

Example of Late Add Data

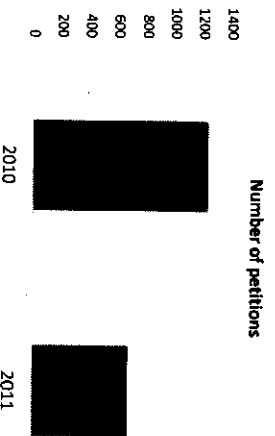
Year	Approved	Denied	Grand Total
2010	7,700.00%	3,300.00%	11,000.00%
2011	514 35.03%	163 24.09%	677 100.00%
2012	221 30.61%	52 71.58%	313 100.00%
2013	400 69.56%	171 61.35%	725 100.00%
2014	45 63.28%	379 80.44%	623 100.00%
2015	144 55.17%	117 44.83%	261 100.00%
2016	82 70.41%	37 29.59%	119 100.00%
2017	131 30.82%	127 49.82%	218 100.00%
2018	388 57.48%	289 42.52%	675 100.00%
2019	4 57.14%	3 42.86%	7 100.00%
2020	115 30.99%	47 29.81%	163 100.00%
2021	119 30.41%	50 23.25%	149 100.00%
Grand Total	1179 36.37%	1716 43.63%	3195 100.00%

Change in Late Add Process

- Previous Late Add petition process
 - Most petitions were approved
 - High number of petitions submitted
 - Large amount of manual entry required
- New petition process (started Fall 2010)
 - Required Dean approval
 - Stricter review standards
 - Significant reduction in the number of petitions both submitted and approved by more than 50%.

Petition Process: Before and After

ECC Compton Center enrolled: -14,800 students, -6,000 FTES



Note: the NEW process was used in Fall 2010. Without the new process, 2010 may have had 400 more petitions (approx 1940).

Improvements to Late Add Process

- Created administrative guide to standardize decision making for Late Add petitions
 - Revised version of guide sent to faculty in Fall 2011, called "Late Add Petition Guidelines"
 - Guidelines now distributed with Late Add petitions
 - See handouts

Student Success Findings

Before we share the results, what are your predictions?

Students who enrolled via Late Add petitions were _____ compared to students who enrolled before the last day to add.

1. Much more successful
2. Slightly more successful
3. Equally as successful
4. Slightly less successful
5. Much less successful

Anticipated Results of Late Add Study

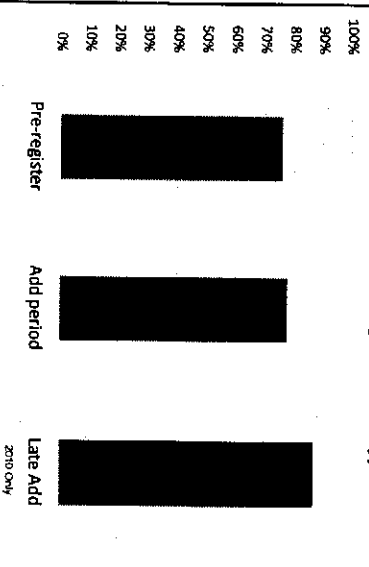
- Literature review found Late Add students are much less successful. Conclusions suggest:
 - A strict Late Add policy
 - Reduce number of Late Adds
 - Decrease workload in Admissions & Records
- Previous studies:
 - Ford, 2008. *College Student Journal*, 42(2), 402-407
 - Hiller, 2005
<http://www.nim.edu/fr/intell/analysis/lateregistrantsuccess.pdf>
 - Weiss, 1999. *Community College Review*, 27(2), 26-50.
 - See Institutional Research study for more examples

Who are the Late Add Petitioners?

