



## **District Enrollment Management Advisory Committee Meeting**

**February 6, 2017  
3:00 p.m.  
Anaheim Campus Room 105**

### **AGENDA**

#### **WELCOME & OVERVIEW**

1. Introductions
2. Review of Committee Purpose (Attachments)
3. Q&A

#### **ELECTION OF CO-CHAIR**

1. Volunteers and/or Nomination for Faculty Co-Chair

#### **REVIEW OF WORK DONE TO DATE**

1. Deans' Enrollment Management Workshop Results (Attachment)
2. SmartSheet List of Enrollment Management Activities (Attachment)
3. DCC Retreat Notes (Attachment)

#### **UPDATE ON ENROLLMENT**

1. P-1 Report and Implications (Attachment)

#### **DISCUSSION OF GOALS FOR SPRING**

1. Short-term goals committee members would like to aim for

#### **NEXT STEPS**

1. Training on Enrollment Management – March 6
2. Subgroup Work – Determine if subgroups are ready to begin fleshing out the process

#### **FUTURE AGENDA ITEMS**

- 1.

# Districtwide Enrollment Management Advisory Committee (DEMAC)

## Purpose

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The purpose of DEMAC is to improve overall institutional effectiveness in student achievement and fiscal stability. DEMAC operates at a strategic level to focus on the effective and efficient execution of Districtwide enrollment management. DEMAC will inform the development of enrollment strategies to support student success and retention as well as the achievement of the District's annual enrollment goals. DEMAC works in the mode of evidence based decision making and helps to cultivate and promote a culture of evidence Districtwide.

## Responsibilities

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Through mutually beneficial collaboration, sharing of information and constructive dialog, the Districtwide Enrollment Management Advisory Committee makes recommendation for improved efficiency, consistency and coordination in enrollment management understanding and practices across the District. The Committee will:

- recommend a District definition of enrollment management;
- establish and maintain ongoing dialogue regarding Districtwide enrollment management to increase understanding of enrollment funding issues in a systematic, comprehensive manner;
- develop and/or promote Districtwide strategic enrollment management best practices;
- facilitate the coordination of Districtwide and college/SCE enrollment management planning;
- recommend annual Districtwide initiatives that support the enrollment management plans of the colleges/SCE;
- monitor Districtwide enrollment issues and develop recommendations for addressing issues;
- assess and recommend Districtwide policies and procedures as they affect enrollment management, student success, persistence, and retention;
- recommend Districtwide initiatives and enrollment management strategies to increase student success, persistence and retention;
- recommend Districtwide target marketing, outreach, recruitment, enrollment, financial aid and other strategies to stabilize or increase enrollment;
- assess Districtwide progress toward achievement of annual enrollment goals.

## Membership

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The Chancellor co-chairs the Committee with an appointed faculty member; the membership from the sites and constituency groups are as follows:

Executive Vice President, Cypress College  
Vice President of Instruction, Fullerton College  
Vice President of Student Services, Fullerton College  
Dean of Instruction and Student Services and/or Program Director, SCE (3)  
Dean representative, two each from CC and FC  
Faculty representatives, CC, FC, SCE (3 each to be appointed by the Senates)  
United Faculty representative (1)  
Adjunct Faculty United representative (1)

Classified representatives, CC, FC, SCE (1 each)  
District Management Association representative (1)  
District Director, Information Services  
Vice Chancellor, Educational Services and Technology  
Vice Chancellor, Finance and Facilities  
District Senior Research and Planning Analyst  
Student Representatives, CC, FC, SCE (1 each)

## **Operating Procedures and Guidelines**

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The Committee meets monthly for 1.5 hours. Meeting summaries are prepared and distributed to Committee members.

Meeting ground rules for the Committee are as follows:

- Everything happens through conversation
- Everyone participate, no one dominate; Share the airtime
- Success depends on participation – share ideas, ask questions, draw others out
- Listen for understanding – inquire (ask) before you advocate (persuade)
- Listen for the future to emerge
- Seek consensus
- Disagree without being disagreeable
- Speak honestly
- Stay open to new ways of doing things
- Critique ideas, not people
- Be positive, non-judgmental and open to new ideas
- Treat everything you hear as an opportunity to learn and grow
- Articulate hidden assumptions
- Challenge cherished beliefs
- Staying on schedule is everyone’s responsibility; honor time limits
- Speak your truth, without blame or judgment
- Ask “what’s possible?” not “what’s wrong”? Keep asking
- Have fun!

