



NORTH ORANGE COUNTY
COMMUNITY COLLEGE DISTRICT

Districtwide Enrollment Management Advisory Committee Meeting

May 6, 2019

3:00 p.m.

Anaheim Campus Room 105

AGENDA

WELCOME & OVERVIEW

SUMMARY

1. April 1, 2019 Summary

PROGRAM MAPPER

1. Update and Demo – Kathleen Reiland

COMMITTEE EVALUATION

1. Survey Results

NEXT STEPS

- 1.

FUTURE AGENDA ITEMS

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

NEXT MEETING: TBD

DISTRICTWIDE ENROLLMENT MANAGEMENT ADVISORY COMMITTEE

April 1, 2019

SUMMARY

MEMBERS PRESENT: Karen Bautista, David Booze, Dana Clahane, Jennifer Combs, Gilbert Contreras, Craig Goralski, Martha Gutierrez, Raine Hambly, Richard Hartmann, Flor Huerta, Cherry Li-Bugg, Victor Manchik, Cheryl Marshall, Jose Ramon Nuñez, Katy Realista, Jake Sapiro, Bryan Seiling, Melissa Serrato, and Fred Williams.

ABSENT: Albert Abutin, Tonya Cobb, Paul de Dios, Carmen Dominguez, Monica Gomez, Tina King, Tina McClurkin, Jeremy Peters, and Laurie Triefenbach.

VISITORS: Peter Maharaj, Tina Miller, Nicola Perry, Greg Schulz, and Matt Taylor.

Chancellor Cheryl Marshall called the meeting to order at 3:05 p.m. with no quorum. Quorum was reached at 3:09 p.m.

WELCOME & OVERVIEW

SUMMARY: The summary of the March 4, 2019 DEMAC meeting was approved as submitted.

GUIDED PATHWAYS CAMPUS UPDATES

Cypress College General Update

Nicola Perry shared an update on Cypress College guided pathways efforts that included hosting a faculty coffee forum, hosting two student focus groups, and the creation of a student focus group pool. Other efforts include the submission of two proposals to the RP Group for presentation consideration, working with David Booze to finish a Title 5 grant application, and hosting the Guided Pathways Summit on April 5.

Anthropology Pathway

Craig Goralski provided a handout outlining the academic mapping for the Cypress College Anthropology AA-T. Dr. Goralski noted that the map is the work of Becky Floyd who developed it in consultation with the social sciences counselors, and later with the division dean and the general counselors. The plan outlines the courses that students must take if they plan to transfer in two years, a listing of course articulations, the most efficient degree pathway for the AA-T, a listing of when anthropology courses are offered throughout the year, and when the anthropology courses (general and concentration) are offered. While it is a work in progress, it has been presented to students who provided good feedback and concerns.

During the discussion, it was noted that at Fullerton College pathways have been in the class schedule for years, but the problem is that students don't pay attention or they take courses out of sequence. In light of that, some sort of mechanism is necessary to capture their attention during their first semester and share the reality of their plans with them. Vice Chancellor Cherry Li-Bugg stated that all of this information needs to be in DegreeWorks. Members also discussed that guided pathways provides an opportunity to look at institutional and structural barriers in order to identify them and address them and how the institutions needs to be more well-rounded to deliver services, so that the student is the product, and not the degrees or certificates.

Fullerton College Guided Pathways Initiative

Matt Taylor, Co-Chair of Fullerton College Pathways Steering Committee, shared that the committee has been meeting since December 2018 and has formed four workgroups: 1) Clarifying the Path, 2) Entering the Path, 3) Staying on the Path, and 4) Learning from the Path. Mr. Taylor noted that the workgroups are ongoing and have begun the process of inquiry, and shared an overview of their activities. He also shared that the College is also using dashboards created by the campus research office that shares student demographic data and are using that information in data driven decision-making, and that the Fall 2019 flex days will have a focus on guided pathways.

Pathways for Undecided Students

Jennifer Combs, DEMAC Co-Chair, reminded the committee that last year there was discussion in DEMAC about undecided students and how they are different and need a career exploration path with varied courses. She stated that ideally, first-year undecided students would enroll in a counseling course, English, and general education courses in areas of interest or math if they have expressed an interest in STEM. The goal would be for students to explore interests with courses in areas that count toward their general education requirements so that they have courses that count no matter what path they end up on. Students would also participate in career exploration workshops and working with counselors to develop areas of interest, all leading towards Spring Major Declaration Day where, ideally, they would have narrowed down the field and ultimately selected a major.

During the discussion, members asked what percentage of students are undecided (40-60%), the fact that students need to select a major for financial aid completion, and the need to have flexibility as part of guided pathways model.

NOCE General Update

Martha Gutierrez reported that Provost's Cabinet would be completing a Guided Pathways Self-Assessment soon and simultaneously updating their Strategic Plan that will be finalized by end of the academic year. The NOCE Academic Senate voted to approve a transition to a semester academic year that will help to better align NOCE with the colleges. Raine Hambly shared that through regional Strong Workforce grant funding, NOCE will have access to the services provided by LinkedIn Learning and Portfolium. NOCE is also looking at lower level certificates that allow exploration and lead to entry-level work, and then move on to higher certificates particularly for ESL and DSS students who aren't quite sure where they want to go. Karen Bautista also shared that on April 15 NOCE will map the student experience in ESL in order to view the ideal experience that can be envisioned and to see where there are gaps.

MOBILE APP UPDATE

Cypress College

Peter Maharaj provided a demonstration of the Cypress College mobile app, Cypress Connect, that was developed as "technology with a purpose" in order to meet students where they are. The app is intended to allow for several functions including push notifications, in-house customization, customer service and tech support, and a partnership for innovation. Use of Cypress Connect has already changed and improved college processes, and Mr. Maharaj cited the STEM program's use of the app to process 400 students (who downloaded the app) in 15 minutes. He highlighted the STEM program's app site that allows users to see a listing of events they have attended. Other departments in development include the Transfer Center, career

services, student services labs, the Associated Students Food Bank, library services, and use for the Anaheim Pledge.

New integration services for the future include digital identification card services, custom messages, student population segmentation and connecting to specific groups, and integration to other college resources. Dr. Li-Bugg also noted that as we move along in districtwide adoption, students will be able to register for classes in the app, and we could potentially have a message for students notifying them that they are on/off track and which classes they need to take.

ANAHEIM PLEDGE UPDATE

Data and Progress

Tina Miller shared comparative data between part-time and full-time, for first-time students from the Anaheim Union High School District (AUHSD) for the Fall semester from 2015-2018. She also provided a SWOT analysis of the Pledge and Promise programs. Highlights included:

- **Strengths:** Students taking advantage of the services offered; increase in AUHSD seniors enrolling; increase in full-time enrollment of AUHSD seniors; and the expansion of the promise program.
- **Weaknesses:** Challenges with the program rollout, tracking, and the book loan program; and the late implementation of coding student accounts.
- **Opportunities:** Eliminating the book loans to expand the free tuition aspect; working with high school districts to help students with FAFSA completion; transitioning to an electronic student agreement; expanding tracking tools; and pursuing additional data sharing MOUs.
- **Threats:** Expansion of the program could strain campus staff and resources; review onboarding process to reduce the number of students who apply but never enroll; and look into why students did not return for the Spring semester after completing the Fall term.

