



OFFICE OF THE ASSOCIATE VICE-PRESIDENT, ACADEMIC AND  
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**MEMORANDUM**

ATTENTION	Senate	<i>Selli for</i>	DATE	July 8, 2016
FROM	Wade Parkhouse, Acting Chair		PAGES	1/1
	Senate Committee on			
	Undergraduate Studies			
RE:	Enrollment Priority for Newly Admitted Secondary School Students (SCUS 16-24)			

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Acting undertaken by the Senate Committee on Undergraduate Studies at its meeting of July 7, 2016, gives rise to the following recommendation:

Motion

That Senate approves, effective Fall 2016, newly admitted secondary school students be assigned priority enrollment for their first two consecutive terms e.g. Fall Term 2016 and Spring Term 2017. Subsequent enrollment priority will be based on current rules for continuing students. A review of this process is to be conducted two years after implementation.

16-24



OFFICE OF THE REGISTRAR  
Student Services

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SCUS  
JULY

**MEMORANDUM**

**ATTENTION** SCUS **DATE** May 20, 2016 (updated July 4, 2016)  
**FROM** Rummana Khan Hemani  
Registrar & Executive Director,  
Student Enrollment *Pro Tem*  
**RE:** Proposed Revision to Enrollment Priority for Newly Admitted Secondary School Students

The current enrollment priority policy for undergraduate students was last revised and approved by SCUS in Fall 2013. Under the current policy enrollment priority for continuing and new non-secondary school students in degree programs is in descending order by their academic level, i.e. number of units completed; CGPA is used to rank students at any given unit level. Newly admitted secondary school students have priority enrollment in only their first term. We believe this is problematic, as it does not align with our stated goals for first-year student success. Throughout the recruitment, orientation, and advising processes with incoming high school students, we emphasize the importance of exploring the university's broad range of academic offerings during first year. Academic advisors work with these students to develop programs and course plans that are based on their interests, strengths, and academic goals. However, our current enrollment priority policy, which places first year students at the end of the enrollment appointment release period in their second term, significantly reduces their access to appropriate courses and limits their ability to explore and progress. Some of the potential impacts of this are delayed major declaration, reduced student satisfaction, and academic difficulty.

From a student's perspective and the university's perspective, transition into university encompasses a full academic year, not simply the first term. We are proposing a change to the enrollment priority that would extend the enrollment priority for these new admits to their second term and move them to the beginning of the enrollment appointment release period. As the vast majority of our incoming first year admits start in the Fall term, and many do not register or take a reduced course load for the Summer term, priority enrollment would extend to their first two consecutive terms only. They would then follow the enrollment priority in accordance with the policy for continuing SFU students. We believe that this change for incoming first year students will improve their overall experience and support academic success and progress.

Using the Spring 2016 term as an example, we have conducted an analysis (see attached charts) of the impact of the proposed change to determine the before and after implications for all students. On average, students in the "general" population (continuing and new non-secondary students) will move back 1.33 days in the enrollment appointment release period. Note that students in an identified priority group, e.g. entrance scholarship recipients, will not be impacted by the proposed change. Although not always the case, third and fourth year students do not tend to compete for space in the same courses as first year students. However, particularly in the first year we implement this change, we can expect many second year students to be impacted. Specific groups we should pay attention to include students who are still trying to get into courses required for declaring a major and new transfer students. Given the variability of the impact across different groups of students and by Faculty, we suggest a targeted approach to mitigate

potential issues. For example, could additional seats be added to required lower division courses that are often full early in the enrollment release period?

**Motion:** Effective Fall 2016, newly admitted secondary school students be assigned priority enrollment for their first two consecutive terms, e.g. Fall term 2016 and Spring term 2017. Subsequent enrollment priority will be based on current rules for continuing students.







## Appointment Blocks for 2016 Spring by New/Continuing Status

This presents the "as-was" information - the appointment blocks for 2016 Spring that were actually used.

The left hand side (under "False") shows the number of appointments by block for continuing students, while the right hand side (under "True") is for 2015 Fall new students. Note that 2015 Fall new students are concentrated in the first day (by virtue of being in one of the scholarship or athletics student groups), and then the final 2 days in the general population.

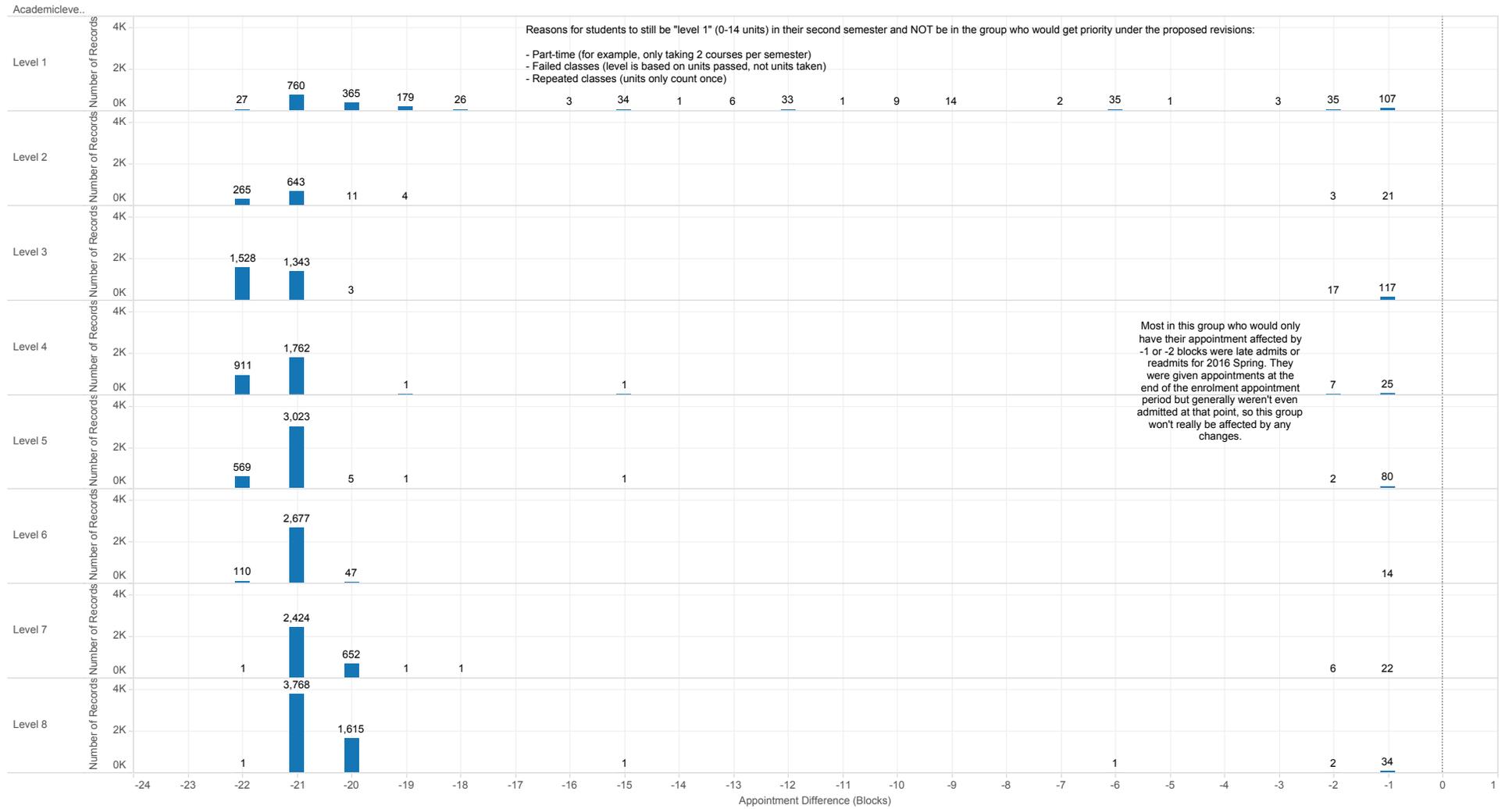




## Change in Appointment Blocks for 2016 Spring if Revised

The graph below shows the change in the number of appointment blocks for students at each academic level, looking only at students in the general population group who would not have priority under the proposed revisions. Note that, on average, students at all levels would be moved back 20-21 appointment blocks, or roughly 1.33 days (there are 15 appointment blocks per day).