## **Duration**

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This is a standing advisory group to the Chancellor and Chancellor’s Staff.

## Clarification of the Purpose

The purpose of DEMAC is to improve overall institutional effectiveness in student achievement and fiscal stability. DEMAC operates at a strategic level to focus on the effective and efficient execution of Districtwide enrollment management.

### Does:

- Assess, analyze, inform, share, problem solve, recommend
- Provide for a broadened conversation and relevant input beyond Chancellor's Staff
- Develop infrastructure for the process of enrollment
  - Ensure the work can continue despite turnover – helps address loss of institutional memory
  - Allows for measurement and continuous improvement
- *Through mutually beneficial collaboration, sharing of information and constructive dialog, the Districtwide Enrollment Management Advisory Committee makes recommendation for improved efficiency, consistency and coordination in enrollment management understanding and practices across the District*

### Does not:

- Determine scheduling of classes, faculty assignments, curriculum at the sites
- Dictate class sizes
- Prescribe FTE targets for sites
- Prescribe marketing and outreach initiatives

## Decision Making Model

The DEMAC will follow the spirit and letter of Title V through collegial consultation with the Academic Senate on academic and professional matters, and providing staff and students the opportunity to “participate effectively” in the development of procedures and recommendations that have a significant effect on them.

- Aim for consensus and shared understanding
- Since this is a recommending body, voting will be rare
- The dialogue and work will carry on when representatives are absent

## Role of the Members

- Provide a strong link to local enrollment management committees
  - Aim for representatives from campus EMCs to attend DEMC
- Provide subject matter expertise for their part of the enrollment process
- Share best practices
- Collaboratively develop recommendations

## Other Input on Membership:

- Add students
- Increase the number of deans
- Increase the number of faculty
- Make sure all sites are equally represented
- Balance faculty and management representation

## Examples of Work

### Correction of TBA hours

- The colleges and district staff (literally dozens) worked together to identify courses where TBA hours could be documented and reported. The 320 Report corrections resulted in 3/4 million dollars.
- The DEMC would examine how to do this better in the future and how do we prevent it from happening again.

### Financial Aid Changes

- As legislative changes occur, determine how to best implement the changes without negatively impacting students or the campuses.

### Role of Online Courses

- Discuss current online offerings and the advantageous or disadvantages of expansion.

### Implementation of DegreeWorks

- As DegreeWorks become populated with student goals, share best practices for developing scheduling patterns and offerings.

## Committee Size

### Large Committee that Recommends to the Chancellor & Chancellor's Staff

- Advantages include broad representation, varied perspectives, and possible use of subcommittees to address specific issues
- Disadvantages include scheduling the meeting at a time when most can attend and coming to consensus

### Small Committee that Recommends to DCC

- Advantages include ease of scheduling and coming to consensus
- Disadvantages include an added layer of bureaucracy and loss of broad representation by people doing the work.

## Summary of Results from the August 2016 NOCCCD Enrollment Management Workshop

Prepared by Keith Wurtz, Ph.D.

### Purpose of Brief

The purpose of this brief is to illustrate the results from the NOCCCD August 2016 Enrollment Management Workshop, the top 2017-2018 scheduling priorities identified by the workshop participants, and to generate draft goals and objectives to inform the development of a District Enrollment Management Plan.

### Top Priorities for the 2017-2018 Academic Year

- **Data**
  - Accurate data
  - Integrated data systems for ease of use
  - Some of the individually developed spreadsheets need to be available to everyone
  - Develop ARGOS key word search to make it easier to find needed reports
  - The data tools need to be easy to access and include wait lists and trends
- **Conduct space inventory to identify available class room space**
- **Offer classes on Saturday and Sunday and support with resources**
- **Marketing and Outreach**
  - Develop easy methods and multiple avenues to communicate with students
  - Formalize outreach to high schools
- **Identify person to research success stories from other community colleges, review and implement strategies identified, and research effectiveness of strategies**

### Draft Enrollment Management Goals

1. Provide the data and information NOCCCD and the colleges need to inform enrollment management decision-making.
2. Support the achievement of NOCCCD and colleges' enrollment management goals.