During the discussion, members discussed how the expanded promise program will impact existing pledge students with availability and demand, and how to address the students who can attend for free as part-time students and encourage them to stay as full-time students.

COMMITTEE EVALUATION PROCESS

Preparation for May 6 Evaluation

Chancellor Marshall noted that the May 6 DEMAC meeting would be the last meeting of the year and in anticipation of that she asked that members consider the future of DEMAC. The committee has been meeting for a couple of years, and she would like feedback on what is working, whether the group should continue, how to do things better, and possibly meeting quarterly instead of monthly.

Dr. Marshall will work with Victor Manchik to develop and distribute an online evaluation survey so that the results can be discussed at the May 6 meeting.

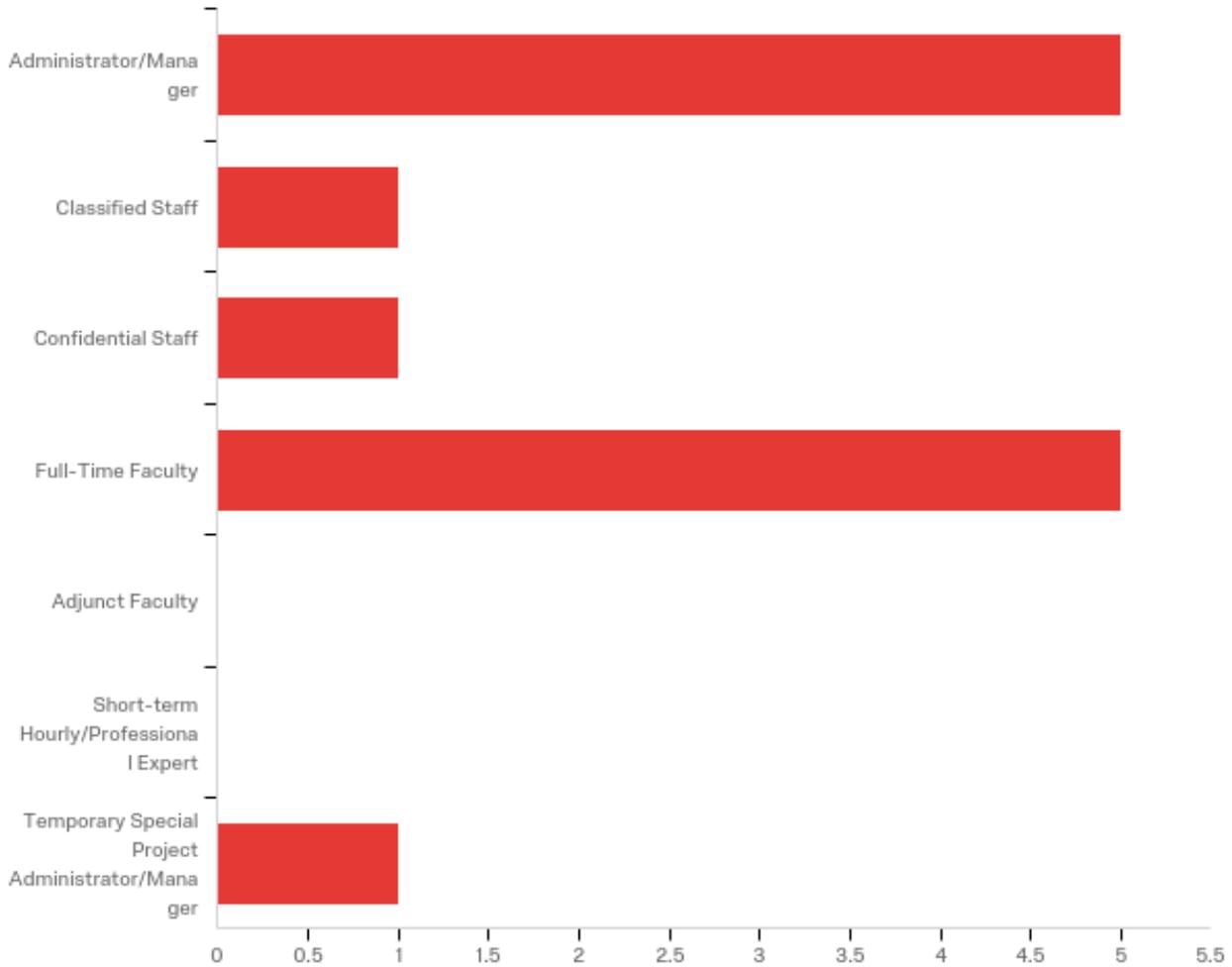
ADJOURNMENT: The meeting adjourned at 4:56 p.m.

NEXT MEETING: May 6, 2019

DEMAC Self-Evaluation 2019

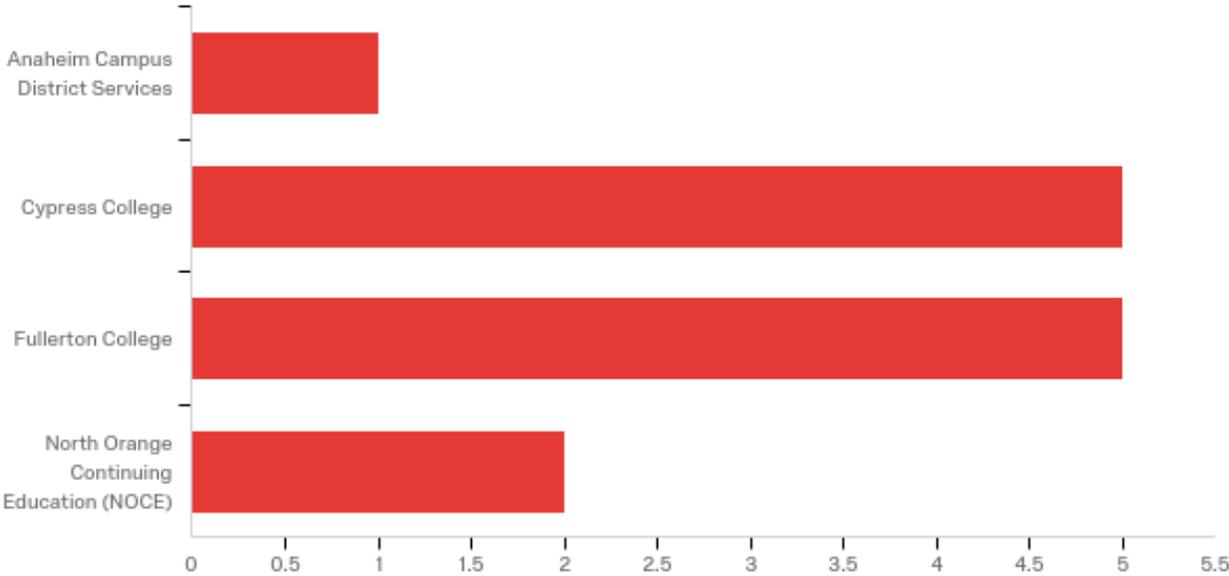
NOCCCD District Enrollment Management Advisory Committee (DEMAC) Self-Evaluation
May 2nd 2019, 1:00 pm MDT

Employee Type - What is your employee type in the North Orange County Community College District?