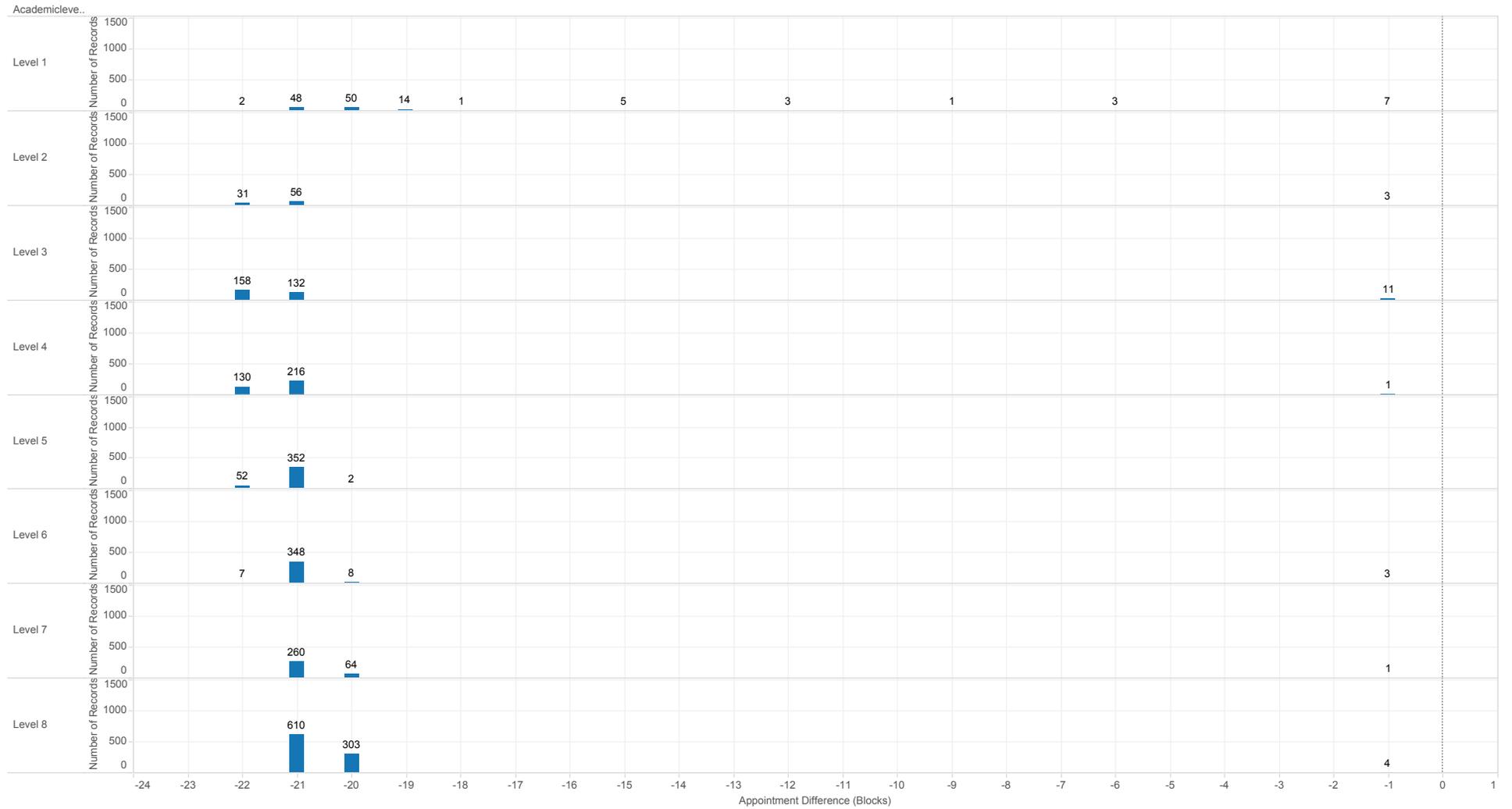
The general population group includes continuing students, and new non-secondary students.



## Change in Appointment Blocks for 2016 Spring if Revised - Applied Sciences

The graph below shows the change in the number of appointment blocks for students at each academic level, looking only at students in the general population group who would not have priority under the proposed revisions. Note that, on average, students at all levels would be moved back 20-21 appointment blocks, or roughly 1.33 days (there are 15 appointment blocks per day).

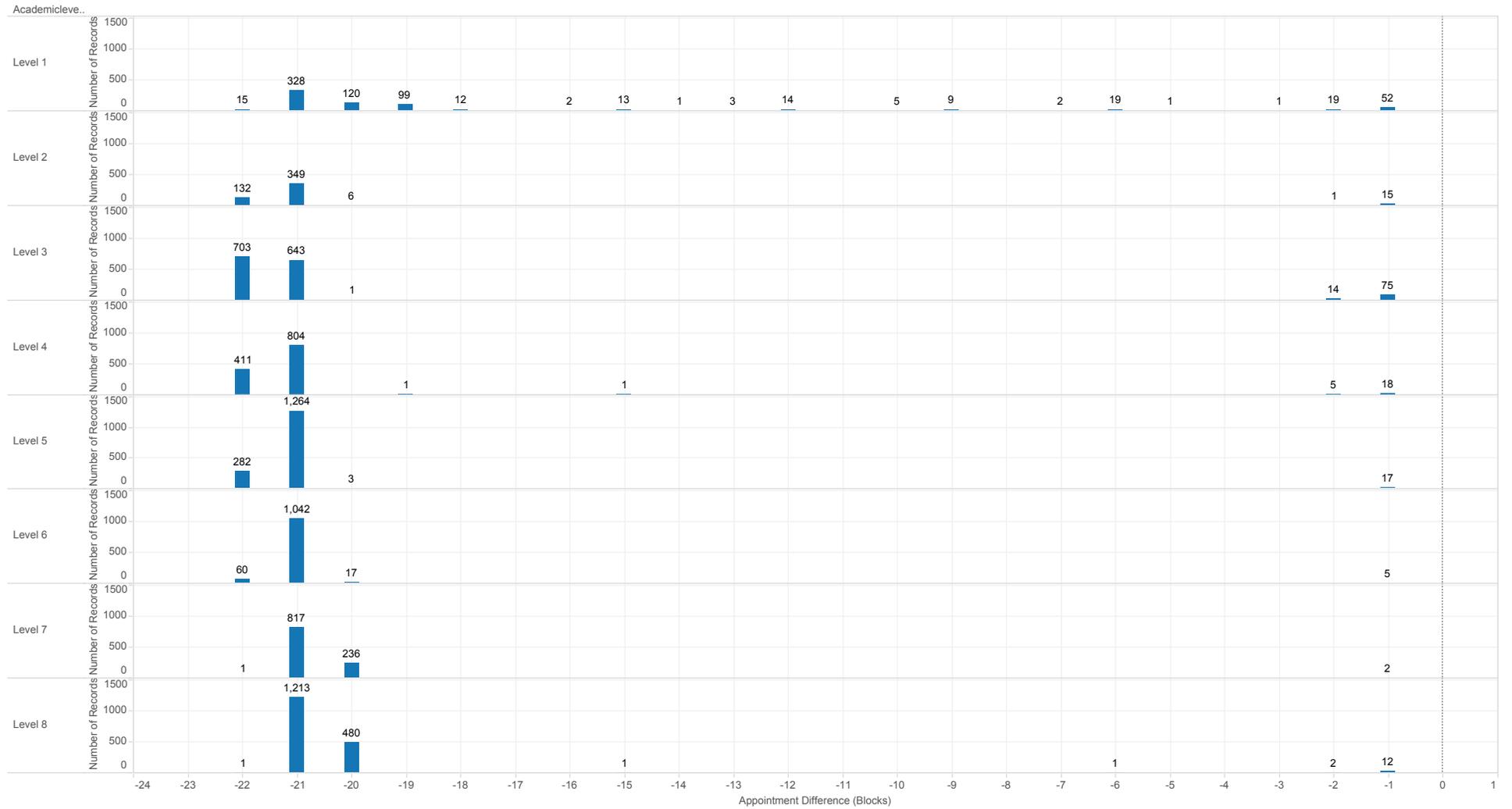
The general population group includes continuing students, and new non-secondary students.



## Change in Appointment Blocks for 2016 Spring if Revised - Arts & Social Sciences

The graph below shows the change in the number of appointment blocks for students at each academic level, looking only at students in the general population group who would not have priority under the proposed revisions. Note that, on average, students at all levels would be moved back 20-21 appointment blocks, or roughly 1.33 days (there are 15 appointment blocks per day).

