



Districtwide Enrollment Management Advisory Committee Meeting

April 1, 2019

3:00 p.m.

Anaheim Campus Room 105

AGENDA

WELCOME & OVERVIEW

SUMMARY

1. March 4, 2019 Summary

GUIDED PATHWAYS CAMPUS UPDATES

1. Cypress College
 - a. General Update
 - b. Anthropology Pathway – Craig Goralski
2. Fullerton College
 - a. Guided Pathways Initiative – Matt Taylor, Co-Chair
 - b. Pathways for Undecided Students – Jennifer Combs
3. NOCE
 - a. General Update

MOBILE APP UPDATE

1. Cypress College – Peter Maharaj
2. Update on Demos for Fullerton College and NOCE

ANAHEIM PLEDGE UPDATE

1. Data and Progress – Tina Miller
2. Proposed Legislation

COMMITTEE EVALUATION PROCESS

1. Preparation for May 6 Evaluation

NEXT STEPS

- 1.

FUTURE AGENDA ITEMS

- | | |
|---|---------------------------|
| 1. CTE and Guided Pathways for Working Adults | 5. Program Mapper – May 6 |
| 2. Guided Pathways Model for Undecided Students | 6. MyPath |
| 3. SEAP Categorical Program | 7. AB 705 |
| 4. Banner 9 Updates | 8. Retention Strategies |

NEXT MEETING: May 6, 2019 at 3:00 p.m.

DISTRICTWIDE ENROLLMENT MANAGEMENT ADVISORY COMMITTEE

March 4, 2019

SUMMARY

MEMBERS PRESENT: Albert Abutin, Jennifer Combs, Tanya Cobb, Paul de Dios, Carmen Dominguez, Craig Goralski, Martha Gutierrez, Raine Hambly, Flor Huerta, Cherry Li-Bugg, Victor Manchik, Cheryl Marshall, Tina McClurkin, Jose Ramon Nuñez, Jeremy Peters, Katy Realista, Jake Sapiro, Bryan Seiling, Melissa Serrato, Laurie Triefenbach, and Fred Williams.

ABSENT: Karen Bautista, David Booze, Dana Clahane, Gilbert Contreras, Monica Gomez, Richard Hartmann, and Tina King.

VISITORS: Silvie Grote and Tina Miller.

Chancellor Cheryl Marshall called the meeting to order at 3:03 p.m.

WELCOME & OVERVIEW

SUMMARY: The summary of the February 4, 2019 DEMAC meeting was approved.

DATA REQUESTS – FEBRUARY 4 DEMAC MEETING

Status of ADTs

Sylvie Grote distributed a listing of the 27 active ADTs and five pending ADTs for Fall 2019 that Cypress College has created. Cypress College is looking to add two more ADTs for Fall 2020. Jennifer Combs shared that the Fullerton College list of degrees mirrors that of Cypress College, with the exception of Hospitality and Management, and they have more in development, including seven ADTs in newer areas like Social Justice and Global Studies.

The committee asked what the total number of ADTs approved by the State is (approximately 40) and what the college average is (unknown because the State Chancellor's website is not up to date, but roughly four colleges have 30+ and many have 18-19 or in the low 20s).

Performance Metrics Data by Campus

Victor Manchik provided a data overview of the State Student Centered Funding Formula (SCFF), the availability of data on demand SCFF files and their release, the desegregation of the data, and simulations by institution for 2016-17 through 2017-18. The data provided included information for all students, but was also broken down by Pell and Promise Grant students, and included degrees, certificates, CTE units completed, Math and English completion, transfer-level completion, and achievable wage metrics. Mr. Manchik reported that while we are able to verify student ID numbers, there is concern with the use of statewide data because districts do not have access to certain codes and have not had success in receiving them from the State.

