



Districtwide Enrollment Management Advisory Committee Meeting

December 4, 2017

3:00 p.m.

Anaheim Campus Room 105

AGENDA

Opening (5 minutes)

1. Agenda Review
2. Meeting Time

Summary

1. November 6, 2017 Summary

Focused Subcommittee Discussion (60 minutes)

1. Scheduling
 - Group Update
 - Winter Intersession
2. Outreach/Recruitment
 - Group Update
 - On Boarding Business Process Analysis Update
3. Other Updates

Wrap up and Next Steps (10 minutes)

DISTRICTWIDE ENROLLMENT MANAGEMENT ADVISORY COMMITTEE
November 6, 2017

SUMMARY

MEMBERS PRESENT: Albert Abutin, Santanu Bandyopadhyay, Dana Clahane, Jennifer Combs, Gilbert Contreras, Dennis Davino, Monica Gomez, Jolena Grande, Martha Gutierrez, Vaniethia Hubbard, Richard Hartmann, Cherry Li-Bugg, Deborah Ludford, Cheryl Marshall, Lisa McPheron, Anna Novisoff, Jose Ramon Nuñez, Jeremy Peters, Katy Realista, Bryan Seiling, Laurie Triefenbach, and Fred Williams.

ABSENT: Gigi Blanche, David Booze, Dale Craig, Peggy Nunes, Jennifer Oo, and JoAnna Stehly.

VISITORS: Nicola Perry

Chancellor Marshall called the meeting to order at 3:05 p.m.

OVERVIEW & OPENING

Goals: Chancellor Marshall introduced the discussion on DEMAC's goals by distributing a handout that organized the District-wide work by group, and by the two overall goals: 1) student equity and success and 2) organizational capacity. She emphasized that the work currently taking place not only overlaps and ties together with each other, but will also tie into the District-wide Strategic Plan 2017-20 that is in development.

Process: Co-Chair Jolena Grande provided an overview on how the subcommittee group work discussions should take place and noted that the questions provided were designed to help the subcommittees begin to set priorities for themselves and allow them to work together. During the report out period, the subcommittees would identify tasks and work to be done.

During the discussion, it was noted that a revised 320 Report was submitted in November, and as a result, the District added an additional 300 FTES which translates to \$1.5 million. The increase in FTES was the product of adjusting schedule coding inaccuracies and discrepancies that resulted in maximized data.

SUMMARY: The summary of the October 2, 2017 meeting was approved as amended.

GROUP WORK IN SUBCOMMITTEES: The five subcommittees – FTES Target Setting, Scheduling, Reporting, Outreach/Recruitment, and Success/Retention – convened to discuss their individual topics during the meeting.

REPORT OUT: The subcommittees shared brief summaries of their subcommittee discussions.

Success/Retention:

- Review existing student services in order to eliminate those that aren't best serving students.
- Faculty serve as the key for referrals and engagement, and sometimes they are unaware of the available services.

- Take the lessons learned from other colleges regarding pathways and adapt those to cater to our district's institutions.
- The need for integration of student services, counseling, and instruction.
- Better articulation agreements with universities and the K-12 system are necessary.
- The need for meta majors with multiple entry points.
- The need for each pathway to have a champion.
- The need for clear and simple resources for students.

The group will look at best practices and lessons learned from the Cypress College STEM program, and outside of the District.

FTES Target Setting:

- Data is used at the department level for FTES generation.
- The need to look at external factors: legislative changes, the CSU system, etc.
- The need to look at fill rates.
- The crossover with other subcommittee groups, and how their work affects FTES targets.
- Getting to a point where we know the cost per FTES or CRN.
- Emphasize inreach for students via degree audit, investing in programs that emphasize full-time students, and continuing to increase education planning percentages.
- The impact that a change in the economy could have on enrollment and how the District should be prepared to react to that possibility. Perhaps with a winter intersession.

Scheduling: The discussion largely focused on a potential Winter 2019 intersession including:

- The pros and cons of a winter intersession for students.
- The need for data in order to make an informed decision.
- The flexibility of 10 week summer session with different start times.
- The need for a timely decision and potential financial aid implications.
- The need to negotiate the academic calendar.
- Board distribution of the Fullerton College and Cypress College winter intersession analysis.

The group will meet between the November and December DEMAC meetings to address additional questions related to scheduling.