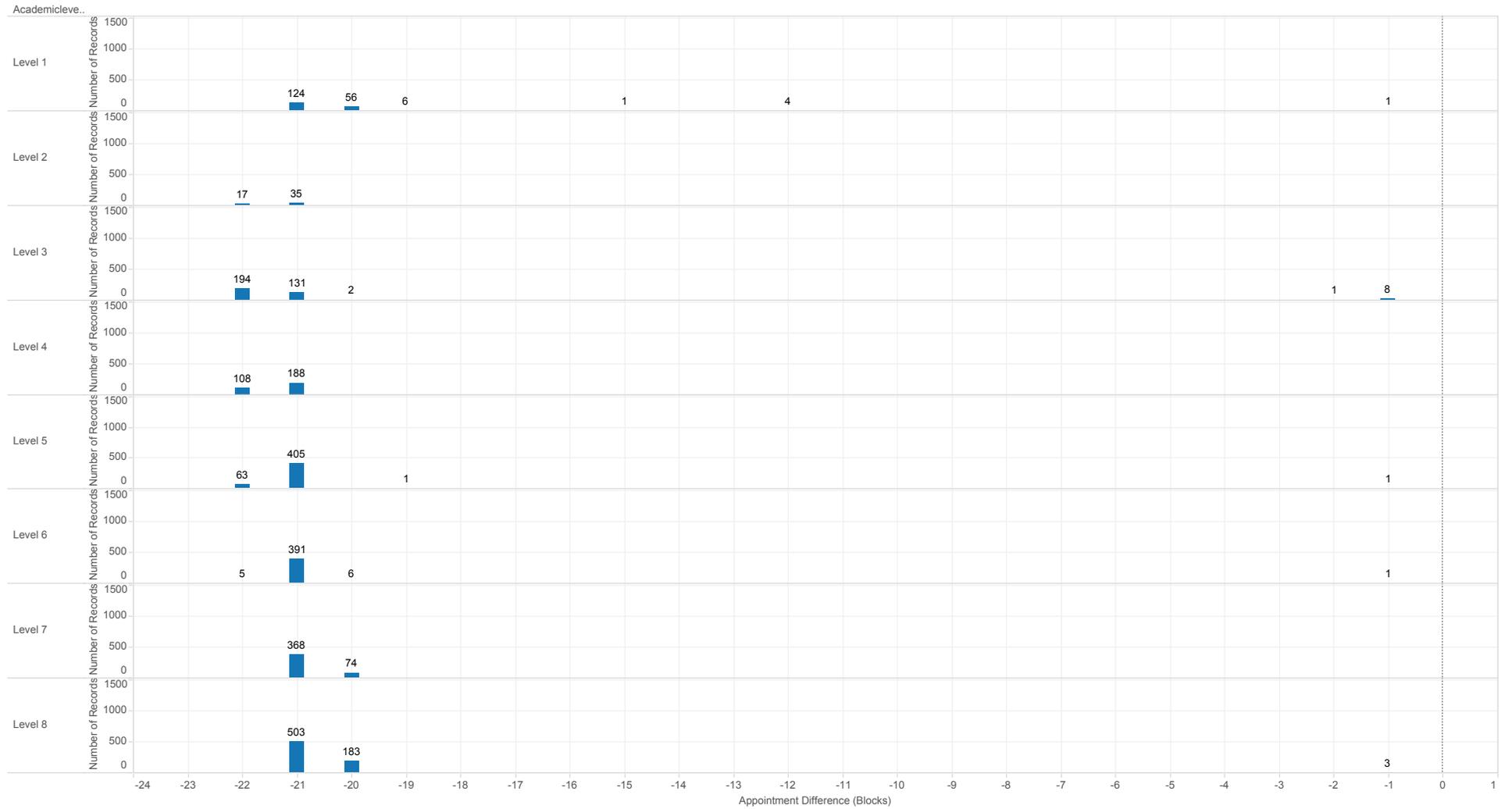
The general population group includes continuing students, and new non-secondary students.



## Change in Appointment Blocks for 2016 Spring if Revised - Beedie School of Business

The graph below shows the change in the number of appointment blocks for students at each academic level, looking only at students in the general population group who would not have priority under the proposed revisions. Note that, on average, students at all levels would be moved back 20-21 appointment blocks, or roughly 1.33 days (there are 15 appointment blocks per day).

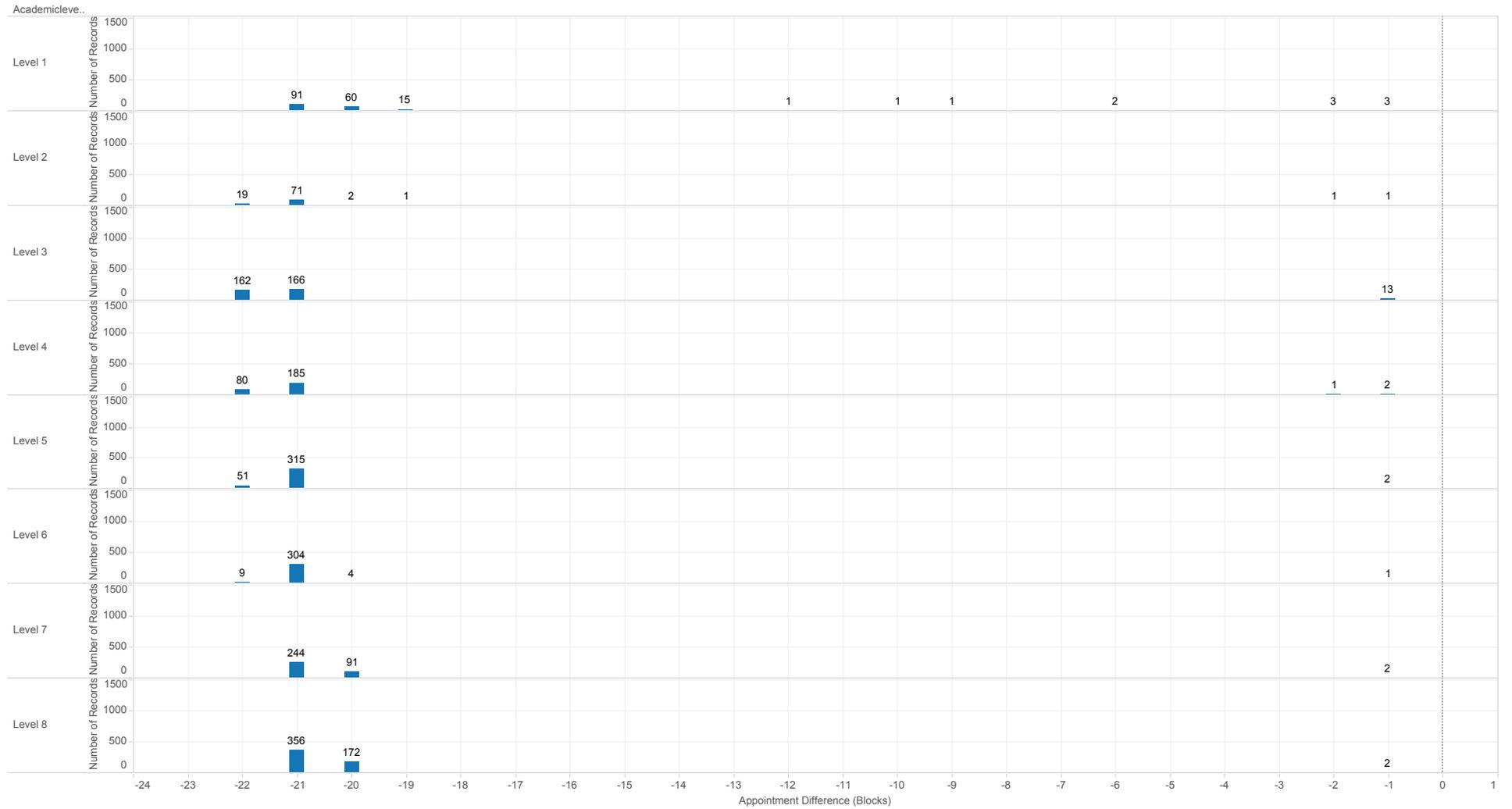
The general population group includes continuing students, and new non-secondary students.



## Change in Appointment Blocks for 2016 Spring if Revised - Communication, Art, & Technology

The graph below shows the change in the number of appointment blocks for students at each academic level, looking only at students in the general population group who would not have priority under the proposed revisions. Note that, on average, students at all levels would be moved back 20-21 appointment blocks, or roughly 1.33 days (there are 15 appointment blocks per day).

