

**DISTRICTWIDE ENROLLMENT MANAGEMENT ADVISORY COMMITTEE**  
**December 4, 2017**

**SUMMARY**

**MEMBERS PRESENT:** Albert Abutin, Santanu Bandyopadhyay, David Booze, Dana Clahane, Jennifer Combs, Gilbert Contreras, Dale Craig, Martha Gutierrez, Vaniethia Hubbard, Richard Hartmann, Cherry Li-Bugg, Deborah Ludford, Cheryl Marshall, Lisa McPheron, Peggy Nunes, Jose Ramon Nuñez, Jeremy Peters, Katy Realista, Bryan Seiling, JoAnn Stehly, Laurie Triefenbach, and Fred Williams.

**ABSENT:** Gigi Blanche, Dennis Davino, Monica Gomez, Jolena Grande, Anna Novisoff, Jennifer Oo, and JoAnn Stehly.

**VISITORS:** Nicola Perry

Chancellor Marshall called the meeting to order at 3:06 p.m.

**OPENING**

**Agenda Review:** Dr. Marshall noted that the meeting agenda reflected a change in the original schedule of focused discussion topics (from FTES and Scheduling, to Scheduling and Outreach/Recruitment) and that Co-Chair Jolena Grande was unable to attend the meeting.

**Meeting Time:** There was consensus from the committee to extend the DEMAC meeting times to 5:00 p.m.

**SUMMARY:** The summary of the November 6, 2017 meeting was approved as submitted.

**FOCUSED SUBCOMMITTEE DISCUSSION:**

**Scheduling**

Group Update: The Scheduling subcommittee met on December 1 to discuss the remainder of the questions originally presented at the November 6 DEMAC meeting. Discussion topics included: 1) annual schedule: the possibility, impact, benefits, and grouping of Summer and Fall for registration; and 2) block scheduling: consider possibly targeting the Anaheim Pledge students and include English, Math, Counseling, and other popular general education courses.

During the discussion members indicated that both would assist students with planning and are in line with guided pathways efforts, but had questions related to the impact on fee payments, financial aid, and pre-requisites/co-requisites. Vaniethia Hubbard offered to share information on how colleges who have implemented an annual schedule inform students of the process and communicate that information.

Winter Intersession: Chancellor Marshall distributed a handout titled, "Possible Outline/ Topics/ Questions for Winter Intersession Analysis," which was previously shared with the District Consultation Council, and led a point by point discussion on the topics which need to be

addressed before the District can decide if a Winter intersession pilot is feasible in 2019. She shared that, due to financial aid, the federal government requires notification a year in advance and because of that, a decision needs to be made by mid-December. As a result, a Winter intersession planning discussion meeting has been scheduled for the afternoon of December 18 in order to have a meaningful dialogue on whether or not to offer a pilot intersession.

(See addendum for the “Possible Outline/Topics/Questions for Winter Intersession Analysis.”)

## **Outreach/Recruitment**

Group Update: The Outreach/Recruitment subcommittee reported that they continue to research information on software used to collect contact information for prospective students. They hope to identify their specific needs and conduct an RFP process in order to acquire the software to assist in their outreach efforts.

On Boarding Business Process Analysis Update: Nicola Perry provided an update on her work related to the analysis of the District’s on boarding business process which was a recommendation that resulted from the District’s IEPI visit. During her report, she shared the following:

- The District is looking externally for a mobile application that will meet the needs of students at all three institutions, and a demonstration of Modo Labs will take place on December 13 at 12:30 p.m. in the Board Room.
- As part of the Banner 9 implementation, staff are considering including Admissions & Records services as one of the next modules.
- Multiple on boarding efforts being utilized to integrate technology solutions and practices to improve guided pathways locally and statewide, including: available technology tools and services; the District’s Leadership Academy team; and the State Chancellor’s Office hiring of a Visiting Vice Chancellor for Technology, Research and Information Systems.
- The available add on of *MyPath* at CCC Apply which is a free tool that allows institutions to provide customizable content to prospective students immediately after they apply.
- Ongoing District conversations regarding the coding of Pledge, Promise, and Dual Enrollment students, and the tracking of NOCE students who transfer to the Colleges.

**Other Updates:** Fred Williams reported that the FTES Target Setting subcommittee would begin to reconvene to discuss the 18-19 year, and at that time better Spring semester figures would be available.

**ADJOURNMENT:** The meeting adjourned at 4:37 p.m.

**NEXT MEETING:** February 5, 2018 at 3:00 p.m.

## 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 2<sup>nd</sup>), communicate this decision to Financial Aid by December 8<sup>th</sup>, 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