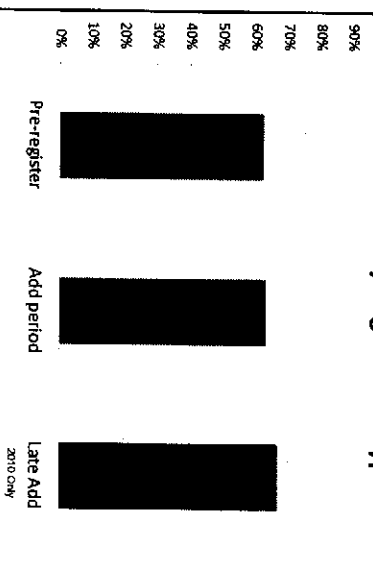
- Compton Center's approved Late Add petitioners were:
 - Younger (by 1-3 years)
 - More likely to be male
 - Newer to college (completed fewer units)
 - Enrolled in fewer units
 - Have lower cumulative GPAs
- Compare to literature's findings
 - Similar except Compton Center's are "younger"
- Denied student petitioners have different demographics from approved students
 - More cumulative units
 - Slightly fewer units in term of petition
 - GPAs differ from approved students. Denied GPA: 1.9
 - Old process: approved GPA = 1.7
 - New process: approved GPA = 2.1

All results courtesy of Institutional Research for 2010 only.

Retention Rate by Registration Type



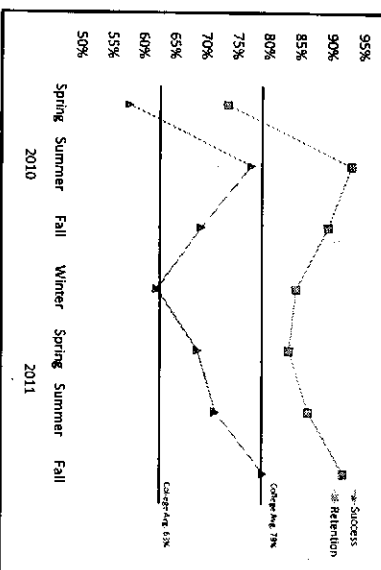
Success Rate by Registration Type



Student Success Rates

- All Late Add success data are for approved petitioners
- Patterns true for Spring, Summer, and Fall 2010.
- Term-length matters!
 - Short-term classes: (6 weeks and 8 weeks)
- Petitioners more successful, outperformed others
 - 16 week courses: Petitioners have comparable success
 - But petitioners have better retention rates
- Bottom line: Approved Late Add Petitioners were **MORE SUCCESSFUL** than others, sometimes much more

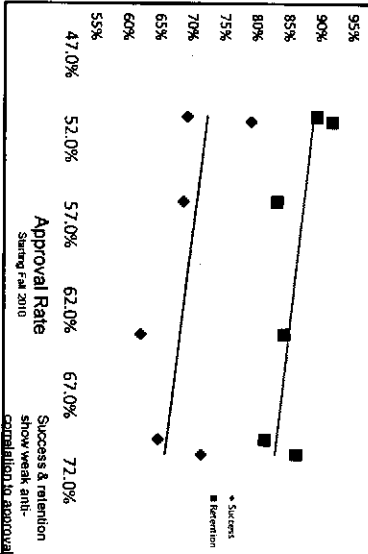
Success and Retention Rates



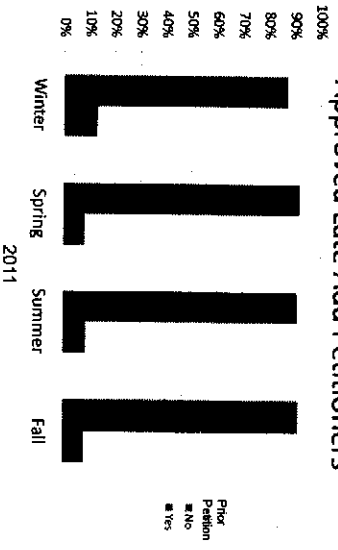
Findings and Recommendation

- Results were very puzzling and surprising
 - Contradicted all previous studies
 - Opposite of expected outcome and the initial intent when study was designed
 - The new Late Add process is working well
 - Few students submit petitions in subsequent terms
- Students are successful!**
- What else can we learn about Late Adders?

Success and Retention vs. Approval Rate



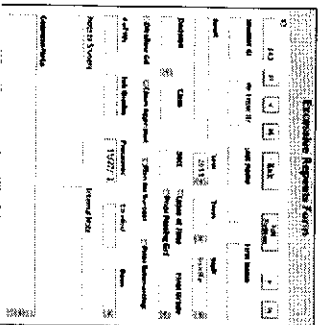
Recidivism Rate of Approved Late Add Petitioners



What about Repeat Petitioners with a history of non-success?