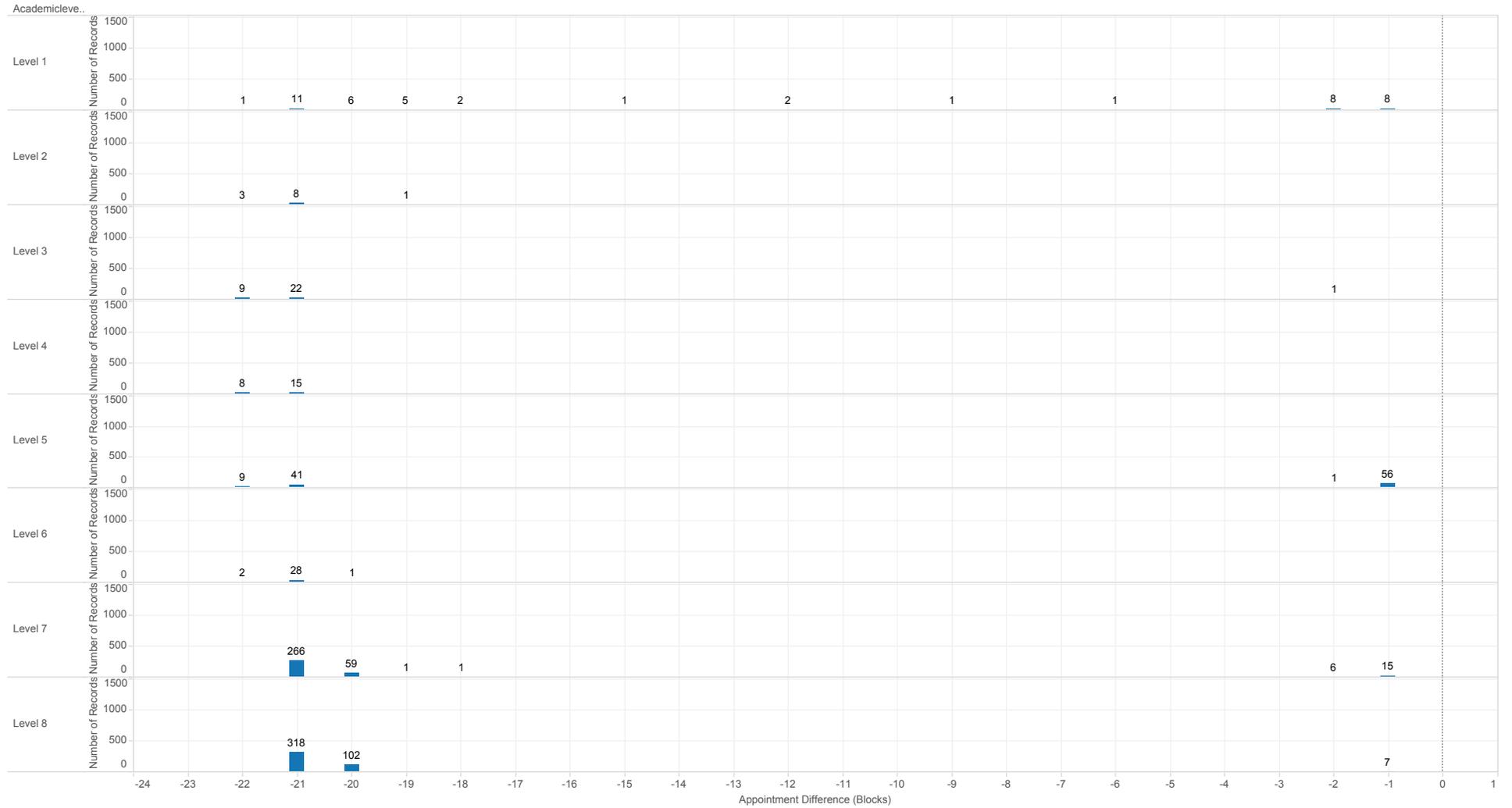
The general population group includes continuing students, and new non-secondary students.



## Change in Appointment Blocks for 2016 Spring if Revised - Education

The graph below shows the change in the number of appointment blocks for students at each academic level, looking only at students in the general population group who would not have priority under the proposed revisions. Note that, on average, students at all levels would be moved back 20-21 appointment blocks, or roughly 1.33 days (there are 15 appointment blocks per day).

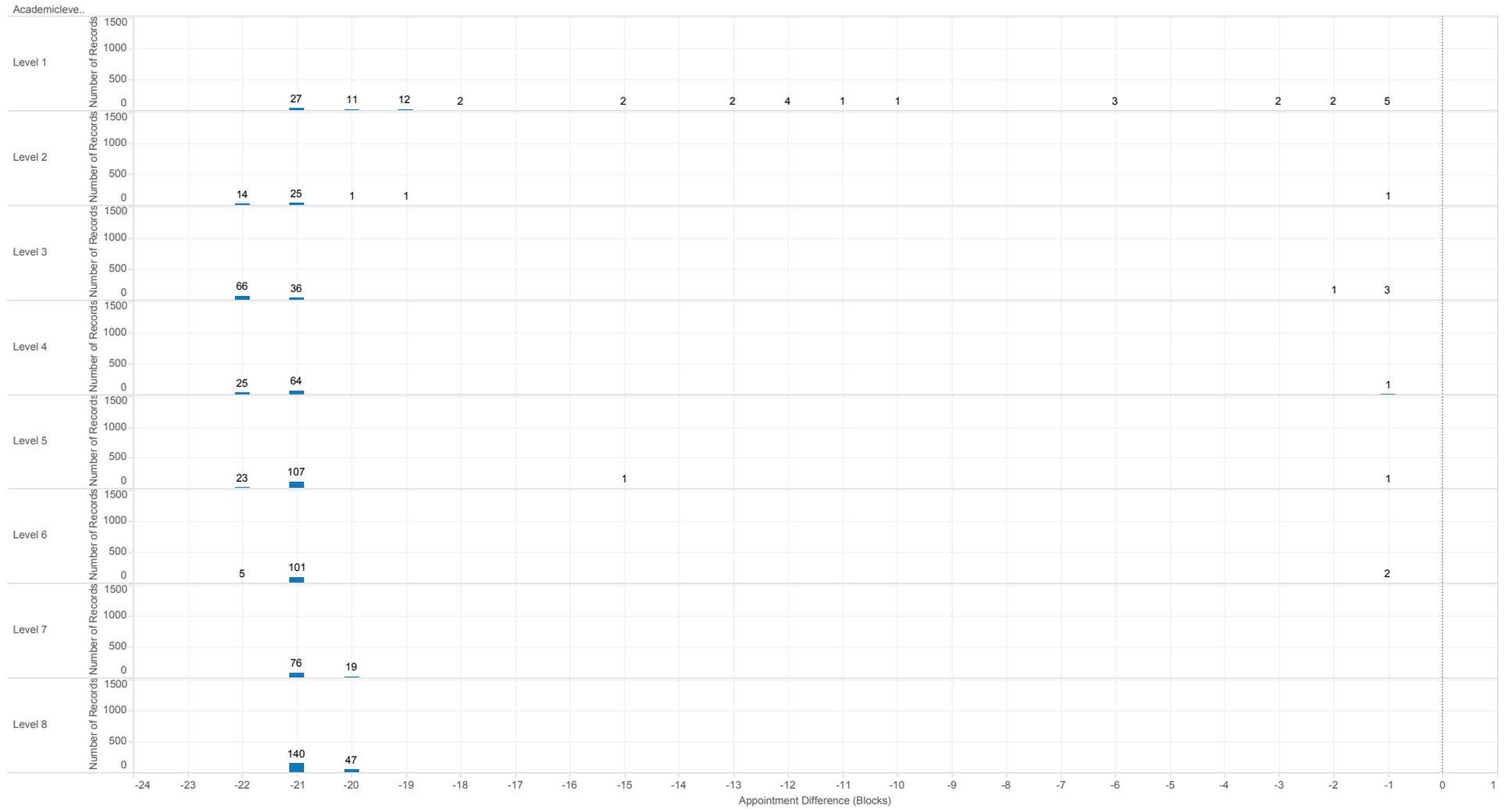
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## Change in Appointment Blocks for 2016 Spring if Revised - Environment

The graph below shows the change in the number of appointment blocks for students at each academic level, looking only at students in the general population group who would not have priority under the proposed revisions. Note that, on average, students at all levels would be moved back 20-21 appointment blocks, or roughly 1.33 days (there are 15 appointment blocks per day).