### Overview

On August 16, 2016, the North Orange County Community College District (NOCCCD) Chancellor and Vice Chancellor of Educational Services and Technology organized a workshop for all of the Deans in the NOCCCD on enrollment management. The primary purpose was to identify the top priorities for scheduling and enrollment management for the 2017-2018 academic year and to generate draft goals and objectives to inform the development of a District Enrollment Management Plan. The Deans explored the components, vision, and data needs for enrollment management in small and large group discussions.

### Methodology

At the workshop the participants were in self-selected small groups. Each prompt was discussed and recorded in small groups and then discussed and recorded in the large group. The facilitator asked that each small group first respond to the question and then identify the top priorities for the NOCCCD. The top priorities were shared with the large group and discussed. At the end of the workshop all of the notes were collected by the facilitator and used to write this brief. The following three questions were given as prompts during the workshop:

1. What is enrollment management?
2. If you could wave a magic wand, how do you envision enrollment management working at NOCCCD?
3. What data does NOCCCD use, how is it used, and what data is needed to inform scheduling?
4. What does NOCCCD need to plan the schedule for 2017-2018?

Tables 1 – 4 include all of the responses generated from the process described above categorized in themes. A limitation to the information provided in each table is that someone else may have defined the themes differently.

### Possible Implications and Draft District Enrollment Management Plan Goals

The results of the information collected at the enrollment management workshop indicated that data accuracy, easy to use data tools, and data visualizations were the primary concerns identified by the Deans who attended the workshop. The results indicated that the NOCCCD needs to focus on working with the Deans to improve data accuracy, data tools, and data visualizations. During the process of development, it is important to keep in mind that the expertise to help develop accurate and easy to use data tools that are functional exists among the NOCCCD Deans. Data accuracy needs to be addressed first, followed by data tools and visualizations.

One idea expressed by the participants that encompassed all the components of enrollment management was that of having a comprehensive approach to enrollment management where...

1. The District provides advanced FTES targets that do not change
2. The District provides autonomy to the campuses who have more knowledge about their student population to determine how to generate FTES
3. Robust data tools are used to forecast student demand and inform scheduling through outreach, wait lists, and student educational plans
4. A facilities use analysis is conducted to identify additional class room space
5. Data and scheduling inform marketing and outreach
6. Incentivize early registration, provide early alert, prescriptive counseling, and student support to address student success and retention

...which ultimately leads to students achieving their educational goals of transfer, employment, etc.

### **Draft Goals and Objectives**

In addition to identifying the top priorities for scheduling in 2017-2018, draft goals and objectives were developed to help inform the development of a NOCCCD Enrollment Management Plan.

Goal 1: Provide the data and information NOCCCD and the colleges need to inform enrollment management decision-making.

Objective 1.1: Work with colleges to develop a data-driven report/visualization that can be disaggregated by college, division, department, discipline, and course that allows the district and each college to examine and estimate FTES trends.

Objective 1.2: Work with colleges to develop a data-driven report/visualization that can be disaggregated by college, division, department, course, and section that allows the district and each college to identify space utilization and available class rooms.

Objective 1.3: Work with colleges to identify the needs of the community and establish NOCCCD role in supporting the colleges in meeting those needs.

Objective 1.4: Work with colleges to develop Student Educational Plans (SEP) reports/data visualizations that can be used by the colleges to inform scheduling.

Goal 2: Support the achievement of NOCCCD and colleges' enrollment management goals.

Objective 1.1: Work with the colleges to develop consistent District and College specific FTES targets and provide the resources and autonomy necessary for the colleges to meet those targets.

Objective 1.2: Develop a process for marketing that is informed by the college's schedules.

## **Findings**

Table 1 illustrates the responses from the prompt, what is enrollment management? One group defined enrollment management as the following: “[The] collection, analysis, and use of data to forecast students' scheduling and programming needs including space, student participation, goal for students to move through to transfer and/or employment.” In addition, a second group defined enrollment management as including the entire “spectrum...start[ing] with outreach and goes to college completion and everything in between: retention, persistence, managing the funnel - level of students: Junior High, High School, and internal students (General and special programs).”