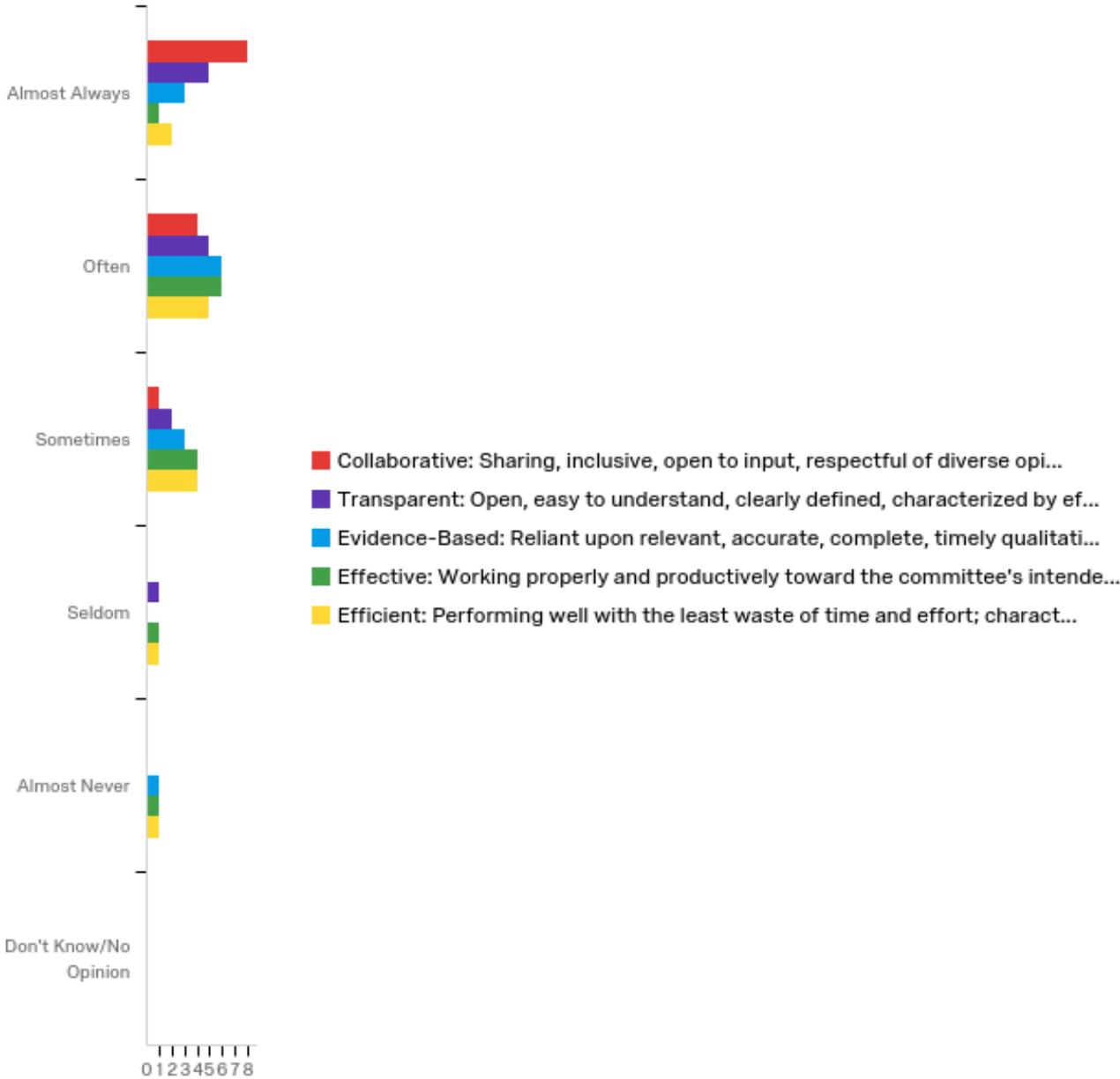


#	Answer	%	Count
1	Administrator/Manager	38.46%	5
2	Classified Staff	7.69%	1
3	Confidential Staff	7.69%	1
4	Full-Time Faculty	38.46%	5
5	Adjunct Faculty	0.00%	0
6	Short-term Hourly/Professional Expert	0.00%	0
7	Temporary Special Project Administrator/Manager	7.69%	1
	Total	100%	13

Location - At which location are you primarily assigned?