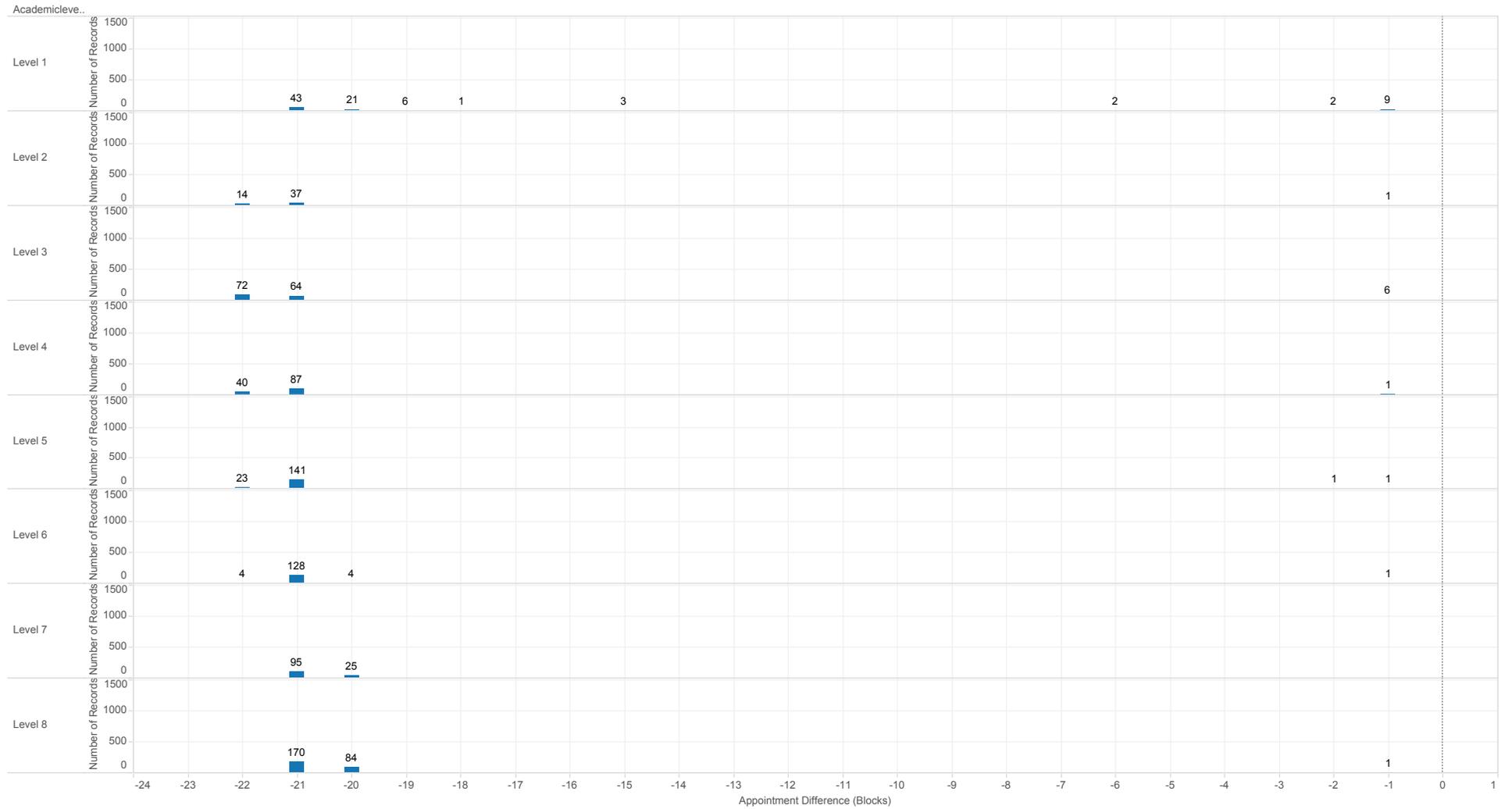
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## Change in Appointment Blocks for 2016 Spring if Revised - Health Sciences

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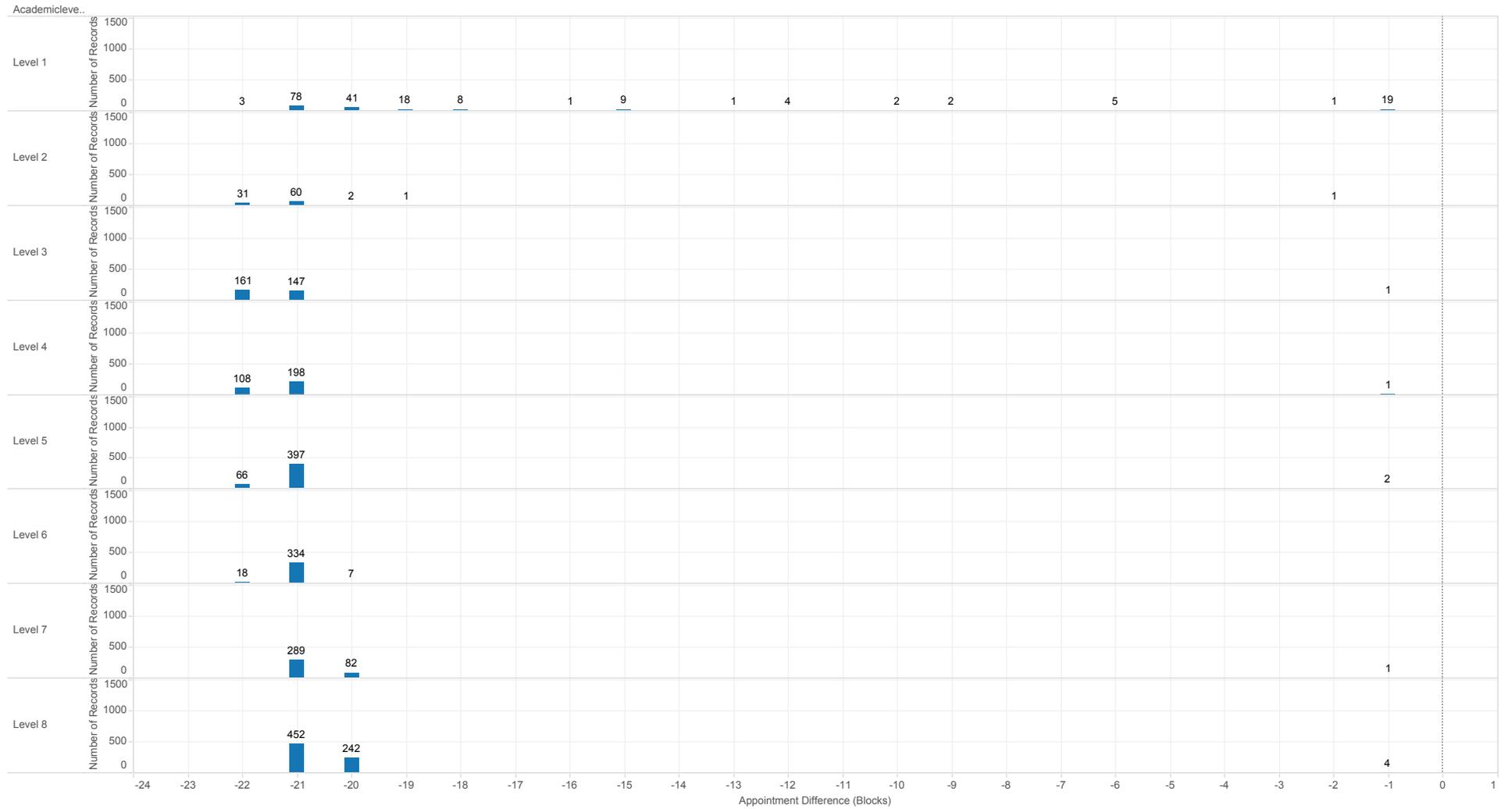
The general population group includes continuing students, and new non-secondary students.



## Change in Appointment Blocks for 2016 Spring if Revised - Science

The graph below shows the change in the number of appointment blocks for students at each academic level, looking only at students in the general population group who would not have priority under the proposed revisions. Note that, on average, students at all levels would be moved back 20-21 appointment blocks, or roughly 1.33 days (there are 15 appointment blocks per day).