It was noted that since the State is currently counting multiple awards and stackable certificates, it appears that one college is faring better with the new formula, but whether that will change later is unknown. Additionally, the living wage data included 606 students who were only enrolled at NOCE and the State will probably remove those because non-credit is not part of the formula. Fred Williams stated that there is incorrect information in the data, and the District needs to know

what it is really earning in order to build its expenditures based on that information. We are still waiting on information from last year to build our budgets, but we still don't have that information available.

Chancellor Marshall stated that performance metrics data would be shared electronically with the group after the meeting, but if there were any other questions to contact her so that the discussion could return to DEMAC.

PROMISE/PLEDGE UPDATE DISCUSSION

Chancellor Marshall reported that after the most current analysis of AB 19 dollars, it appears like the District has enough dollars to offer a free tuition option to other school district students. Initially discussions centered on adding Fullerton and Garden Grove districts, but now the option would be to offer free tuition to any student who is a first-time student, who completes the FAFSA, and enrolls in 12 units. The expanded offer would fall under the North Orange Promise umbrella and would not be as high touch as the Anaheim Pledge.

The committee discussed several concerns related to the expansion of the program including implications for students who drop courses and fall below the 12 unit minimum; the need to have a good policy in place that doesn't penalize students; the possibility of using the summer term to account for workload (looking at 24 units per year instead of 12 units per semester); and offering Math or English boost type programs to help prepare students. Also discussed was the ability to be able to swiftly assist any students who are enrolled in 12 units and have a class canceled due to the financial aid implications it could have; offering late start classes; the importance of FAFSA completion and the need to have the high school districts relay that information to their students; the need to beef up outreach offices and communication between the college teams to avoid duplication of efforts; the need to offer free tuition since so many surrounding colleges and districts are already offering it; and concern among coaches who feel they are not able to recruit effectively when they are competing with other districts who offer free tuition to all students.

Tina Miller provided information related to the expansion of the North Orange Promise. She highlighted the student eligibility requirements and benefits provided to them, along with considerations that need to be addressed so that all collateral and branding information is consistent and relays accurate information. Ms. Miller also shared details related to the scaling up of the North Orange Promise that covered four main areas: Admissions and Records, Financial Aid, Counseling/Instruction, and Outreach.

Members then discussed the potential increase in demand for hybrid and online classes that would require robust distance education programs and trained faculty, and the need for a current plan so that everything is clear and defined, with discussions on how to implement and communicate that to the implementers so that as the program scales up, we ensure that we provide everything we promised in a smooth way. In the future, the District will also need to look at how do we keep our students in light of concerns related to first year students who are put on probation and then they are no longer part of the promise in the second year. Members also questioned why we are not offering a second year of the promise program when others are.

Dr. Marshall concluded the conversation by stating that the take away from the discussions in Chancellor's Staff with the College Vice Presidents was that we need to connect with the high schools so that they understand their role in the process, since AUHSD did a lot of the legwork

to develop the connections that were needed to implement the Anaheim Pledge.

GUIDED PATHWAYS CAMPUS UPDATES

Craig Goralski reported that Cypress College will host a Guided Pathways Coffee Forum on March 12. The event has been shared with all department coordinators to encourage attendance and allow for discussions at the department and division level, and provide a base level of knowledge across all departments on campus in order to have the necessary coordinated effort. Carmen Dominguez shared that along with the faculty forum, the Title 5 design team is coming back to Cypress College with two students forums planned. The hope is to re-engage students in the metamajors discussion and identify the language that students prefer to use. The Guided Pathways Taskforce meetings are ongoing and will help inform the college leadership summit with Nicola Perry working on guest speakers. Dr. Marshall offered to sponsor speakers in order to offer districtwide participation. Bryan Seiling shared that the use of published Canvas shell notes is a great way to inform students with minimal effort from faculty.

Dr. Goralski shared that within the Anthropology department Becky Floyd hosted a meet and greet night and shared a fully developed guided pathways sequence that was rolled out to students. The sequence had courses built on when student would transfer, allows for the ADT to become a lot clearer for students, and included jobs in anthropology. Dr. Marshall asked him to bring information to the April 1 DEMAC meeting to share with the group.

