AQIP WAIT LIST/RETENTION ALERT PROJECT TEAM  
March 24, 2011  
2:30 pm

Attendees: Troy Boquette, Mike Cieslinski, Paul Crane, Rick DeGroot, Kim Doane, Chris Engle, Lisa Gonzales-Gronauer, Philip Greenfield, Mark Leach, Michele Traver, Steve Robinson, Gail VanEtten, Pat Ward, Nicole Woods

Absent: Cheryl Bassett, Alana Ferguson, Melissa Rueterbusch, Emily Varney

Wait List

- Training/Communication
  - Formal training seminars were completed Thursday, March 24
    o Waitlist Pamphlets for students are available on the Web, http://www.mcc.edu/recreg/pdf_recreg/waitlist_information.pdf, and are being distributed in various offices on campus (registration, advising, division offices, etc.)
      To find on the web go to: Mott’s Main Webpage ⇒ Current Students ⇒ Records and Registration ⇒ Office of Records & Registration ⇒ Under the heading “Register for Classes” click on Register for Classes. The information link is on the right side of the page.
      *Note: Students must drop from wait lists themselves. It is not possible to allow user groups access to drop students from wait list and still maintain process security. An instructional aide has been developed for students to use if they want to drop from a wait list.*

- Implementation/Assignments
  - Troy will provide Mark with training materials to be posted on SharePoint.
  - Student and Staff emails – Troy is developing for distribution (date?)
    o Staff email will contain information about who to contact for more information.
  - Process/Student Drop Aide will be developed and posted. Responsibility and due date: __________
    o Sub-team set-up is complete. Chris and Lisa will provide checklist for posting to SharePoint.

- Other
  - WLAV will run daily. Auto drop will not run on weekends.

- Expanded Timeline
  - April 18 – AutoDrop. It was estimated there will likely be 20+/- students who are moved into classes if sections are full and students are waitlisted
  - May 4 – Close 2011/4 wait list
  - June 13 – Financial Aid auto drop for 2012/1 classes
  - June 27 – Close 2012/1 wait list
  - May – July review and revise processes as needed.
    o Student Focus Group?
    o Add more 2012/2 courses from phase 1-2 (TBD)
  
Note: Adding phase 3-4 courses is not foreseen in immediate future as phase 4 courses have numerous registration issues
• **Reporting/Custom Needs Analysis**
  Mark, Mike and Kim are working on report needs and availability of information. One item requested was WebAdvisor hits – comparing whether students are signing in to look for seats as opposed to checking their wait list status.

**Retention Alert**
*From Datatel Documentation*
  “The Student Retention Alert module allows your institution to identify students who are at risk and begin intervention with students as soon as a problem is identified. It allows you to track all contacts and intervention efforts, and share information appropriately with the student and other people who can help you with the student’s case. When the student is no longer at risk, you can close the case. You can additionally run various reports about the cases that were opened and closed.”

• **Current Processes – Available to identify At-risk students**
  o **Attendance Reporting** – reported for financial aid requirements, not currently tracked in relation to at-risk students/retention alert
  o **Academic Probation**
    • Students with ≥12 credits and GPA >2.0
  o **SAP (Standards of Academic Progress)**
    • Students must maintain to be eligible to receive financial aid.
      o GPA of 2.0 or better
      o Completion of 67%+ credit hours enrolled per semester
      o Completing an associate degree within 93 credit hours.

**Notes:**
• A policy/process was recommended to CPSC concerning freezing registration for students who have [XXX] credits, but was not adopted. Rather, it was forwarded to this committee for consideration.
• SAP: much higher number of students are being tacked than on academic probation. Troy or Lisa will report back on percent of students on academic probation.
• ATD research has shown that students who follow placement recommendations for developmental courses are much more likely to be retained.
• There are many “life” and “financial” issues that have major impact on student retention. These may not be easily tracked/documentated.

**For further consideration:**
  **What are our problems?** Achieving the Dream goals vs. Mott student goals (degree/transfer/certificate/job skills)
  **What are our opportunities?**
  **What are our goals?**

Notes prepared by,
Sherry Rosenberger