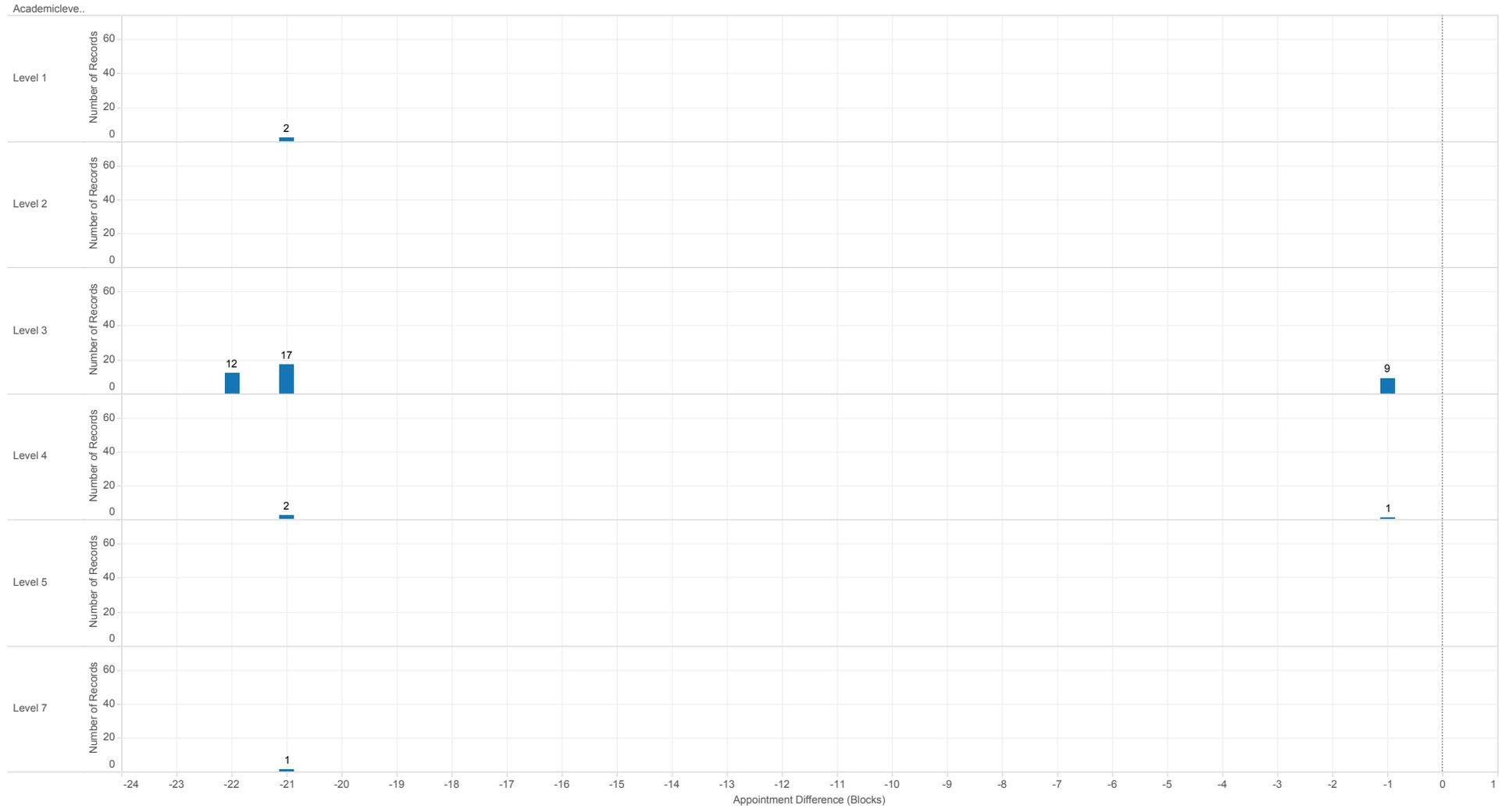
The general population group includes continuing students, and new non-secondary students.