The Chronic Repeaters

Excessive Repeat Database



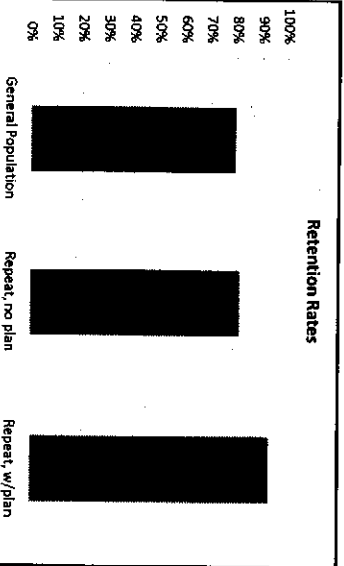
Groundwork for Repeat Petitions

- Created similar database for Repeat Petitions
- Decided to measure students' final grades for both Late Add and Repeat petitioners
- Earlier you predicted Late Add outcomes, now predict Repeat petitioners outcomes

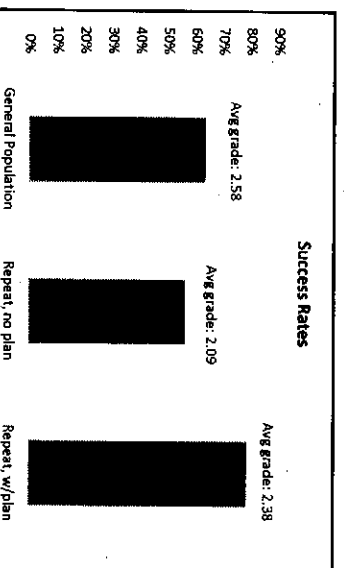
Students who enrolled after completing a Repeat Petition were _____ compared to students who enrolled normally.

1. Much more successful
2. Slightly more successful
3. Equally as successful
4. Slightly less successful
5. Much less successful

- ### New Petition Process at Compton Center
- Created "Dean's Guide" to standardize decisions for repeat petitions
 - See handout
 - Guide asks Deans to pay close attention to students' academic performance
 - Also created a "Plan for Student Success in a Repeated Course"
 - See handout
 - The Plan warns "This is your last chance!"
 - Student completes Plan by meeting with a counselor, then brings it to Dean for approval



Notes about the data: Results are preliminary and only suggestive so far. There were: 64 repeaters who were not asked to complete a plan ("no plan") and 14 repeaters who were required to complete a plan ("with plan")



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Results by course

Top 10 most repeated courses	# students	Repeat population		General population - Fall 2010 And Spring 2011		Course GPA
		Repeat success	Repeat retention	Success	Retention	
Math-23	11	65.9%	84.5%	47.2%	64.3%	2.21
Math-30	10	62.0%	81.7%	45.3%	64.6%	2.05
Engl-1A	7	62.9%	81.2	49.2%	64.8%	2.21
Math-150	4	62.0%	100.0%	58.1%	79.5%	2.34
Engl-8	4	62.0%	57.0%	41.5%	79.5%	N/A
CS-13	4	100.0%	100.0%	3.25	48.5%	63.3%
Math-170	3	100.0%	100.0%	4.00	30.0%	35.0%
NURS-48	3	66.7%	100.0%	2.87	71.6%	2.77
Math-12	3	66.7%	66.7%	3.00	43.6%	62.9%
MICR-33	3	100.0%	100.0%	3.87	71.7%	82.3%
Engl-42	3	66.7%	66.7%	N/A	61.0%	76.5%
Publ-1	3	100.0%	100.0%	3.00	53.1%	77.7%
Chem-30	3	66.7%	100.0%	3.67	56.3%	70.5%
Math-22	3	100.0%	100.0%	2.87	53.1%	64.3%
Grand Total	64	62.5%	79.7%	2.29	51.2%	68.6%

Course: Basic Skills/Developmental course

- ### Student Success for Repeat Petitioners
- Bottom line: Repeat petitioners, despite a history of non-success, with the help of the Compton Center's Plan for Student Success intervention are MORE SUCCESSFUL than the general population
 - Results are preliminary, but suggestive
 - This bodes well if we use this intervention for the new Title 5 restrictions which limit (most) students to 3 total enrollments in a class