Outreach/Recruitment:

- The lack of a tool/database to collect contact information of prospective students at recruiting events in order to follow-up.
- Efforts to reach out to current students.
- Have faculty push the next course in a sequence to students for the following semester.
- Move part-time students to full-time status.
- Highlighted the NOCE FastTrack one-day workshop to fully register students.
- Expanded outreach opportunities to include campus events, discipline specific activities.

Reporting:

- Waiting on SPMSII validation in order to provide access.
- The data boot camps will be used to focus on fixes for P-1 to ensure that mistakes are not repeated, and to train on appropriate coding for P-2.
- Establish division review times proactively

- Use Fall 2018 DegreeWorks data to anticipate student need/demand.
- The need to input transfer work at the beginning (instead of the end).
- Look at automatic awarding and student notification when they are just shy of a degree.

(See pages 4-9 of the summary for detailed subcommittee discussion notes.)

WRAP UP AND NEXT STEPS: Chancellor Marshall requested that all the subcommittees provide their written notes to help process the information and identify obvious next steps. At the next meeting the committee will work as a large group to discuss two topic areas.

ADJOURNMENT: The meeting adjourned at 5:01 p.m.

NEXT MEETING: December 4, 2017 at 3:00 p.m.

DRAFT

DEMAC FTES Target-Setting Subcommittee
November 6, 2017 Discussion Summary

1. What data is available from previous semesters regarding completions?
 - A. FC has information from Basic Skills, there is a concern in the math area
 - B. Information is completed at the department-level and information used to establish targets.

2. Has success and retention data been considered when formulating subsequent FTES targets?
 - A. Still working from the demand and student headcount information
 - B. Discussion is taking place at the department-level between deans and faculty – nothing formal

3. What methods are being used at the sites currently for setting next year's targets?
 - A. Still using demand for seats
 - B. Physical capacity of rooms

Other Notes: Cost of generating FTES is still missing and hasn't been fully integrated in the planning process – opportunity.

DEMAC Scheduling Subcommittee
November 6, 2017 Discussion Summary

How might Winter Intersession play a part in meeting student needs, producing FTES, and supporting pathways?

- Jose Ramon Nunez from Fullerton College prepared a winter intersession proposal for addressing student needs and producing additional FTES for the District. For effective implementation, it is recommended that implementation be conducted District-wide. As part of the proposal, a sample academic calendar was prepared to illustrate a five or six week intersession that would begin on January 2. It would push the end of spring term into mid-June. Calendar can be shared with group members. Jennifer Combs plans to present information at the next FC Academic Senate meeting.
- Students who want a winter intersession need to go to other college districts to take the courses they need to complete in a timely manner. Transfer students would especially benefit from a winter intersession. We potentially lose students who go to other districts for these classes if they do not return. We should contact other colleges who have successfully implemented a winter intersession.
- Some of the challenges to implementing a winter intersession is less weeks in the academic calendar for IT and Facilities to clean the campuses and conduct IT projects that need to be done when students are not on campus. Winter also blends into the spring semester.
- Data on the impact of a winter intersession is needed to make an informed decision, but a decision needs to be made soon due to Financial Aid deadlines and implications for students.
- NOCE is currently looking into switching to a semester system to align it academic calendar with the colleges for 19/20. If the colleges incorporate a winter intersession, then NOCE needs to also take that into consideration when planning for alignment.
- An alternative to the winter intersession is a 10-week summer session with different start times that would provide great flexibility to students and faculty, including when planning vacation. It also provides flexibility when considering a summer shift option for reporting FTES in the previous year.

What are other colleges/districts doing in terms of scheduling beyond semester to semester? Can we model our initial roll out after another district's success?

- An annual schedule helps students plan for program completion. Students would be able to register for fall and spring at the same time. Chaffey College and Long Beach City College are examples of colleges implementing an annual schedule. Cherry Li-Bugg suggested that each college CIO contact one college, and she would contact a third to inquire of their successes and challenges in implementing an annual schedule. What motivated them to implement such a schedule? What worked out well and what has not? How often do deans need to make adjustments to the annual schedule once published?
- Laura Triefenbach asked department deans at Fullerton College to provide her with the courses that are only offered once a year, such as only in the fall or in the spring, so that this information can be published in the college catalog to help students plan their schedules. Group members agreed that this is a simple strategy to implement.

- Cherry Li-Bugg promoted a course rotation plan for students that incorporates noting which courses are offered in a particular semester or summer session in the catalog along with listing the sequence of courses for specific programs of study.