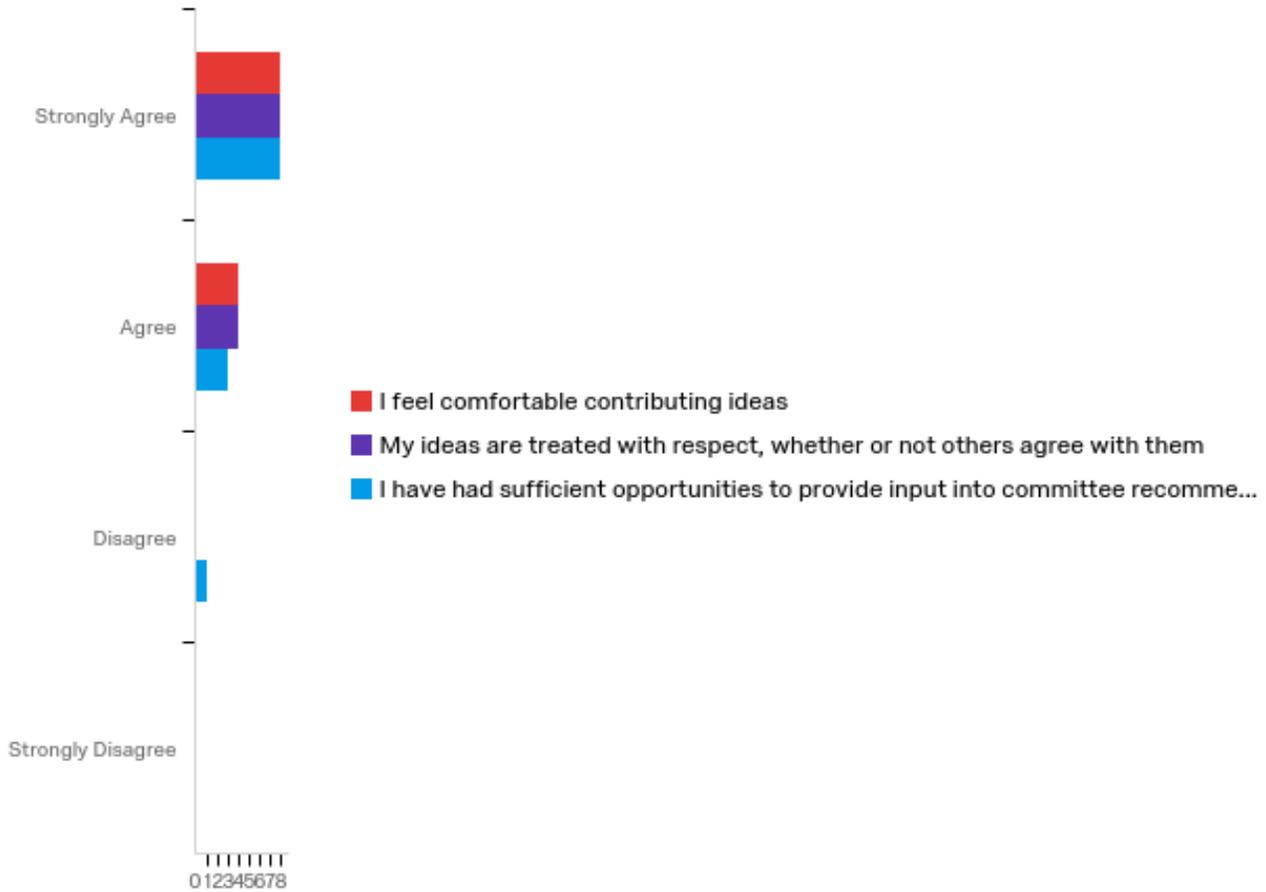


Characteristics - Please indicate how often the committee's processes and interactions during 2018-19 reflected each of the following characteristics:



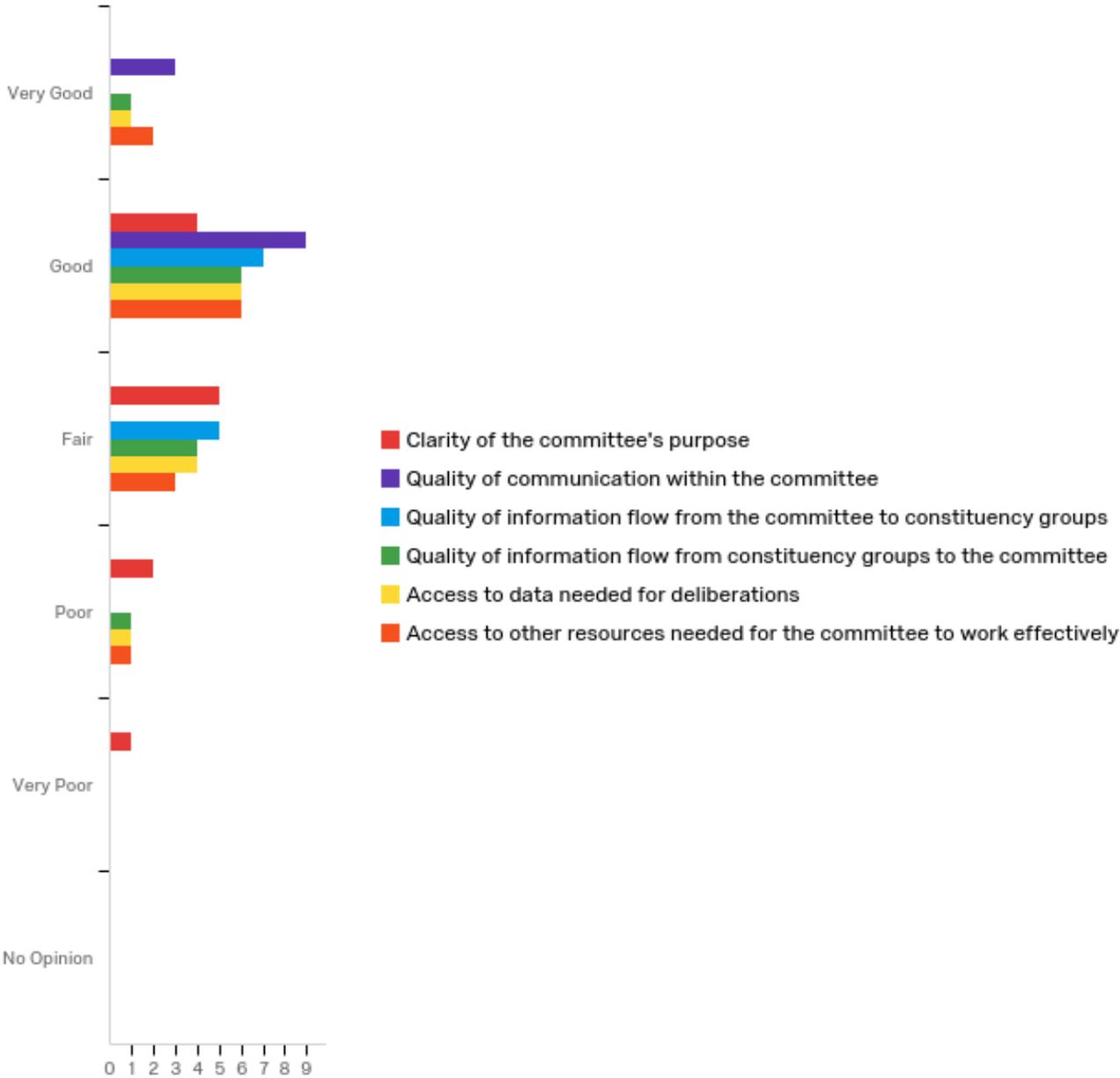
#	Question	Almost Always		Often		Sometimes		Seldom		Almost Never		Don't Know/No Opinion		Total
1	Collaborative: Sharing, inclusive, open to input, respectful of diverse opinions, characterized by meaningful dialogue	61.54%	8	30.77%	4	7.69%	1	0.00%	0	0.00%	0	0.00%	0	13
2	Transparent: Open, easy to understand, clearly defined, characterized by effective and meaningful communication with the District community	38.46%	5	38.46%	5	15.38%	2	7.69%	1	0.00%	0	0.00%	0	13
3	Evidence-Based: Reliant upon relevant, accurate, complete, timely qualitative and/or quantitative information; not based solely on assertion, speculation, or anecdote	23.08%	3	46.15%	6	23.08%	3	0.00%	0	7.69%	1	0.00%	0	13
4	Effective: Working properly and productively toward the committee's intended results	7.69%	1	46.15%	6	30.77%	4	7.69%	1	7.69%	1	0.00%	0	13
5	Efficient: Performing well with the least waste of time and effort; characterized by serving the	15.38%	2	38.46%	5	30.77%	4	7.69%	1	7.69%	1	0.00%	0	13

Experience - Please indicate the extent to which you agree or disagree with the following statements about your service on this committee overall this year:



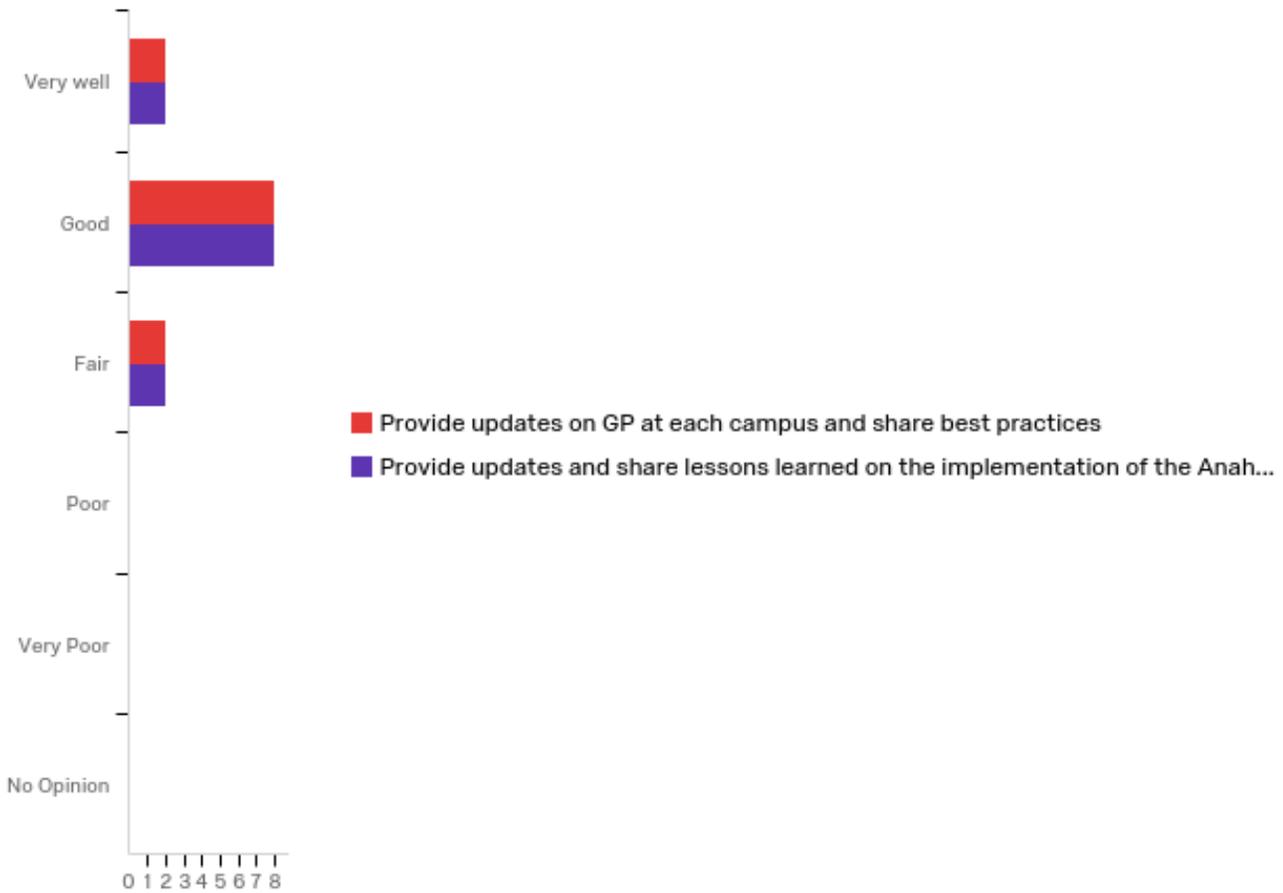
#	Question	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
1	I feel comfortable contributing ideas	66.67% 8	33.33% 4	0.00% 0	0.00% 0	12
2	My ideas are treated with respect, whether or not others agree with them	66.67% 8	33.33% 4	0.00% 0	0.00% 0	12
3	I have had sufficient opportunities to provide input into committee recommendations	66.67% 8	25.00% 3	8.33% 1	0.00% 0	12

Work Overall - Please rate the following aspects of the committee's work overall this year:



#	Question	Very Good	Good	Fair	Poor	Very Poor	No Opinion	Total
1	Clarity of the committee's purpose	0.00%	33.33%	41.67%	16.67%	8.33%	0.00%	12
2	Quality of communication within the committee	25.00%	75.00%	0.00%	0.00%	0.00%	0.00%	12
3	Quality of information flow from the committee to constituency groups	0.00%	58.33%	41.67%	0.00%	0.00%	0.00%	12
4	Quality of information flow from constituency groups to the committee	8.33%	50.00%	33.33%	8.33%	0.00%	0.00%	12
5	Access to data needed for deliberations	8.33%	50.00%	33.33%	8.33%	0.00%	0.00%	12
6	Access to other resources needed for the committee to work effectively	16.67%	50.00%	25.00%	8.33%	0.00%	0.00%	12

Guided Pathways - Implementation of Guided Pathways



#	Question	Very well	Good	Fair	Poor	Very Poor	No Opinion	Total
1	Provide updates on GP at each campus and share best practices	16.67%	66.67%	16.67%	0.00%	0.00%	0.00%	12
2	Provide updates and share lessons learned on the implementation of the Anaheim Pledge, the Fullerton Educational Partnership, and the North Orange Promise	16.67%	66.67%	16.67%	0.00%	0.00%	0.00%	12

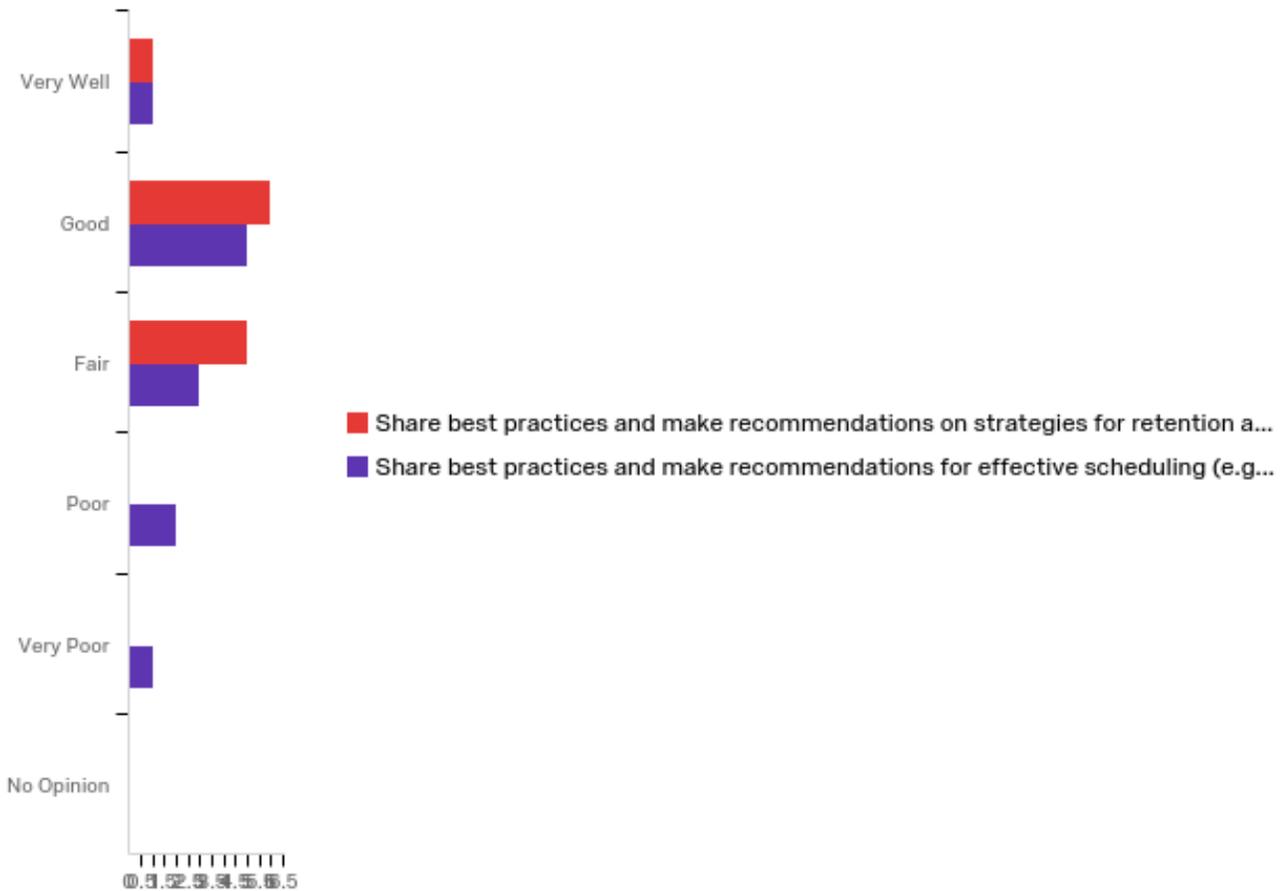
Guided Pathways - If you have any comments or suggestions regarding implementation of Guided Pathways, enter them here.