Repeat Petition Results by Grade

Final Grade	TALE		FAISE		Repeat Petition	
	Count	Percent	Count	Percent	Count	Percent
A	2	13.33%	14	15.91%	16	15.55%
B	4	26.67%	19	21.59%	23	22.33%
C	6	40.00%	17	19.32%	23	22.33%
Pass			5	5.68%	5	4.85%
D	1	6.67%	10	11.36%	11	10.68%
F	8	50.0%	9	9.09%	9	7.77%
W	2	13.33%	13	14.77%	15	14.56%
NG	1	6.67%	1	1.14%	1	0.97%
No Pass			1	1.14%	1	0.97%
Grand Total:	15	100.00%	88	100.00%	103	100.00%

One Lapse of Time repeated a class.
 Repeating A, C

- ### Evaluation of Results
- Late Add and Repeat processes both produced surprising successes
 - Similarities of both Late Add and Repeat petition processes
 - Increased academic investment by student
 - Requires student self-reflection orally and in writing
 - Institution is making a personalized commitment to student via petition intervention process; student senses this
 - Consistent tough standard applied by deans, A&R
 - Our processes got quicker; students buy books earlier,
 - Rigorous process may cause self selection by students
 - Other
 - Comparison to other schools and other research

Focus on Student Success

- Fall 2010 Late Add process change focused on:
 - High workload for A&R staff
 - Decreasing financial resources (and staff)
- Recommendations:
 - Maintain current Late Add process
 - Adopt Compton Center’s Student Success Plan for all Repeat petitions (in progress @ECC)

Demonstration of Database

By Jennifer Chua

- ### Future Work
- Ask the successful students “Why were you successful?” to get their input
 - Involve classified staff too
 - Continue to collect and evaluate data
 - Next collaboration: improve assessment/placement process for students
 - Before taking assessment test, provide information to students via mandatory orientation
 - Final Point: Should the College consider intervening with repeats after ONE substandard grade (D, F, no-pass)? If so, how?

- ### Recap and Summary
- Findings:
 - Late Added students that go through the petition process are MORE successful than the general population
 - Repeat Petitioners, especially those who complete a Student Success Plan, are MORE successful than the general population
 - Learning Outcomes
 1. Student processes should measure student success
 2. To measure student success, gathering data and creating databases is critical
 3. Personalized student intervention leads to student success
 4. Collaboration between Academic Affairs and Student Services is key to improve processes that lead to student success

Questions & Comments

Late Add Petition Guidelines

If a student is asking to add a class late, these guidelines should be used by faculty and deans when determining whether or not petitions should be approved.

1. Did the student complete all information? Common omissions include missing student signature, missing faculty and/or dean signatures, and missing AddCode sticker.
 - If these items are missing, the petition will be denied by Admissions and Records. Make sure the student signs the petition and includes the AddCode on the sticker **AND** a paper add form signed by the instructor.
2. Does the petition indicate that the student was responsible for not adding the class on time?
 - If yes, deny the petition and forward to Admissions and Records office. For example, having to go to work or not knowing the add process are not college errors.
3. Did the student write a thorough explanation for the faculty or college error?
 - If no, ask the student to expand the written explanation. If the student does not, deny the petition and forward to Admissions and Records.
4. Does the petition claim that an employee made an error?
 - If yes, the student must have that employee (instructor, manager, staff) sign the Late Add form and acknowledge that the error was that of the employee. The employee must verify the student's claim described in the student area on the petition. Otherwise deny the petition and forward to Admissions and Records.
5. Does the student have the AddCode for the course with the petition?
 - If yes, the student should attach the AddCode or a photocopy to the petition.
 - If no, the petition may be denied by Admissions and Records because A&R may not be able to verify the claims.
6. Does the student claim a "computer error" prevented adding on time **AND** the student provides appropriate documentation? (Documentation could include a screen printout, a written statement of the error message, or date and time the system was unavailable.)
 - If no, there is insufficient evidence. Deny the student's petition and forward the petition to the Admissions and Records office.
7. Did the student complete all enrollment requirements prior to the add deadline, including an online application, clearing pre-requisites, clearing any holds (e.g., fees, probation, discipline), obtaining overload approval by the Dean of Student Services, submitting K-12 concurrent enrollment form (if applicable), or obtaining an approved repeat petition (if applicable)?