## Change in Appointment Blocks for 2016 Spring if Revised (New Students without Priority Enrolment) - Applied Sciences

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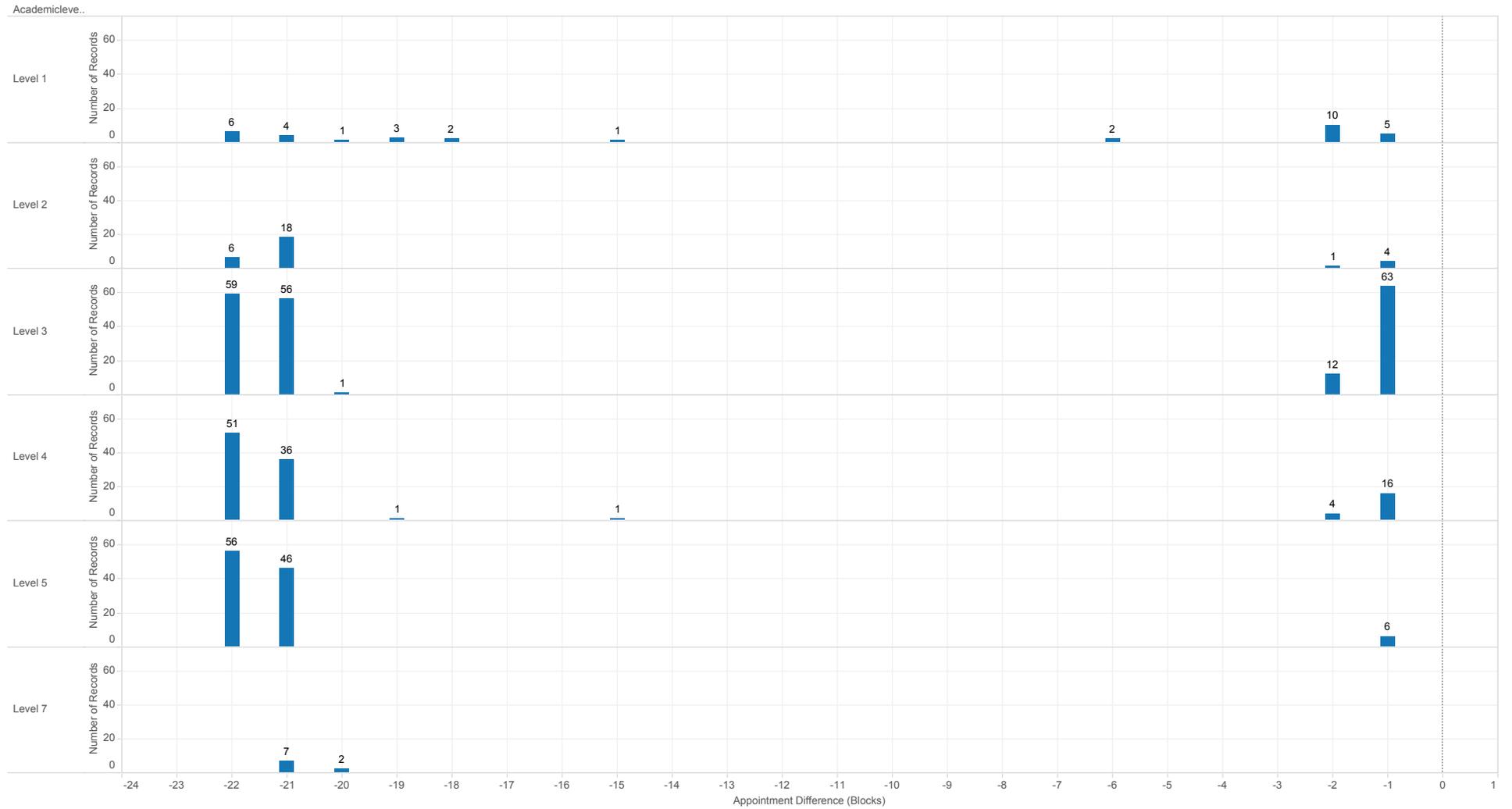
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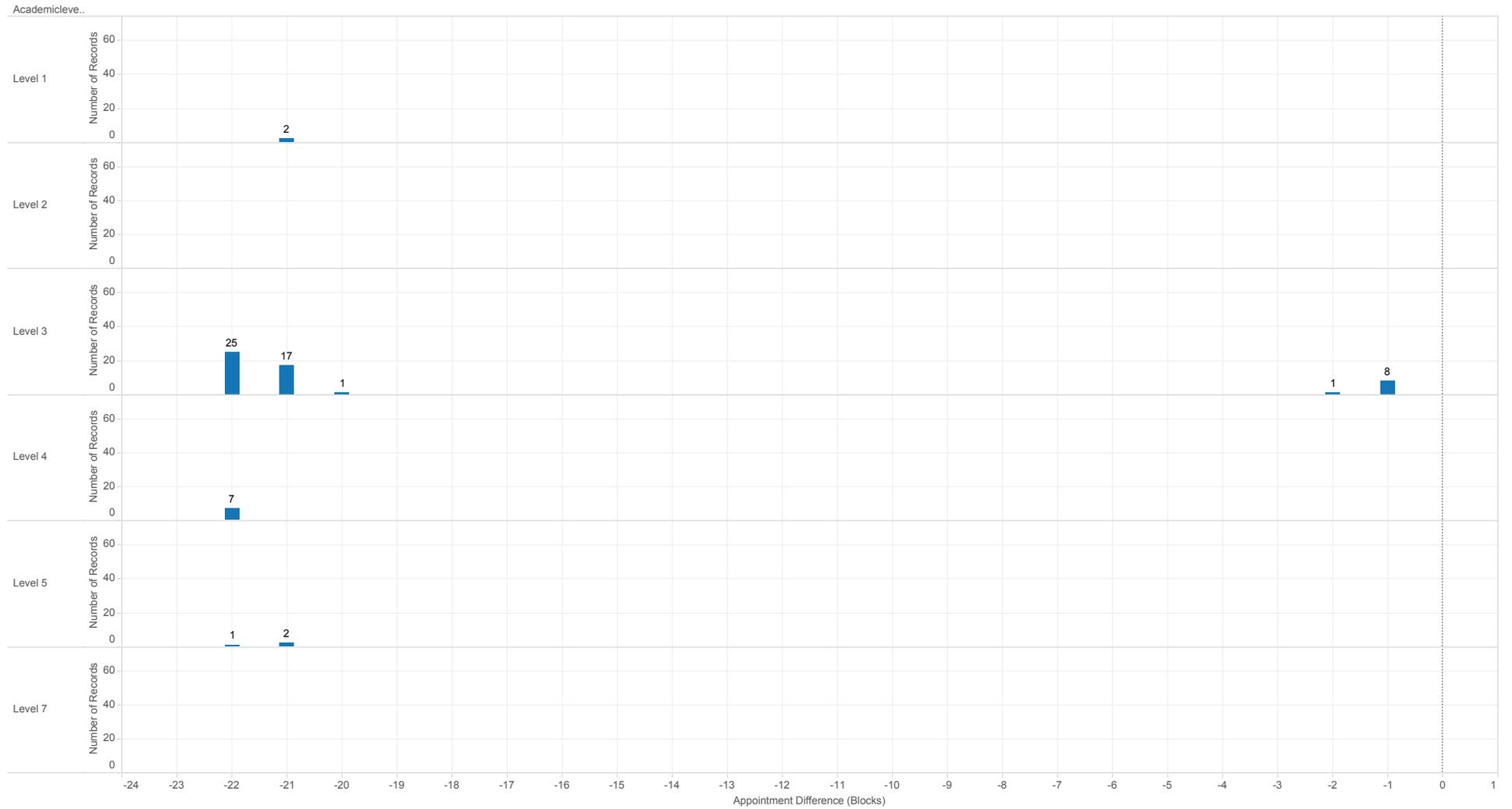
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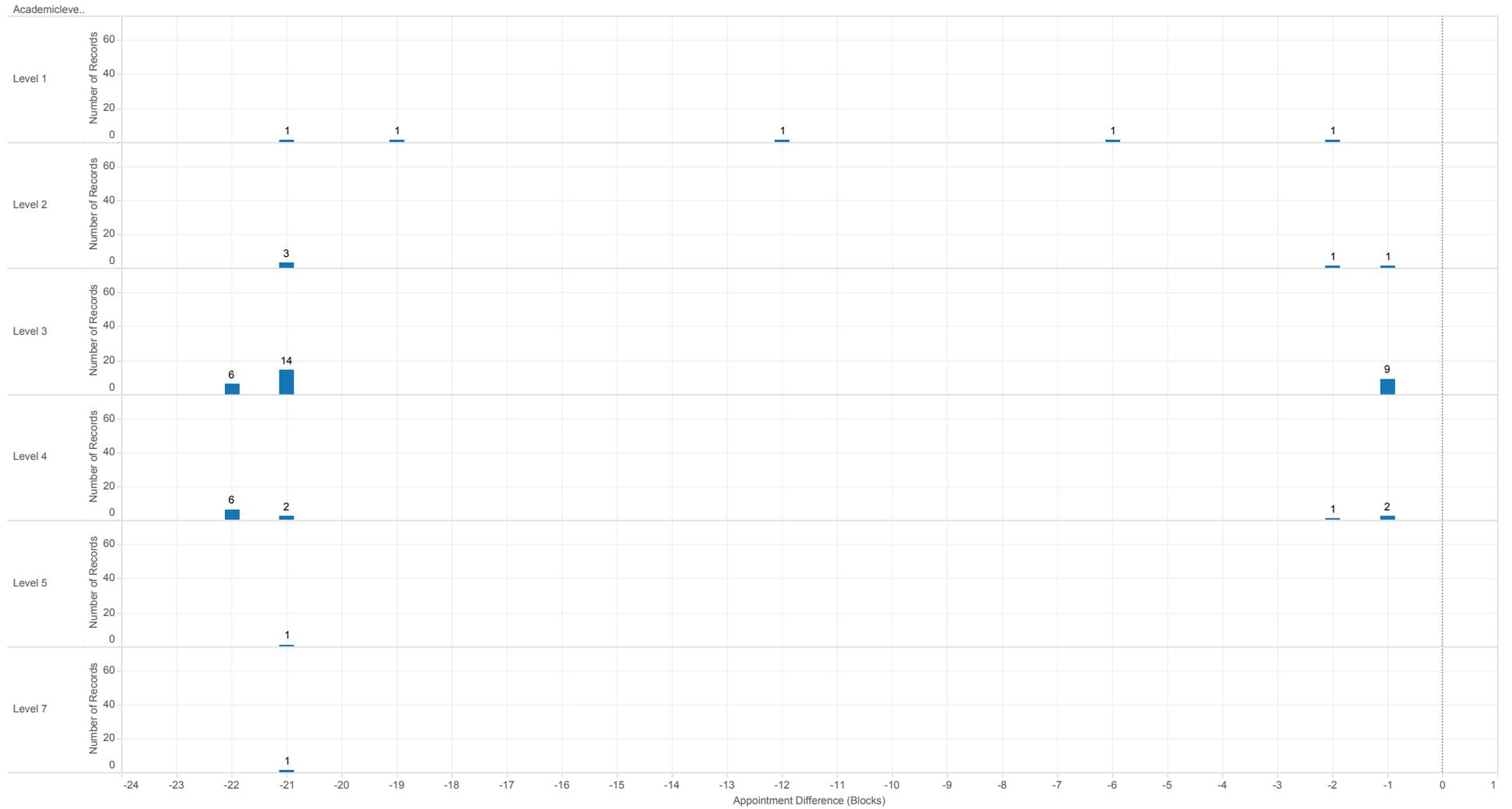
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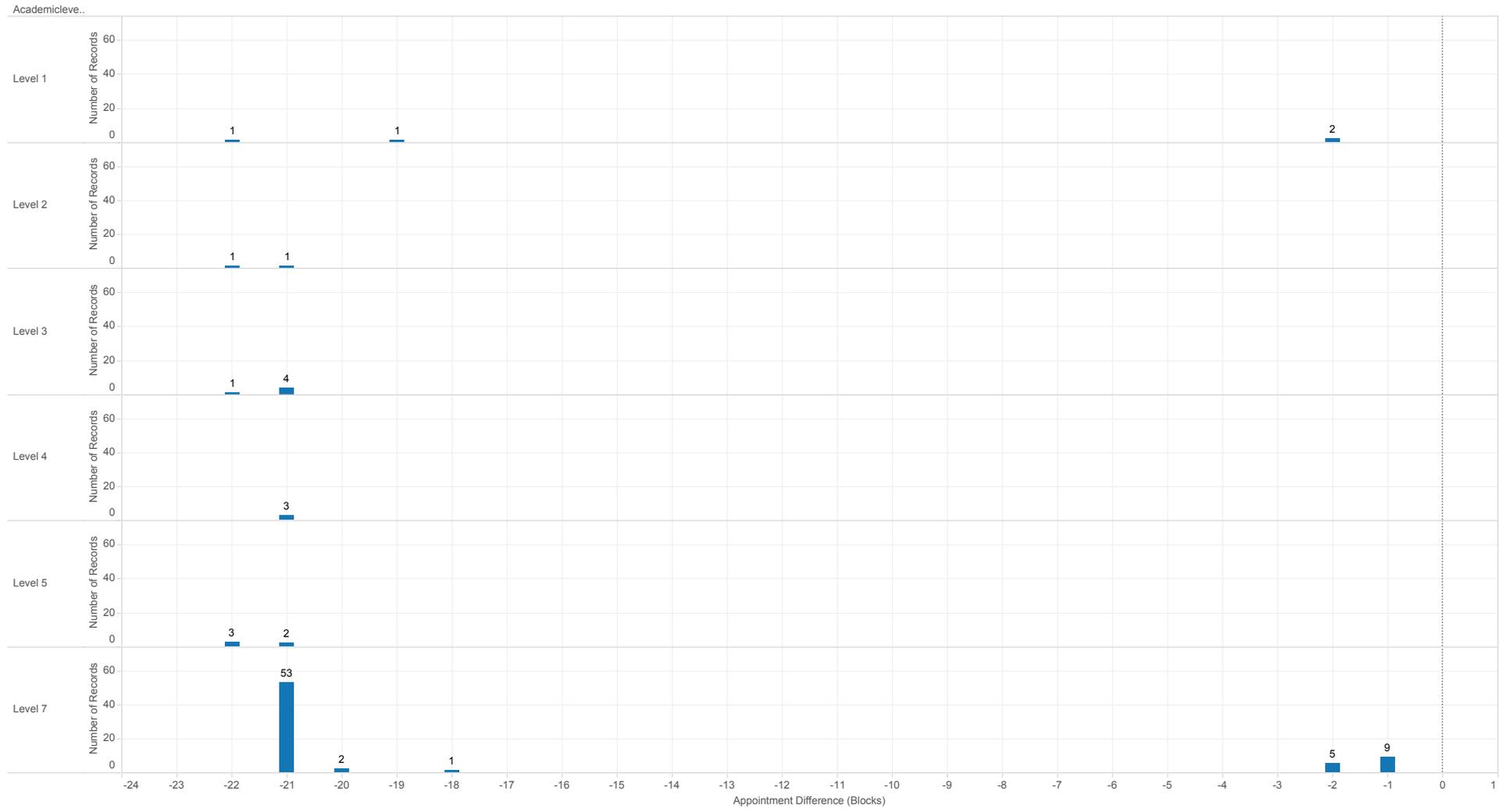