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I thought that DEMAC provided a venue for sharing best practices regarding implementation of Guided Pathways and for coordinating the necessary adjustments in the districtwide student information system to accommodate its implementation.

The committee does not seem to have a clear purpose.

Staying On Path - Staying on the Path



#	Question	Very Well		Good		Fair		Poor		Very Poor		No Opinion		Total
1	Share best practices and make recommendations on strategies for retention and engagement including integration of support services, degree audit, early alert, etc.	8.33%	1	50.00%	6	41.67%	5	0.00%	0	0.00%	0	0.00%	0	12
2	Share best practices and make recommendations for effective scheduling (e.g., meeting student demand, use of ed plans, annual schedules, grouped	8.33%	1	41.67%	5	25.00%	3	16.67%	2	8.33%	1	0.00%	0	12

courses, room usage,
etc.

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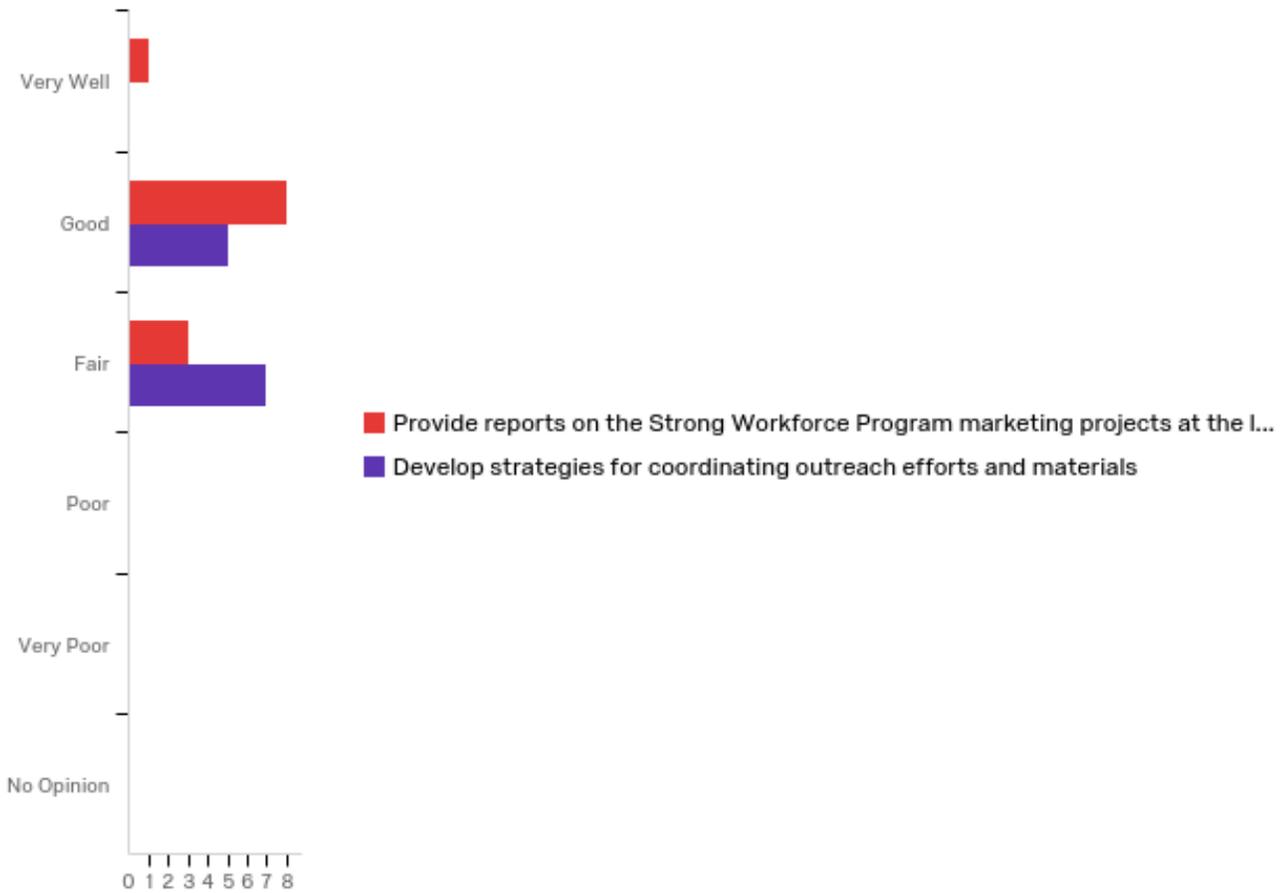
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Staying on Path - If you have any comments or suggestions regarding staying on the path, enter them here.

If you have any comments or suggestions regarding staying on the path, enter them here.