The responses in Table 1 include all of the components in the two definitions above. Specifically, the work group identified data, marketing and outreach, pathways, student support, professional development, facilities, and the external environment as components of enrollment management. Most of the comments collected were about data, followed by marketing, pathways, and student support. Common themes identified about enrollment management data were data accuracy, ease of use, and predicting enrollment patterns. A common theme in marketing and outreach was the belief that there is a disconnect between scheduling, marketing, and outreach. Identifying student's pathways to inform scheduling and providing student support services were also identified as important components of enrollment management.

Table 2 shows the responses to the following question: If you could wave a magic wand, how do you envision enrollment management working at NOCCCD? The purpose of this question was to help identify a vision for enrollment management at NOCCCD. In order of the number of comments recorded, most of the comments were on data and data visualizations, followed by a comprehensive approach, marketing and outreach, facilities, and future planning. Some of the ideas suggested about data visualizations include a trend dashboard that can be disaggregated by division, discipline, course, and demographics. Another participant suggested a data desktop application with visuals to track division classes. Moreover, someone else suggested a dashboard that shows up when the user's computer is turned on and includes real-time FTES and current enrollment data.

Initially, the plan for the workshop was to explore three different questions about the relationship between data and enrollment management at NOCCCD. However, since the work illustrated in Tables 1 and 2 had a strong data component, the work shown in Table 3 illustrates a combined view of the three questions on data: What data does NOCCCD use, how is it used, and what data is needed to inform scheduling? There were four district sources identified: ARGOS, SPMS, iTendance and SPMS. It was also very common for the Deans to have created and maintain individual spreadsheets. There were seven ideas identified for making improvements to the data. One improvement idea involved conducting research on how wait lists impact enrollment. A second idea involved creating a key word search in ARGOS and making some of the Deans spreadsheets available to all of the Deans.

The primary purpose of the workshop was to identify the top priorities for NOCCCD scheduling in 2017-2018. Referring to Table 4, the top priorities were data, marketing and outreach, and facilities. The Deans wanted accurate data and easily accessed tools to retrieve the data, data that includes wait lists and trends, as well as an integrated data system. The Deans also wanted an easy way to contact students, focused marketing, and formalized outreach with high schools. In addition, the participants also wanted a space inventory conducted to identify available class rooms, as well as resources to support offering classes on Saturday and Sunday.

**Table 1: Open-ended responses from the following question: What is Enrollment Management?**

<b>Data (n = 16)</b>
Data - SPMS vs Argos; Source of data is a concern. Data is different depending on the source. Data needs to be accurate.
Demographic trends
Forecasting and data driven decision making; Forecasting is important but very limited in its practice; Trends analysis and forecasting (SPMS and Argos)
FTES; Funding; Growth; Efficiency; Census and positive attendance
Matching Perkins data to state data
Scheduling; Scheduling practices - planning course offering
Accurate unmet student demand (attempts to register)
Consider previous enrollment patterns or seat counts prior to start date and census
<b>Marketing and Outreach (n = 9)</b>
Disconnect between scheduling and marketing
Know your customers and give them what they want; Meeting student demand and scheduling
Marketing, outreach, and enrollment management are all related
Outreach and Marketing; Reaching out to alumni and community is important to positive word-of-mouth enrollment encouragement; Recruiting, marketing, and reaching out to students prior to college age is important; Recruitment; Recruitment, marketing, and scheduling
<b>Pathways (n = 8)</b>
AAT - all classes transfer to CSUs (see program curricular design)
Clear pathways to careers (Employment and industry needs)
Curriculum (sequencing, certificates, license); Curriculum process should be responsive to changing environment; Industry and bus trends
Looking at degrees and student pathways in terms of scheduling
Program and curricular design (CTE); Time to completion - program design
<b>Student Support (n = 8)</b>
Prescriptive counseling and intervention; Counseling overarching support and intervention; Retention
Degree works, audit, and student educational planning
Providing support services to students is important; Student Services Support
Students' opportunity to see a counselor is a big factor in improving persistence
Systematic inclusive approach to learning and student success
<b>Professional Development (n = 4)</b>
Hiring and training of faculty to improve effectiveness is a factor that influences student enrollment decisions; Professional development is huge in influencing enrollment; Personnel Management (i.e. Adjunct)
Quality of faculty; impact on retention; Rate my Professor; Rate my Professor influences students' decisions. How can we help instructors through professional development?
<b>Facilities (n = 4)</b>
Facilities challenges and availability; Facilities usage
Space and relationship to scheduling; Space impacts multi-section offering. Two different messages from District.
<b>External Environment (n = 3)</b>
Level of preparation at feeder high school
State mandates
Union environment and contract requirements
<b>Strategies (n = 2)</b>
Look at tuition driven institutions for models and best practices
Strategies tactics to meet goals, targets, and fill rates