Flor Huerta reported that at Fullerton College the Guided Pathways Steering Committee has been surveyed to form workgroups based on the four pillars and the workgroups have started to meet. The groups have access through Canvas to share and access information. The next steering committee meeting will take place in two weeks with workgroup reports shared then.

At NOCE, Martha Gutierrez shared that they are continuing to raise guided pathways awareness in general, and cited examples of monthly messages and integrating career pathways into various committees by tying the appropriate pillars into the committee's work. Raine Hambly shared that the assessment to join the CTE program has been eliminated and they have amped up industry day workshops for students and increased career center events.

Dr. Marshall asked committee members to continue to share things that are working at the campuses with DEMAC and that the topic will remain on the agenda to allow for that.

AUTOAWARDING OF DEGREES DISCUSSION

Chancellor Marshall shared that it would good to start the discussion on autoawarding of degrees to discuss the advantages and disadvantages for students and the campuses, the financial aid implications, and the research and information gathering needed. Committee members expressed concern that autoawarding a second degree to students would negatively impact their financial aid package, and that the impact on financial aid is the number one barrier in autoawarding. Cherry Li-Bugg shared that she has results from a survey that she will bring that next month and stated that "autoawarding" is somewhat of a misnomer since we still need to get informed consent from students.

The committee discussed the possibility of an opt out function for students; how autoawarding of certificates for achievement for 30+ units would increase completions; and the reality that many students aren't willing to do more work to earn a degree they feel they don't need.

The committee discussed several points: autoawarding implementation would benefit the clean-up of campus curriculum, but that would be a huge endeavor since evaluators are still manually going through transcripts; the unknown impact on veteran students; the need to have degree audit software in place to notify students which does not require meeting with a counselor; the cleaning up of program and transfer information that is needed to use DegreeWorks; the practice within CTE to use counselors to provide degree audits with faculty sharing that information with students has increased certificates; and the lack of support available to provide that same service to students outside of CTE.

It was noted that finding a way to shift the balance towards students might be key and to provide them with notification prompting them about a possible degree completion. In response, some faculty members stated that information is already available to students in the college catalog and that students should be pointed to what is already there and available, while others noted that it would be unrealistic to expect that of students because even with the resources there, it might not be enough.

Chancellor Marshall stated that the topic would be brought back to the next DEMAC meeting and would include materials, and asked members to provide any information that might be valuable for the committee to look at. She noted the currently we are looking at the topic from silos, but that we need to look at it from both perspectives.

ADJOURNMENT: The meeting adjourned at 4:50 p.m.