- If no, deny the student's petition and forward the petition to the Admissions and Records office.
- 8. Does the student claim he/she was enrolled in the class prior to the semester, but the student does not appear on the class roster or waitlist?
 - If yes, deny the petition and forward to Admissions and Records because this is not a college error; refer the student to his/her ECC email and/or the MYECC "class schedule" function for verification. The student either was dropped for nonpayment of fees or may have accidentally dropped him/herself.
- 9. Was the student able to add any other classes during this same term?
 - If yes, the student should determine why the student was unable to add this course and include that answer in the petition.
 - If no, the student should consult the Admissions and Records office to determine why the student could not add any classes.
- 10. Has the student submitted a late add petition in any previous semester?
 - If yes, deny the petition and forward to Admissions and Records unless there is clear and strong evidence of a college error that is well supported by documentation. Students are expected to learn the correct procedure for adding classes after submitting their first late-add petition.
- 11. Was the student enrolled in this course at any point after the semester began?
 - If yes, that would permit a reinstate, possibly followed by a section transfer. This is the proper way to handle this situation.
- 12. FALL OR SPRING TERM ONLY: Is the class a Monday-only or a weekend-only class?
 - If yes, approve the petition because it is possible that AddCodes are not available on the first weekend, and may not get to instructors for some Monday classes. The second Monday is often a holiday, so there may not have been a second on-time opportunity to get an AddCode from the instructor.

Dean's Guide to Repeat Petitions

The guidelines below apply when a student is asking to repeat a class that they have failed and/or withdrawn from at least twice. Lapse of time requests are at the dean's discretion.

Students must provide a printed copy of their transcript for the dean to evaluate. Unofficial transcripts are acceptable.

1. High school students requesting to repeat a course should be denied.
2. A student must have completed the "Plan for Student Success in a Repeated Course" and have a counselor's signature, printed name, form completion date, and educational plan completion date on the back.
3. Determine whether or not the District can claim apportionment by examining the "Conditions for Collecting Apportionment for Repeated Courses" document:
 - a. District can claim apportionment for additional repeat:
The petition should only be approved if the student is likely to pass and will benefit from passing the course.
 - b. District can **not** claim apportionment:
The dean should strongly consider denying the petition and encourage the student to take the class in another district. Auditing the course is another option, but not recommended.
4. If the student is seeking to repeat the course for personal enrichment (rather than to serve as a prerequisite or a degree/certificate requirement), the petition should be denied and the student should be encouraged to audit the class.
5. Repeat petitions should only be approved if the student's recent academic performance is satisfactory. The student's GPA should be at least 2.0 in the most recent semester. However, the dean should consider stronger requirements such as having a 2.5 GPA and/or maintaining a 2.0 GPA for more than one recent semester.
6. Students must have passed any pre-requisites **and** any classes that serve as recommended preparation as listed in the college catalog or schedule of classes.
7. If the student has good academic performance in all areas except for this subject matter, consider the possibility that the student may have a learning disability specific to the subject. If you think they may have a disability, consider referring them to the DSPS or a counselor.



EL CAMINO COLLEGE
LATE ADD PETITION – SPRING 2012

Notified _____ By _____

You will only be approved for a late add if there is an acknowledged error on the part of your instructor or a college employee. Reasons such as not knowing the procedure, forgetting to add, needing to work, not having time to complete the add process, having a hold will be denied.

DEADLINE: the petition for 16-week classes must be submitted to Admissions completed and signed with all required documentation by March 2, 2012. The deadline for short term classes (meet less than 16-weeks) is 2 weeks after the last day add.

If you fail to meet this designated deadline you forfeit all rights to enroll in this class. Note: Submission of this petition does not guarantee enrollment. Enrollment must be in accord with the California Education Code, Title 5 Code of Regulations, and the policies and procedures of El Camino College.

You will be notified via your El Camino College email if your petition has been approved or denied.

NAME _____ DATE _____
(PLEASE PRINT) LAST FIRST MIDDLE
ADDRESS _____ NUMBER-STREET CITY STATE ZIP
TELEPHONE _____ BIRTHDATE _____ STUDENT ID NUMBER _____
COURSE NUMBER _____ COURSE NAME _____
SECTION NUMBER _____ INSTRUCTOR'S NAME _____

STUDENT: Present your request as clearly and briefly as possible.