**Table 2: Open-ended responses from the following question: If you could wave a magic wand, how do you envision enrollment management working at NOCCCD?**

<b>Data and Data Visualizations (N = 13)</b>
<b>Data (n = 7)</b>
Better data regarding efficient use of resources (e.g.: class rooms); More accurate data. Argos conflicts with SPMS.; Need real-time data
Direction to guide what data informs scheduling
More concise student information: majors, education goals, and progress
Research office heavily involved in creating a list of environmental factors to consider and criteria in designing schedule; Research office more involved - focus on data accuracy
<b>Data Visualizations (n = 6)</b>
Data cube - disaggregated by Division, discipline, course, demographics, and trends. Very fast easy to use
Data desktop app with visuals/data to track division classes
Get exact reports I need and that allow the disaggregation of data
Integrated trending software systems - where are the students (e.g.: academics, support)
Space utilization dashboard - like a calendar grid to a real estate map. Link and overlay information so it is easy to identify available space. Shows what classes need that overlays with rooms.
Turn on computer and dashboard with real-time FTES and current enrollment shows up.
<b>Comprehensive Approach (n = 12)</b>
Autonomy at the campus level - Provide colleges with funding and let them determine independently how to generate FTES. They are the experts.
Comprehensive approach
District provides advanced, steady goals - no constant changes; Need to know District target, not just colleges' individual targets.; Top down leadership guidance
Incentivize registration for students so they register earlier; Student alert system that is proactive and attractive; More focus and less diversity of offerings.
Key measures are limited by facilities and curricular. Need broad program lens; Curriculum process less cumbersome and more responsive. Is too time consuming.
More flexibility with faculty assignments. Less union complications.
Time to analyze, plan, and forecast
<b>Marketing and Outreach (n = 6)</b>
Advertising linked to live offering; Link promotion of programs and sections to scheduling with marketing office
Logo, image, brand on everything, instant recognition. Web page that works. Can post information on web site.; Marketing on busses, TV, radio, web adds, etc. - web page
More formalized mechanism in collaboration with high schools. It seems haphazard; More K12 connections
New students - degrees, outreach, and major
<b>Facilities (n = 3)</b>
Large buildings and areas not being used - why do we have to use such a conservative interpretation of CCCC space utilization formula. Need to research what other colleges do.
More class room space
Facility review and availability
<b>Future Planning (n = 3)</b>
3-4 years model that is adjustable based on growth rates from CCCC
Analysis of future enrollment trends: including student's changing enrollment patterns
Predictive analytics for scheduling (faculty)

**Table 3: Open-ended responses from the following question: What data does NOCCCD use, how is it used, and what data is needed to inform scheduling?**

<b>District Sources of Data (n = 7)</b>
ARGOS report provides data from Banner. Works well.; Argos seat count report - F to F for trends
Continuing Ed uses iTendance for positive attendance. Is home grown. Provides average attendance from past terms.
Degree works; Degree Works - what courses students need
SPMS - is used to find growth but is difficult to use; SPMS to project growth
<b>What is Needed (n = 7)</b>
Need to look at old ARGOS report to see trends, wait lists, and cancelled sections.
Clean up of what exists. Example is ARGOS keyword search and add spreadsheets to ARGOS as templates.
Labor intensive to estimate FTES to estimate positive attendance FTES with iTendance.
Don't show students the number of seats available, just state whether class is open or not because will be more likely to enroll. Also, for same reason, don't show students the number on wait list.
How does wait list impact enrollment?
Indicate student demand by increasing wait list size
Integrated systems for the ease of use and practical application of data and reports.
<b>Data used to Inform Scheduling (n = 5)</b>
Look at IGETC, etc.
Look at success rate
Best data from lead faculty
Scheduling is an art - some things there is no data for like a high school visiting colleges
Students following AAT is causing non-AAT classes to not fill and AAT classes to fill
<b>Other Sources of data (n = 2)</b>
Own excel spreadsheets are used by lots of Deans. Can see targets, FTES, and are used to compare with SPMS and fix. Can also do what if scenarios.;
Own spreadsheets