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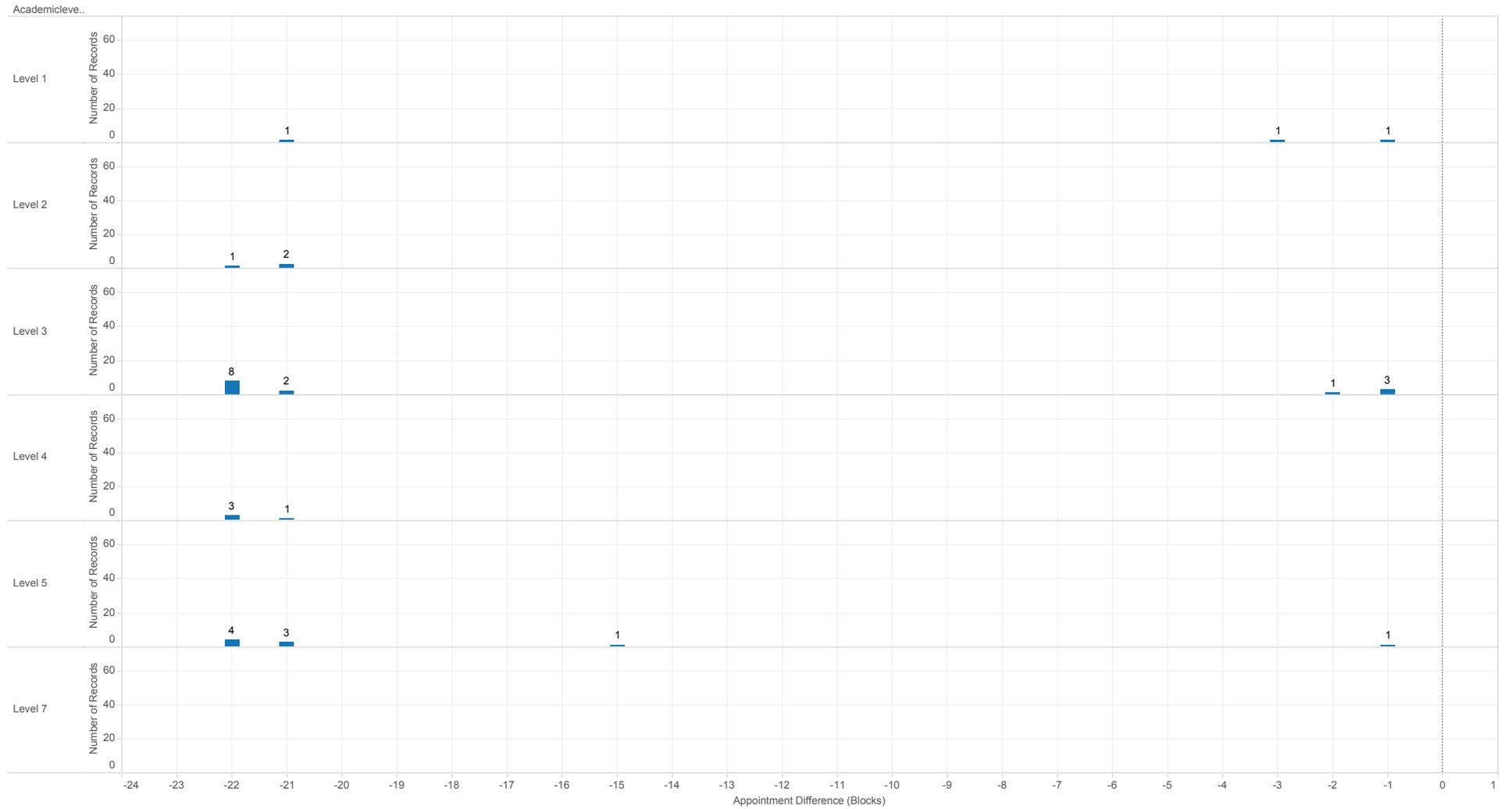
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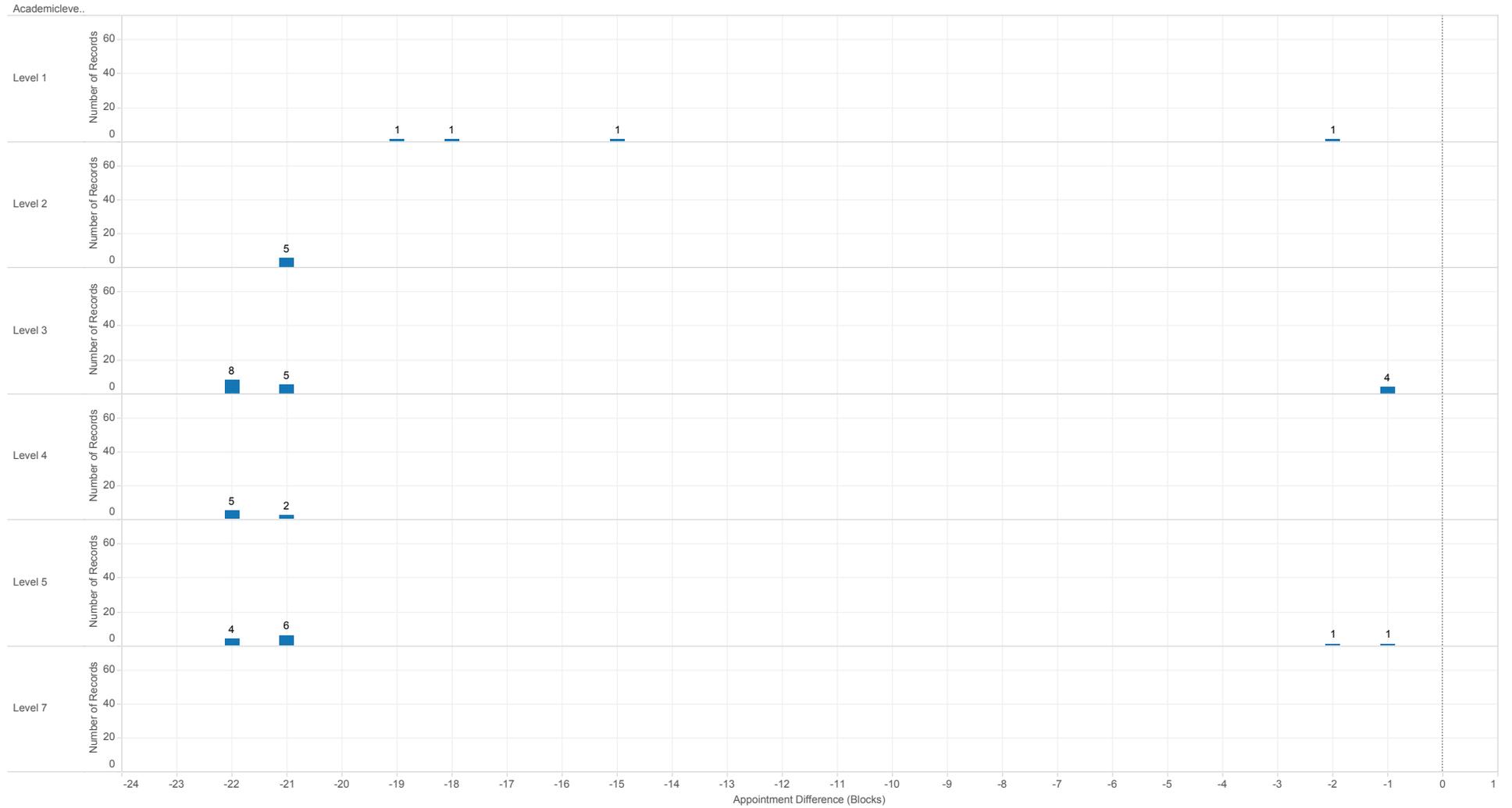
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## Change in Appointment Blocks for 2016 Spring if Revised (New Students without Priority Enrolment) - Health Sciences

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