INSTRUCTIONS: You must 1) provide an explanation why you are submitting the add form after the published deadline; 2) sign and date the petition; 3) obtain staff acknowledgement of error; 4) obtain the signed approval of the instructor; 5) obtain the signed approval of the division dean; and 6) turn in completed petition along with AddCode and instructor add slip to Admissions office before the deadline.
REMINDER: The nature of your reason must be college error.

1. PETITIONS SUBMITTED AFTER THE DEADLINE WILL BE DENIED.

Required signatures and more information are on the back of this form.

IMPORTANT NOTE: PETITIONS WITHOUT APPROPRIATE SIGNATURES AND PROPER DOCUMENTATION AND AddCode AUTHORIZATION WILL BE DENIED

NOTE: If you do not submit this petition with all required information and signatures by the deadline for late add submissions (see front of this form), you will not be enrolled in the course. There will be NO further opportunities to petition. If you remain in the course and later petition to obtain credit, it will be denied.

Admissions & Records will deny any late add petition for any of the following cases:

- 1) Student has not met the prerequisite for the course;
- 2) Student has not filed an application for admissions;
- 3) Enrollment would constitute an illegal repeat;
- 4) Enrollment would create an unauthorized overload of units;
- 5) Enrollment is blocked by a hold (fee, disciplinary, academic/progress dismissal, other);
- 6) Student is a K-12 student who has not completed admissions requirements;
- 7) Student's first day of attendance is in or after the third week of the semester (full semester course. Earlier deadlines apply to short term courses [less than 16 weeks]).

2. I certify that the statements above are true and the documentation I have provided is accurate. I acknowledge that false statements or forged or altered documentation can result in disciplinary action under the Student Code of Conduct. I understand that failure to provide documentation will result in automatic denial of this petition.

STUDENT'S SIGNATURE _____

DATE _____

3. I, _____, hereby acknowledge and certify the late add petition submitted by this student is the result of my error.

Instructor/Employee Signature _____

Date _____

Recommendation: Approved Denied

Nature of Error and Comments: _____

4.

Instructor's Signature _____

Date _____

Recommendation: Approved Denied

Instructor's Comments: _____

5.

Dean's Signature _____

Date _____

Recommendation: Approved Denied

Dean's Comments: _____

DO NOT WRITE BELOW THIS LINE-FOR OFFICE USE ONLY

Admissions & Records Signature _____

Date _____

Circle One: Approved Denied

ACTION TAKEN: _____

BY _____

DATE _____

Plan for Student Success in a Repeated Course

Name _____

Student ID _____

Course you would like to repeat _____

You have asked to repeat a class and have submitted special paperwork to be enrolled in the class again. This will be the last time you are permitted to take the class. No more repeats can be approved for this course. This is your last chance!

YOU MUST FILL THIS FORM OUT WITH A COUNSELOR'S ASSISTANCE AND GET THE COUNSELOR'S SIGNATURE ON THE BACK.

Step 1: Write down a specific list of at least 3 things you will do DIFFERENTLY in the class this time, if you are allowed to take the class again. "Study more" and "Study harder" are NOT specific; explain in more detail.

- 1.
- 2.
- 3.

Step 2: Create a success contract with yourself to help ensure you succeed in the class. We suggest your contract include frequent meetings with your teacher, developing and understanding an educational plan that maps a path for you to achieve your educational goals while enrolled in community college, and, most importantly, making this class your highest priority.

As an example, some students have used the following contract and they felt it helpful to write it in their own handwriting. You are welcome to use this example or create your own contract.

Example

I, [student's name], commit to do all of the things on the list above in order to pass the class this time. I also agree to:

1. talk to teacher every week to get an update on my grade and I will listen to any advice the teacher gives to help me improve. **I will also get the teacher's signature after each of these meetings on the back of this form.**
2. With the help of a school counselor, I will develop or update an education plan and I will understand this plan and the consequences if I do not follow the plan. **I will also get the counselor's signature on the back of this form after developing the plan.**
3. Most importantly, I will make this class my highest priority class.

Date met with teacher Teacher signature

Date met with teacher Teacher signature

FOR THE COUNSELOR:

By signing below, I acknowledge the student has created a success contract with him/herself and the student has signed the contract. I have viewed the contract and believe the student is likely to meet the terms of the contract.

Date met with Counselor

Counselor printed name

Date Education Plan developed or reviewed

Counselor signature