**Table 4: Open-ended responses from the following question: What does NOCCCD need to plan the schedule for 2017-2018?**

<b>Data (n = 5)</b>
Accurate data and easily accessed tools to get at the data
Good accessible data that includes wait lists and trends
Integrated systems for ease of use. ARGOS key word search to find report. Make spreadsheets that some of the Deans have created available to everyone
Need accurate and accessible data
What are the success stories of other community colleges that have excelled in this area? We need people to do this work.
<b>Marketing and Outreach (n = 2)</b>
Easy way to communicate with students (extract emails, cell numbers, social media, etc.)
Focus on marketing and recruitment and formalized outreach to high schools as well as SCE
<b>Facilities (n = 1)</b>
Space inventory - class rooms available, Saturday and Sunday classes and money to support.

# Enrollment Management



Task Name	Duration	Start	Finish	Predecessors	Assigned To	% Complete	Status	Comments
1 <input type="checkbox"/> Document/Assess Enrollment Management process								
2     Outreach processes								
3 <input type="checkbox"/> Intake processes								
4     Orientation								
5     Assessment								
6     Summer Bridge								
7     Educational Plan								
8 <input type="checkbox"/> Document/Assess Student Services High Impact Practices								
9     Counseling								
10    Tutoring/Study Center								
11 <input type="checkbox"/> Specialized Services								
12    DSPS								
13    EOPS								
14    Legacy								
15    UMOJA								
16    Learning Communities Cohort								
17    Accelerated Learning/BST								
18    Early Intervention								
19 <input type="checkbox"/> Document/Assess Scheduling Practices								
20    Assessing Demand								
21    Scheduling Classrooms								
22    Budgeting								
23    FTE Target Analysis								
24 <input type="checkbox"/> Document/Assess Reporting Processes								
25    Decision Making Reports								
26    MIS Reports								
27    320 Reports								
28 <input type="checkbox"/> Document/Assess Completion Processes								
29    Graduation Checks/Audits								
30    Automated Certificates/Degrees								
31    Document/Assess Post Enrollment Processes								
32    Development standard Enrollment Management Vocabulary								
33    Identify Gaps in Current Processes								
34 <input type="checkbox"/> Develop Districtwide Metrics to Assess Effectiveness of Enrollment Management								
35    FTE								
36    Fill Rates								
37    WSCH/FTE								
38    Retention								
39    Success								
40    Completion								
41    Others								
42    Identify linkages between Enrollment Management and Fiscal Stability based on Metrics								
43    Identify Best Practices based on Metrics								
44    Update/Implement Processes to address gaps								
45    Re-assess Processes regularly to make needed improvement								

## Pathways

### 1. Healthcare Pathway

- ✓ High Demand
- ✓ Jobs - 30% increase over past ten years
- ✓ Baby Boomers retiring (high demand for services needed)
- ✓ Wages - Nurses 71k, PT 51.1k, LVN 43.2k, PA 90.9k (needs additional education)
- ✓ Supports strong workforce, student equity, "Promise" objectives

Q: How do students enter?

A: Pre-reqs – A&P class, Psych 101, Developmental Psych

A: Other paths - Medical Term (SCE); Pharm. I (SCE)

#### Barriers:

- Governing Board requirement mandates low class size
- Unique faculty/staff qualifications needed

#### Assist with On-boarding:

- Better coordination with other entities (both within and outside the NOCCCD)
- Outreach
- Utilize our Advisory Committees!