NEXT MEETING: April 1, 2019

Name of College	What student information system do you use? (i.e. Banner, Colleague, Peoplesoft, etc...)	Does your college "auto award" degrees?	Does your college "auto award" certificates?	Are students required to submit a petition to graduate to earn a degree?	If your college "auto awards", what does that mean on your campus?	If your college is not auto awarding, is there discussion about going this direction?	Comments:
American River College	PeopleSoft	No	No	Yes		No	Please share the results of this survey; as to my response above, I've heard some discussion of discussing auto awarding, but I don't believe any discussion has actually happened at the operational level in some time.
Antelope Valley College	Banner	No	No	Yes		No	
Bakersfield College	Banner	No	Yes	Yes	Using a program (like a degree audit system) to determine what students have met the requirements for any degree AND award those degrees., A student who submits a petition to graduate will be evaluated for all degrees and be awarded those for which they met the requirements.	Yes, but we only auto award certificates and not degrees	We are getting ready to start auto awarding degrees. Still deciding if students will need to apply when we find that they have completed.
Barstow Community College	Banner	No	Yes	Yes	A student who submits a petition to graduate will be evaluated for all degrees and be awarded those for which they met the requirements.	Yes, but we only auto award certificates and not degrees	We are implementing DegreeWorks and then we will begin auto awarding certificates. We are still in discussion about auto awarding degrees because of the financial aid implications.
Butte College	Colleague	No	No	Yes		Yes	There hasn't been a lot of discussion at this time. We have a lot of other projects that require heavy lifting like Guided
Cabrillo College	Colleague	No	No	Yes	Using a program (like a degree audit system) to determine what students have met the requirements for any degree AND award those degrees.	Yes, but we only auto award certificates and not degrees	We are currently implementing, but have a couple steps yet to be sorted: identifying the potential candidates for certificates to run through degree audit, and a way (other than manually) to assign that certificate as an open program to the list of students that cleared the degree audit.
Chaffey College	Colleague	No	No	Yes		Yes	We are currently working on setting up auto awarding of certificates. Degrees are more complicated due to Financial Aid issues so we will tackle those later.
College of the Desert	Colleague	Yes	Yes	No	Using a program (like a degree audit system) to determine what students have met the requirements for any degree AND award those degrees., Other		We auto award all noncredit programs except our High School Diploma Program. We did a project looking at 268 students in cert programs with significant units and no cert. We found 33 out of the 268 we were able to award.
College of the Redwoods	Colleague	No	No	Yes		No	
College of the Siskiyous	Banner	No	Yes	Yes	Other	Yes	
Crafton Hills College	Colleague	No	No	Yes		Yes, but there is resistance	I think "concerns to be addressed" would be a better word than resistance.
Crafton Hills College	Colleague	No	Yes	Yes	Other	Yes, but there is resistance	We only auto award some certificates, not all. For the most part, students are required to submit a graduation application for all degrees and certificates.
Cuesta	Banner	No	No	Yes		Yes	
Folsom Lake College	Peoplesoft	No	No	Yes		Yes, but there is resistance	

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Foothill College	Banner	No	No	Yes		Yes, but there is resistance	At Foothill we have done a couple of pilot programs where we used Degree Works to identify students who had completed a specific degree/certificate but had not yet applied. We reached out to the students before awarding degree/certificate but did not require them to fill out graduation petition. We used a General Studies Social Sciences Degree and a Music History and Literature certificate. If you have any questions I can be reached at mcgeekent@fhda.edu . The Dean of enrollment services is out of the office on vacation so I am responding for her. I am the evaluation/graduation coordinator at Foothill. Thanks, Kent
Glendale College	PeopleSoft	No	No	Yes		Yes	
Golden West College	Banner	No	Yes	Yes	A student who submits a petition to graduate will be evaluated for all degrees and be awarded those for which they met the requirements.	Yes	
Hartnell College	Colleague	No	No	Yes		Yes	
Las Positas College	Banner	No	No	Yes		Yes, but there is resistance	
Merced College	Colleague	No	No	Yes		Yes	would be interested in these results.
Modesto Jr College	Colleague	No	No	Yes		Yes	
Monterey Peninsula College	We have a homegrown...	No	No	Yes		Yes	Unfortunately we do not have a degree audit system yet. We are working towards having one, and then we will be able to look at auto awarding. But yes, everyone is trying to move quickly in that direction based on the new funding formula.
Moorpark College	BANNER	No	Yes	Yes	Using a program (like a degree audit system) to determine what students have met the requirements for any degree AND award those degrees.	Yes, but we only auto award certificates and not degrees	
Mt. San Antonio Collge	BANNER	Yes	Yes	No	Other		Currently we only "auto award" a degree or certificate "if" the student has indicated that the degree/certificate in question is their chosen major. In other words we will not award them just any degree, only degrees/certificates that match their major on file.
Napa Valley College	Colleague	No	No	Yes		Yes	We have started the conversation, but are not moving forward at this time.
Norco College	Colleague	Yes	Yes	No	Using a program (like a degree audit system) to determine what students have met the requirements for any degree AND award those degrees.		Students are currently still required to submit an application for graduation. Our IT then uses a system like degree audit to capture completed students who did not apply.
Oxnard College	Banner	No	No	Yes		Yes	We had discussions but the impact on the student's Financial Aid seems to be a concern.
Pierce College	PeopleSoft	No	No	Yes		No	

