78%
- 8.17%
- 8.58%
- 9.01%
- 9.46%

Completion of Bachelor's Degree in Four Years:
- 1.93%
- 2.02%
- 2.13%
- 2.23%

Legend:
- Enrolled in 30 units in First Year
- Enrolled in 30 Units in Second Year
- Transfer-related Completion in 2 Years
- Completion of 30 Units in First Year
- Clompletion of 30 Units in Second Year
- Completion of Bachelor's Degree in Four Years

APPENDIX A

Class Schedule Development Timeline
Summer 2016 through Spring 2017

Task Description	Due	Responsible Department
Submit Excel spreadsheet of schedule from previous academic year	7/1/2015	Academic Services
Budget targets created	9/1/2015	Chancellor's cabinet
FTES targets created	9/1/2015	Chancellor's cabinet
VPI's/Faculty class schedule discussion	ongoing	Educational Services
Manager/AVC meet with VPI regarding class schedule development	10/5/2015	Academic Services
VPI reviews rooms and capacity for sections	11/2/2015	Educational Services
VPI indicates course in need of MIS revisions, 5yr. reviews needed.	10/31/2015	Educational Services
VPI will notify Manager regarding closed-enrollment for a special group of students	10/31/2015	Educational Services
WHCC submit summer class schedule to Manager in Excel	11/2/2015	Educational Services
Manager - WHCC class schedule summer data entry as pending sections/changes on hold	11/17/2015	Academic Services
WHCL submit summer class schedule to Manager in Excel	11/2/2015	Educational Services
Manager - WHCL class schedule summer data entry as pending sections/changes on hold	12/18/2015	Academic Services
WHCC submit fall class schedule to Manager in Excel	11/17/2015	Educational Services
Manager - WHCC class schedule fall data entry as pending sections/changes on hold	12/18/2015	Academic Services
WHCL class schedule fall data entry complete as pending/changes on hold	12/18/2015	Academic Services
Manager - WHCL class schedule fall data entry as pending sections/changes on hold	12/18/2015	Academic Services
WHCC submit spring class schedule to Manager in Excel	12/7/2015	Educational Services
Manager - WHCC class schedule spring data entry as pending sections/changes on hold	1/15/2016	Academic Services
WHCL submit spring class schedule to Manager in Excel	12/7/2015	Educational Services
Manager - WHCL class schedule spring date entry - as pending sections/changes in hold	1/15/2016	Academic Services
Manager sends changes needed to VPI (room/instructor conflicts/class hours)	1/15/2016	Academic Services

Task Description	Due	Responsible Department
VPI/WHCC meet with Manager to review class schedule before it goes live	1/21/2016	Educational Services
VPI/WHCL meet with Manager to review class schedule before it goes live	1/22/2016	Educational Services
VPI sends class schedule to college to review for errors	1/22/2016	Educational Services
WHCCD class schedules entry completed/VPI's review schedules (Summer, Fall, & Spring) submit revisions to Manager	1/25/2016	Educational Services
Class schedule issues reported to VPI	1/29/2016	Educational Services
Deadline for changes to class schedule/send to Manager	1/29/2016	Educational Services
Class schedule goes LIVE	2/16/2016	Academic Services
Section Change Form is used for changes after Reg365 goes live	2/16/2016	Educational Services
Counselors/students begin using class schedule for planning	2/16/2016	Student Services
Priority registration starts	4/19/2016	Academic Services
Balance FT faculty loads	Ongoing	Educational Services