#### Assist along the way:

- Realizing program rigor
- Relationships with medical community
- Assist in job training and placement
- Internships/Apprenticeships
- PAY FOR BOOKS! (very costly)

#### Transition:

- Leadership classes
- Resume writing
- Reference letters
- Job placement
- Review courses
- Providing job leads

#### Additional Data:

- Population increasing medical need by how much?
- Population increase by type of medical issue? Dementia/diabetes
- Family Practitioners – educating immediate family to assist properly

### 2. Computer Tech Pathway

- ✓ Data - Jobs 2006-2014 (8 years) up 12.5%, and did not go down during recession
- ✓ Salary 2006-2014 up \$5k
- ✓ High Wage / High Demand

#### Pathways:

- Non-Credit
- High School
- Retraining/recertification
- Cohorts

Assist with On-boarding:

- Dual Enrollment
- High school and business recruiting
- Articulation with non-credit

Assist along the way:

- Internships
- Entrepreneurship
- Cloud technology and post program

Transition:

- Job Placement
- Career Placement
- Articulation Agreements (including cohort continuation)

### **3. Business Pathway**

Business/Professional Industry Cluster:

- Invite/ensure department leaders-faculty are present to inform and develop

How students enter:

- From Dual Enrollment cohorts or Summer Bridge – some of our regional high schools already have industry themed academics
- Business Academy – Brendon Tran and Samreen Munjra went FC-CSUF-Deloitte
- Utilize current students at FC to participate in outreach at their former high schools
- Opportunity to job shadow (including Fiscal Affairs, campus bursar's office, etc.)
- Expand a structured internship program

On-boarding:

- Interacting with business professionals, including alumni
- Intro. to "Golf Class" – meet/network with industry professionals

Assist along the way:

- Contact with business professionals
- Brown Bag Lunches
- Student clubs and programs
- Dual events with CSUF A.S.
- High school to community college – COUNS 100 and meeting current FC students
- Community college to CSU – continue development of "Fullerton Promise" type of program and support faculty-to-faculty activities

Additional Data:

- Salary data, placement data and career path data

DCC Role:

- Discussions on "scaling it up" and opportunity to receive feedback from similar/different points of view

### **4. Non-Credit to Credit Pathway**

Data Needed:

- Number of students transitioning from SCE to credit and from credit to SCE

Enter through:

- Basic Skills, CTE or Student Services

Assist along the way:

- Articulating non-credit CTE coursework with credit certificates and degree courses

DCC Role:

- Develop collaborative mindset
- Identify transfer skills which could be applied to workplace
- CSEA CBA to recognize SCE offerings for professional growth
- Be intentional when developing workforce pathways, start with non-credit
- Count completion of college courses toward SCE High School Diploma Program

**5. GE/Transfer**

How do students enter this path:

- By default
- Bewildering array of choices (a residue of the community college mission: ACCESS)

What kind of sorting mechanism can we design?

- Is exploring still allowed?
- What guidance does Transfer Center/Counseling give? (High Ratios)

Degree Works: Does this solve the problem?

- The very first step - student must declare a major
- What if the student's goal is to transfer to a specific university, not necessarily a specific major? [Fixations. Over-matching. Under-matching.]
- The colleges have created a GE degree path within Degree Works (MATH 100, ENG 100, etc.)

Multiple GE Pathways and Multiple Transfer Pathways:

- Other colleges
- CCNY
- ASAP
- (25,000 students)
- (\$70M)

Which metaphor is most apt?

- Shauntanu: prix fixe vs. 14-page menu
- Bryan: freeways vs. "Go west"

## Enrollment Management

### 1. Outreach

Markets:

Students	Community Partners
Advertising/marketing	Counselor to Counselor
Counseling/counselors	CEO to CEO
On campus visits	Events
College Night	Advisory Committees
College Fairs	Chambers of Commerce
Faculty visits to campus	Service Clubs
Competitions	

Methods – website, social media, student ambassadors, mentors, administration, collateral mailers.