Name of College	What student information system do you use? (i.e. Banner, Colleague, Peoplesoft, etc...)	Does your college "auto award" degrees?	Does your college "auto award" certificates?	Are students required to submit a petition to graduate to earn a degree?	If your college "auto awards", what does that mean on your campus?	If your college is not auto awarding, is there discussion about going this direction?	Comments:
Rio Hondo College	Banner	No	Yes	Yes	We run a report to identify the students who qualify for a certificate. IT enters that program into Banner and auto-award the certificate without the evaluators having to enter anything into the system.		When we have our degree audit system where we can trust the outcome, we will begin to auto-award degrees also. One of the biggest concerns with our evaluators is in regard to catalog rights. We will have to work through that process also before being able to award degrees.
Santa Ana College	Colleague	No	Yes	Yes	Other	Yes, but we only auto award certificates and not degrees	
Santa Monica College	Home Grown	Yes	Yes	No	Using a program (like a degree audit system) to determine what students have met the requirements for any degree AND award those degrees., A student who submits a petition to graduate will be evaluated for all degrees and be awarded those for which they met the requirements.		
Shasta College	Colleague	No	No	Yes		Yes	Please share results if possible.
Sierra College	Banner	No	No	Yes		Yes	
Skyline College	BANNER	No	No	Yes		Yes	Our college may move to auto-awarding, but also provide an "opt-out" for students who do not want to receive their degree/certificate at the moment of completion.
State Center Community College District	Colleague	No	Yes	Yes	Using a program (like a degree audit system) to determine what students have met the requirements for any degree AND award those degrees.		SCCCD represents Fresno City College, Reedley College, and Clovis Community College
Taft College	Banner	No	No	Yes		Yes	We definitely want to begin the auto-awarding process and I would love to hear feedback from other schools that have been successful.

Institution	Representative Name and Title	What is the biggest benefit(s) in auto-awarding?	What is the biggest challenge in auto-awarding?	Recommendation for other colleges considering?
Mt. San Antonio College	George Bradshaw, Dean of Enrollment	Streamlines the degree awarding process for students without the hard copy petition. This still requires system and manual tracking.	Not really “auto awarded”, it is still an automated list which requires manual awarding. It gives the evaluators a place to start. Developing parameters for the list to ensure accuracy and refining of data also challenging. Make sure to work with Financial Aid and counselors so they fully understand the process.	Do not let “perfect” be the enemy of “good.” In other words, some who will say that auto awarding of a degree may be a disadvantage to a particular (type) of student. However, the advantages to students in general and the campus as a whole far exceed the potential disadvantages.
Peralta Community College District	Jason Cifra, VC Student Affairs	Increases graduation and awarding rates, which will be helpful for the new funding formula performance. Also very informing for students who did not realize how close they were to completion. Did not require students to have to declare their intention. Used a combination of query and degree audit to auto-confer event if students didn’t declare. Improved	Tools much be ready: degree audit, analytics, etc. People need to understand the process. Auto-conferral is not a one-button process. There’s need to make sure that students have declared a major, etc. Steps can be complex depending on your system.	The biggest tool we had was a simple report that identified graduation velocity per student. We used it to identify those at risk and those who are graduating. IT resource is critical, and having a team of analysts, technicians, and counselors in critical. This helped the way that we “brought” graduation to the students. We also did “reverse transfer.”

		communications between the students and college.		
Santa Ana College	Vaniethia Hubbard, VP Student Services	Increased employment and earning potential, increased student success rates on Scorecard.	Eligibility implications (FA, EOPS, Veterans), technology and staffing limitations	SAC auto-awards certificates, not yet degrees. Consider the challenges in eligibility and technology/staffing, make sure to outline the criteria and communication methods. Phase into auto awarding by subject area and agree on a "date of award" to post on the transcript.