DRAFT

DEMAC Reporting Subcommittee
November 6, 2017 Discussion Summary

Access

Awaiting validation for SPMSII to give access
Argos – have it already

Data Boot Camps

Focus on P-1 fixes first
Use to train on appropriate coding for P-Z
Schedule input staff II.S. to provide expertise on downstream impacts
January?
Campuses are focusing on P-1 now
NOCE is already fixing errors before submission
Establish division review timelines

Reports

Focus on report from DW to identify students for Fall 2018
Input of transfer work
Look at automatic awarding

Key Systems

Banner
Argos
SPMSII
DegreeWorks

DRAFT

DEMAC Outreach and Recruitment Subcommittee

November 6, 2017 Discussion Summary

Dennis Davino: At NOCE, planning ahead for scheduling is difficult, community ed is always changing, Kids' College is more consistent. Use prior year enrollments for their fee based programs. Emeritus program 'senior center' apportionment has value for their enrollments. Community fair: brings internal and outside resources; but still need a better way to collect data, need to find a way to collect info.

Lisa M: using technology on site with outreach; such as ipads, to collect the student contact info right away. But the concern is who could maintain the database. Funding a centralized person who builds, maintains and operates this outreach method.

Dana C: need a way to retain contact info from students exploring the website. Nic shared that Modolabs, among other mobile apps, was being explored by various campus teams to be a vehicle to share info and recruit potential new students, while pushing valuable & timely information to continuing students.

Monica: this fall semester NOCE piloted the FastTrack (1 day front to back end registration, vs 2 wks). Did it over two days for existing students and their family members; 80 new students came in.

HS Diploma: Dennis Davino uses a spreadsheet and manual retrieval to pull names/contact info for almost-completers. Their postcard back out to almost-completers results in a call to action that has brought in some students. He wishes this was automated but feels the personal touch is very important.

Fullerton College (Lisa M): Weekly reminders to existing students (In-reach), plus a follow up email if an appointment is missed. This is currently going out to 23K students.

Dana: faculty point of view: two competitions scheduled, and include HS students. Cypress & Fullerton both doing it. Also have a seminar that's ongoing (as a pathway towards graduate school) - this year's topic: Unsolved Math Problems.

Dana: faculty also promote undergrad research opportunities to existing students; could do social sciences or STEM fields. Have also had success bringing HS teachers to FC to present, and they can bring a significant number of HS students. Builds community and awareness of programs early for HS students.

DEMAC Success and Retention Subcommittee

November 6, 2017 Discussion Summary

Have other colleges successfully implemented pathway programs that we can review and emulate? Can we ask “experts” from these institutions to present lessons learned?

- Mt. Sac has successfully implemented pathways.
- Cypress College’s STEM program – what are the best practices here
- We need to discuss their “lessons learned” and have then take the discussion to what truly applies to us. Each pathway is unique as is each institution.

What are the common elements uncovered from researching common strategies for high completion programs?

- Every constituency needs to “buy in” and make it an institutional priority
- There needs to be an integration of student services, counseling and faculty
- Better articulation K-12 to the community colleges/U.C.s/C.S.U.s
- Student engagement stemming from the faculty
- Meta Majors with multiple entry points and pathways
- Champions/mentors within each pathway
- Clear, simple, resources for the students

Are there sample pathways developed and ready for discussion?

- CTE is an example of a developed pathway
- Generally speaking, CTE pathways have smaller cohorts and are open access

Possible Outline/Topics/Questions for Winter Intersession Analysis

Rationale, Purpose, Goals

- What are we trying to achieve? Increased FTES, completions, opportunities for transfer students or CSU students, other?
 - 1) Students will be able to take an additional courses and complete their educational plans faster without altering their life schedules (they would have already a Spring class schedule of course work.)
 - 2) Veterans will have access to GI Bill benefits sooner than at the end of January, reducing the break time for their benefits.
 - 3) Increase the number of FTES (probably 1,000 FTES).
- Who is the target audience?
 - 1) The primary target audience is our own students. A FC/CC Winter session would likely overlap with the Winter quarter and/or Spring semester of UC, CSU, and private institutions.
 - 2) Since this Winter session will be part of the Spring semester (part of term), it will not affect our dual enrollment classes at the high schools. We could maintain our dual enrollment offerings as Spring semester courses, following the same scheduling patterns that currently work well.
 - 3) We could target UC/CSU/other CC students who may look for a class or two in Spring. UC/CSU students can get a class at a lower cost; other CC students from areas that do not offer Spring is a potential target.
- How does our work on Guided Pathways support Winter Intersession?
 - 1) If Guided Pathways results in specific sequences for the meta-majors, students could take one of the recommended courses in the required order during a Winter session. We would know which ones we would need to schedule.
 - 2) If we offer Spring intersession, we should plan guided pathways to provide an “accelerated” version for those who can attend during Spring.