Connecting Outreach to Enrollment Management:

- Relationships & connections
- Branding/reputation
- Info on options

DEMAC next steps:

- Identify what we do for outreach now –what’s working/what needs to improve?
- Identify Goals – who is responsible for what?
- Breakdown SILOS –outreach, marketing, instruction/student services

### 2. Intake/On-boarding

Ideas for DEMAC:

- Intake starts with outreach. Clearly identify how to enroll, apply and schedule counseling
- Use Technology at outreach events – laptop/phone app to apply to college/SCE and set counseling appointments from the event
- Metric – Evaluate the effectiveness of getting students to the first appointment

All parts of intake:

- DEMAC identify best practices across all three schools and ensure they are implemented district-wide
- Intake – orientation – assessment – Ed plans

Warm hand-offs:

- In-person orientation following online orientations
- Walk students to Veterans, EOPS, DSS, etc.

### 3. Student Success & Retention

What is missing?

- Rollover Scheduling versus Zero-Based Scheduling
- How do the parts connect?
- DEMAC can ensure the availability of the data and share guidelines with departments, Deans and VP’s (rather than Deans and VP’s “directing”)
- What can DEMAC do as a next step?
- Support/foster “the department level” as the primary place for conversations on scheduling as it relates to student success/retention

- Help educate the departments/faculty
- Have the “fill rate” conversation

#### **4. Scheduling Practices**

##### Gaps/Missing:

- Capacity/Optimizing
- Multi semester scheduling and registering
- Management of waitlists (number and length)
- How to capitalize on non-peak times (intentional placement of high demand courses)
- Distance Ed/Online
- Cost per FTES/WSCH per FTES Auditing/Analyzing
- Load assignment and registration (personnel needs)
- Comparison with other districts (class size, norms for MS, etc.)
- HR hiring practices for non-peak times

#### **5. Reporting Practices**

##### Add to Decision Making Reports:

- 5-year Enrollment Report
- Headcount Report
- Seat Count Reports
- SPMS

##### Do an analysis of all the reports listed including those above and find out the following:

- Which are we using?
- Which help with decision making?
- How can they be improved?
- Which can be eliminated or consolidated?

##### Move from reactive to proactive reporting processes:

- Find a way to reach out to students when they complete a “gatekeeper” course and discuss their options.
- How can we capture data more effectively from faculty regarding progress that will assist in anticipating next semester enrollments such as “W’s” at the midpoint or first week drops

<b>Comparison to Target FTES:</b>	<b>CC</b>	<b>FC</b>	<b>SCE</b>	<b>Total</b>
<b>Target</b>	11,776.82	19,166.70	5,300.00	36,243.52
<b>Actual</b>	<u>11,649.35</u>	<u>18,764.72</u>	<u>5,000.06</u>	<u>35,414.13</u>
<b>Variance Favorable (Unfavorable)</b>	<u>(127.47)</u>	<u>(401.98)</u>	<u>(299.94)</u>	<u>(829.39)</u>
<b>% Variance</b>	<u>-1.08%</u>	<u>-2.10%</u>	<u>-5.66%</u>	<u>-2.29%</u>
<b>Annualizer Used - C/Y</b>	1.9990	1.9625	2.7951	
<b>Annualizer Used - P/Y</b>	1.9700	1.9915	3.0621	

<b>Comparison to Prior Year Actuals:</b>	<b>CC</b>	<b>FC</b>	<b>SCE</b>	<b>Total</b>
<b>2015-16 @ Recalc</b>	11,677.25	18,867.93	5,289.56	35,834.74
<b>2016-17 @ P-1</b>	<u>11,649.35</u>	<u>18,764.72</u>	<u>5,000.06</u>	<u>35,414.13</u>
<b>Variance Increase (Decrease)</b>	<u>(27.90)</u>	<u>(103.21)</u>	<u>(289.50)</u>	<u>(420.61)</u>
<b>% Variance</b>	<u>-0.24%</u>	<u>-0.55%</u>	<u>-5.47%</u>	<u>-1.17%</u>

<b>Comparison to Funded FTES:</b>	<b>Funded</b>	<b>Actual</b>	<b>Variance</b>	<b>Variance %</b>
<b>Total</b>	37,090.54	35,414.13	1,676.41	4.73%

<b>Base Funded FTES</b>	36,122.80	<-- This is what was used in last year's comparison.
<b>Growth FTES</b>	<u>967.74</u>	
<b>Total Funded FTES</b>	<u>37,090.54</u>	