More work in needed on optimizing degree audit process

Outreach - Marketing, Outreach & Recruitment

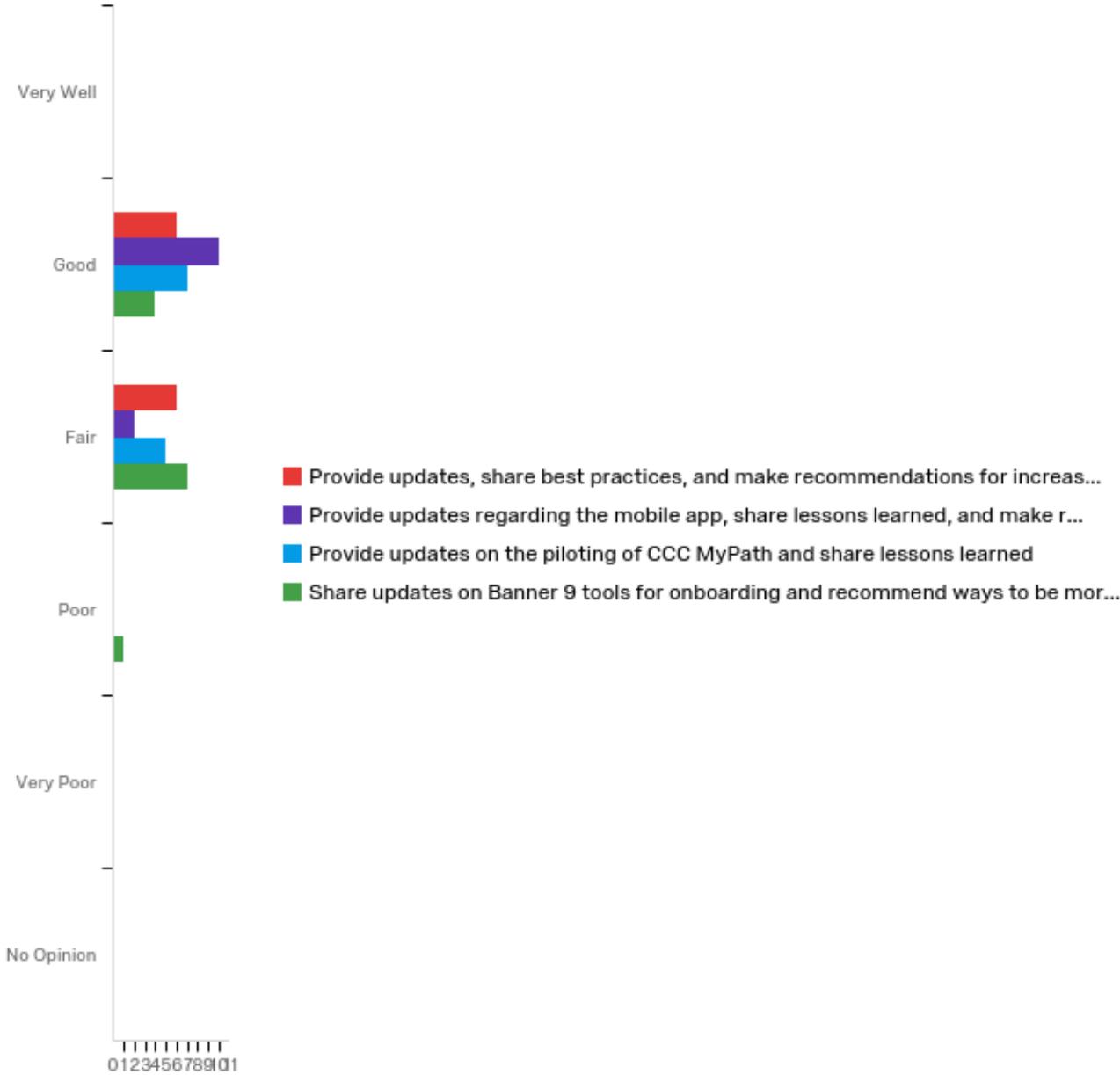


#	Question	Very Well	Good	Fair	Poor	Very Poor	No Opinion	Total						
1	Provide reports on the Strong Workforce Program marketing projects at the local and regional levels	8.33%	1	66.67%	8	25.00%	3	0.00%	0	0.00%	0	0.00%	0	12
2	Develop strategies for coordinating outreach efforts and materials	0.00%	0	41.67%	5	58.33%	7	0.00%	0	0.00%	0	0.00%	0	12

Outreach - If you have any comments or suggestions regarding marketing, outreach & recruitment, enter them here.

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Onboarding - Onboarding



#	Question	Very Well		Good		Fair		Poor		Very Poor		No Opinion		Total
1	Provide updates, share best practices, and make recommendations for increasing retention between the submission of an application and actual enrollment	0.00%	0	50.00%	6	50.00%	6	0.00%	0	0.00%	0	0.00%	0	12
2	Provide updates regarding the mobile app, share lessons learned, and make recommendations for next steps	0.00%	0	83.33%	10	16.67%	2	0.00%	0	0.00%	0	0.00%	0	12
3	Provide updates on the piloting of CCC MyPath and share lessons learned	0.00%	0	58.33%	7	41.67%	5	0.00%	0	0.00%	0	0.00%	0	12
4	Share updates on Banner 9 tools for onboarding and recommend ways to be more efficient with onboarding students	0.00%	0	33.33%	4	58.33%	7	8.33%	1	0.00%	0	0.00%	0	12

Onboarding - If you have any comments or suggestions regarding onboarding, enter them here.

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As Banner 9 implementation advances, it would be great to get more information on the possibilities for making onboarding more efficient through self-services, etc. Also, it would be great to hear updates on the utilization of Banner Recruit module.

Targets - Targets & Measures



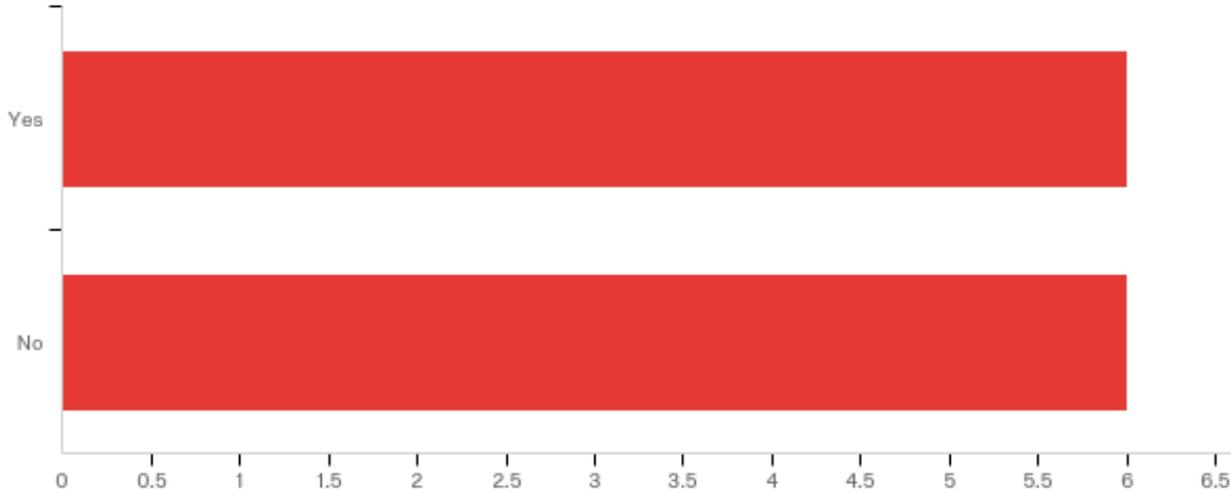
#	Question	Very Well	Good	Fair	Poor	Very Poor	No Opinion	Total						
1	Establish targets related to the new funding formula and determine the best measures for assessing our effectiveness	16.67%	2	16.67%	2	58.33%	7	8.33%	1	0.00%	0	0.00%	0	12
2	Make recommendations on reporting and dashboards	0.00%	0	33.33%	4	58.33%	7	8.33%	1	0.00%	0	0.00%	0	12

Targets - If you have any comments or suggestions regarding targets & measures, enter them here.