Principles for Effective Winter Intersessions

- What are the principles for an effective winter session?
- Determine the kinds of classes to offer: high demand, transfer GE, pedagogically appropriate for short session (4-6 weeks), etc.
 - 1) We could focus on offering high demand courses that would likely fill: I.E. Communication 100, English 100, Math 100, Biology 101, etc.
- What do the marketing, outreach and in-reach efforts look like?
 - 1) It would be similar to how we market now using social media, targeted email to existing students, other advertising. We would need to be sure that our Fall students and any new prospective Spring students are informed about Winter session.
 - 2) An increased marketing effort would be necessary to clarify the path to students as well as attract students who are not coming to us currently.

Possible Outline/Topics/Questions for Winter Intersession Analysis

- What are some best practices or effective practices used in other districts?
 - Provide qualitative data on their lessons learned, philosophy, etc.
 - Show quantitative data from other districts and discuss trends

Role of a Pilot

- Purpose: experiment to determine effects and collect internal data
 - 1) In order to collect reliable data, a pilot should have the same length of teaching days as an actual Winter session.
 - 2) Offering a very reduced number of sections (10-15) will only show that they fill. However, it will not show how large Winter could be and its effect in Spring enrollment.
- When could the first pilot be offered? Is there a way to offer a “small” pilot in 2019?
- What elements would a pilot include?
 - 1) A pilot could be a session targeting 750 FTES for Fullerton and 300 for Cypress. Those are half of the offerings of current Summer sessions. If we see that we don't achieve our goals of FTES generation, student success, and financial efficiency, we could discontinue the practice for the following school year.

Impact on Academic Calendar

- Show sample calendars. What are the advantages and disadvantages of each?
 - 1) Sample calendars were created in the date compiled for DEMAC for both the 2018-19 and 2019-20 years.
- How many weeks should Winter Intersession be and why?
 - 1) Generally a six week session would seem to make sense. Considering that January has many holidays that affect instruction, we should not focus on number of weeks, but total number of days of instruction. In 2010, HR created a “Short Term Class Scheduling Options” in consultation with the campuses that addressed the recommend number of meetings depending on the course contact hours. A Winter session would require 27 teaching days: 3-contact hr. courses would use 27 days, 4-contact hr. courses would use 24 days, 5-contact hr. courses would use 25 days, 6-contact hr. courses would use 27 days, etc.
 - 2) Total course load needs to be taken into consideration. A 27-day session for a 4-unit course would require about 2 hours and twenty minutes of instruction per day (2 hr 20 min times 27 = 64 hours). Taking into consideration another 4 hours and 40 minutes of out of class study time, a student should spend 7 hours for a 4-unit course. Enrolling in 8 units may max out a student in terms of time.

Impact on CBA

- How is Winter Intersession a part of load? Is it overload? Does it replace part of Spring?

Possible Outline/Topics/Questions for Winter Intersession Analysis

Operational and Financial Considerations

- What is the potential revenue gained through FTES? What would our target FTES be in order to cover costs? Show a cost-benefit analysis.
- Discuss the impact on construction, maintenance and cleaning and how these could be mitigated
- Discuss the implications for services. How would A&R, Counseling, Health Center, Instructional Support Services and others be impacted and what are the potential costs?
- Discuss the technical support needed to prepare for and run a Winter Intersession. What programming and system changes are needed?
- Discuss the effects on producing a schedule. What is the timeline and impact on instructional staff?
 - 1) The Winter session schedule could be done at the same time as the Spring schedule.
- What other district or campus operations could be affected and how would we handle this?
- Grade submission deadlines and processes. When would grades be due?

Financial Aid Considerations

- Describe the implications for students
- What is the timeline for making a decision?
 - 1) If the District and United Faculty decide that this is something that we want to do for Winter 2019, we could agree on the starting day (January 2nd), communicate this decision to Financial Aid by December 8th, and negotiate the details during Spring 2018.

Other Considerations

- Are there other issues that arose during the analysis
- What potential “unknowns” or issues need to be addressed