

**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.

## 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.

**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

## **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