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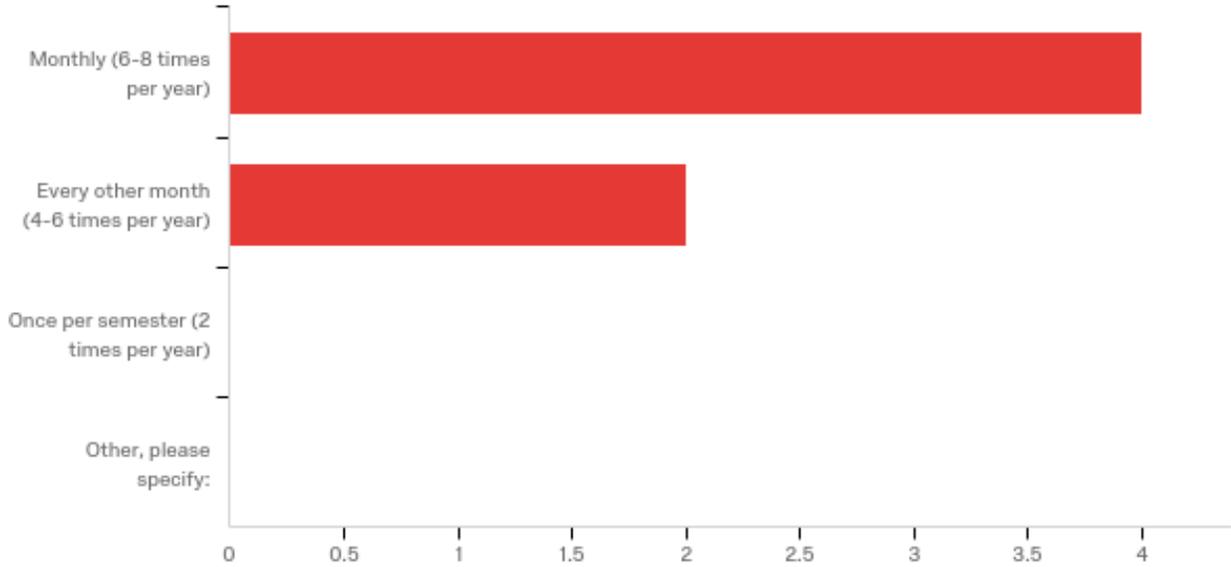
I thought that this year it was difficult to establish targets and measures related to the new funding formula since there was so much unknown and constant changes. The work of establishing targets related to the new funding formula are likely to continue during next year. Overall, I thought the committee did a great job providing updates.

Organization - Do you think DEMAC should continue in its current form?



#	Answer	%	Count
1	Yes	50.00%	6
2	No	50.00%	6
	Total	100%	12

Meeting - If yes, how often do you think we should meet?



#	Answer	%	Count
1	Monthly (6-8 times per year)	66.67%	4
2	Every other month (4-6 times per year)	33.33%	2
3	Once per semester (2 times per year)	0.00%	0
4	Other, please specify:	0.00%	0
	Total	100%	6

If yes, what changes do you recommend to the membership? Who needs to be involved in DEMAC?

If yes, what changes do you recommend to the membership? Who needs to be involved in DEMAC?

Add: Guided Pathways leads from each site. Deans of Counseling Counseling Faculty Reps

I have enjoyed being a member of DEMAC and would like to see it continue. As we move toward the implementation of the new funding formula and GP, DEMAC is needed to pull the entities together. I would like to see us come to an agreement on a few of the best practices and actually move toward their implementation. There is some reservation in me that when push comes to shove we will go three (or at the minimum, two) different directions. A few key people rarely attend, the VPIs and Directors of A&R should be present, a few student voices would be helpful and the academic dean representation is key as they are the ones who will assist the faculty in making things a reality.

Definitely needs marketing membership since they are such a big part of all of our efforts.

Periodically inviting experts from the field related to a specific topic would continue to be helpful.

I suggest monthly as there are many initiatives that are in development that require some urgency. Can be reduced to every other month.

If you do not think DEMAC should continue in its current form, what changes do you recommend to the committee?

If you do not think DEMAC should continue in its current form, what changes do you recommend to the committee?

Make the committee more action oriented. It seems there is a lot of sharing out of information, but not much action. It would be good to have the committee do more than share information - potentially form work groups/tasks force to get the work done.

The committee needs more clear direction. It could be the Guided Pathways Committee. Enrollment is certainly part of that, as is so much more. There's no clear place in the District to have district-wide discussions/work on Guided Pathways.

The committee is too large. Although the information-sharing is valuable it's difficult to provide recommendations and feedback with such a large group. Too often, we run out of time discussing one particular agenda item. Dr. Marshall does an excellent job at making sure all feedback is heard and keeping track of time to cover all meeting agenda items.

I think DEMAC would be better if it had a specific mission. That mission could change from semester to semester, but as it is now, it is very unfocused. Because of the various constituency groups represented in the committee, it provides a great forum for solving problems, not just talk.

Nearly all of the conversation in DEMAC has been focused on the initiatives, programs, formulas that are driving the district's desire for enrollment management. What form that management could take, understanding and evaluating the impact of different forms of management, the roles of different constituent and shared governance groups in providing input going forward, and a whole host of other essential discussions have yet to be seriously broached in DEMAC - at least not in the meetings I've been present for. Right now, DEMAC largely consists of the same information presented at CBF, DCC, BoT, filtered through an enrollment lens. In the time that I've been attending DEMAC, this group has gone from a committee without a mission to a committee with a mission but no discussions about how to carry it out. If Guided Pathways is implemented the way it should be, many of our enrollment management goals will start to take care of themselves. Maybe we disband DEMAC until such time that GP has had a chance to bear fruit, and if enrollment management is still a concern, revisit the committee.

Please enter the improvement most needed by this committee in its processes, interactions, outcomes, or other aspect of its work:

Please enter the improvement most needed by this committee in its processes, interactions, outcomes, or other aspect of its work:

I believe that DEMAC provides a venue for sharing best practices regarding implementation of programs designed to ensure students success and completion, such as Guided Pathways. I feel that the main purpose of the committee should continue to be providing updates and sharing best practices. However, it may be helpful if, in the beginning of each year, the committee would prioritize and select one or two topics per year and study it in depth.

Less talk, more action

I am relatively new to the committee so I don't have the longevity to make any recommendations at this point.

1. Strategic marketing and outreach at the District level that is consistent throughout the District. There is an understanding that Cypress, Fullerton College, and NOCE all operate differently due to varied programs but the approach to marketing should be somewhat consistent from the District level. Now with the start of the North Orange Promise, Guided Pathways and the new funding formula, it is more crucial than before that there be consistent marketing just as was done with the Strong Workforce campaign. 2. Data-sharing and data-informed decision making. The district has made excellent strides in providing data to the campuses but too often that data is not understood or is not translated down to the campuses for better decision making. I would like to see this addressed better in the new year.

If the committee were more focused, it would provide a great platform for dealing with District-wide issues. Because so many constituent groups are represented in the committee, the committee has the potential of being effective at making specific recommendations. Right now, all we do is talk about what is being done, not what should be done going into the future.

If you would like to make any additional comments, please do so in the space below.

None