**CONTRA COSTA COLLEGE**

**ENROLLMENT MANAGEMENT COMMITTEE**

**WEDNESDAY, AUGUST 27, 2014**

**Library Conference Room**

**Minutes**

Chairperson: Tammeil Gilkerson

Faculty: Wayne Organ, Intisar Shareef

Classified: Michele Jackson, Ken Reynolds

Management: Vicki Ferguson, Catherine Fites

Students: None present

1. The meeting was called to order @ 3:04pm by Tammeil Gilkerson.

1. **Approve Agenda:**

Catherine Fites motioned to approve the agenda with amendments. Wayne Organ motioned to add “review of committee membership” to current agenda as an information/discussion item. Michele seconded. WO, IS, MJ, KR, VF, CF approved.

1. **Approve March 26, 2014 Minutes**

Wayne moved to approve. Michele seconded the motion. IS, KR, CF and VF voted yay. None voted nay.

1. **Action Items:**

There were no action items.

1. **Information/Discussion Items**
2. **Enrollment update**

Tammeil provided an update on enrollment. She stated that based on a report generated today (August 27, 2014), the college is currently 130 FTES short of its target goal. This is not expected to improve before the expiration of Fall semester. The target FTES remains the same as the previous year. The CCCC district borrowed the campus’ summer FTES to suffice. Wayne expressed concern with regard to possible ramifications of repeatedly failing to meet FTES goal. He stated that it’s reasonable to assume that the district will not go on “stability for one campus”.

Tammeil shared a summary of ideas that stemmed from a brainstorming activity on the topic of enrollment during the Department Chairs’ retreat on August 12, 2014. The committee engaged in a discussion and collectively pondered ways to improve FTES and identify factors that adversely affect it. Some factors believed to have a detrimental effect on enrollment include:

* **The college being situated within a “bedroom” community**. Meaning, that the vast majority of the community’s population work outside of the area and may opt to matriculate a school near their place of employment. It is estimated that approximately 1200-1400 students leave the area to attend Peralta Community College. Michele stated that results from a survey of high school students in the area showed that many residents work outside of the community due to limited employment opportunities.
* **Graduating students wanting to matriculate schools farther from where they live**. A large percentage of high school graduates desire to “go away” to college. Tammeil shared that she sees the desire to “go away” to college as more of a natural inclination.
* **Limited course and program offerings.** Michele stated that the college is “out of date” and does not offer many of the programs that students are seeking. She identified medical coding, media and computer programming as highly sought after areas of study. Michele posed the idea of collecting data on the population of students who leave the college.
* **Negative perception of the college.** Ken suggested that this is an internal issue that needs to be resolved with a sense of urgency. He stated that improvement in this area is critical to improving FTES.
* **Poor aesthetic appeal.** Intisar shared that she believes the college should put more effort into the upkeep of the campus in spite of construction. Michele also agreed that the campus is not being maintained at the level it should be. Ken stated that the college is just simply not appealing in large due to construction. He went on to say that once construction is completed, the perception of the college will greatly improve and attract more students. Intisar stated that aesthetics speak measures.

Wayne reiterated that by Fall 2016 the district will have exhausted recalculation of the campus’ base and is unlikely to go on stability for one college.

* **Cancelled classes.** Intisar suggested lowering the cap on classes that are valuable but under enrolled. She posed the question: Is it always necessary to cancel classes that are not at full capacity? Tammeil explained class cancellations should not just be enrollment- but by the need for the program and college. Working with deans, a

careful assessment of each low enrolled course is critical. There is a cost associated with offering courses, but low enrollment is not always indicative of value. For example, journalism classes typically have low enrollment, but the college has seen a value in supporting the program.

There was an overall consensus that the error messages students receive during the registration process are unclear. Catherine stated that she’d posed this problem to IT and was told that “it’s impossible to fix”. When changes were made, they were not what was requested. She also posed the problem to A&R to no avail. A&R is unwilling to make any changes to WebAdvisor. The problem is that it is a shared system and people don’t agree on the language.

Another A& R related issue introduced was former students being required to complete a new application upon returning from a semester off. Catherine stated that this has been changed and students will receive tentative registration dates for the current term and the following two. For example, if a student is registering for Fall, they will automatically receive registration dates for Spring and Summer.

Michele stated that students are required to have a personal email address and a cell phone to successfully submit the CCC application. She shared concerns for students who do not have a high aptitude for technology. Vicki stated that the Welcome Center is accommodating these students, offering assistance in establishing an email address.

Add codes were also a significant part of the discussion. Peel off add codes were proposed as a solution to students losing add codes and efficient record keeping for instructors. Vicki suggested using these as an alternative to the pink paper that has been used previously. She sees this as a way for instructors to have a record of assigned add codes. Catherine posed the question: How would you operationalize the process?

Tammeil suggested emailing Avery templates and giving instructors the option of printing them. Ideally this will aid in distributing workload. Intisar stated that she doesn’t see this as a solution because students often identify other reasons for not adding. Ken suggested sending students add codes via email. Some members saw this as laborious. Intisar, stated that she believes students should be responsible and suggests that faculty should assume a more supportive role in this process as opposed to a responsible role. Ken stated that he doesn’t view this as taking the responsibility from students, because they would still be responsible for checking their email and registering for courses.

Bridging the gap between the college and feeder high schools is an area of concern. Michele stated that the college has very little contact with high school counselors and is more present in career centers. i.e. Richmond One Stop, San Pablo One Stop. She believes this is largely due to counselors not functioning as counselors. Many counselors in these schools act as disciplinarians, which consumes a great portion of their time.

Vicki spoke to the effort being put towards recruiting high school seniors and shared that she believes that shifting the focus to juniors might yield better results. Sending adjunct counselors into high schools with current students as ambassadors was also introduced as a way for the college to connect with high schools.

Building a better rapport with high school counselors will hopefully have a positive effect on the messages being relayed to students with regard to perception. Intisar shared that during a visit to one of the area high schools as a guest speaker, she witnessed a counselor encouraging students to look outside of community college. She suggested inviting WCCUSD counselors to the campus as a possible way to foster strong rapport.

Michele suggested employing different marketing techniques to build integration with high schools. She introduced the idea of placing advertisements on high school websites to get information to potential students sooner. She also revealed that the district is launching new marketing programs to engage with students and parents. Michele reiterated a point from the list of suggestions from the Council of Chairs retreat, stating that a full-time person to focus solely on the website would greatly benefit the college.

Signage was also raised as an area of concern. Intisar shared her concern with regard to the lack of proper signage and speed bumps in the area where the ELC is located. She stated that she’d expressed these concerns along with other safety concerns to police services and was impressed with their sense of urgency in assessing the situation. Tammeil shared the Operations Committee’s plans to improve college signage.

Michele stated that the position of the electronic signboards is not effective and should be reconsidered. It is situated very high as to prevent graffiti and other damage, but this renders it less useful for the college. She also stated that other colleges located in urban areas have low signage and have not been vandalized.

1. **Cohort Program Options**

Tammeil shared an “Evening Model” developed through a collaborative effort with the deans. Ideally this will serve as a guide for students when selecting classes, leading to more program completions.

This program will mirror the P.A.C.E. program, but will have a new name. Wayne posed the idea of developing a group people to spearhead this project. He also shared that Rick Ramos is developing a department of people to be assigned to online cohort based programs. This group will be granted relief from other teaching duties. He stated that Rick will provide a more in depth explanation of the program at a later date.

Intisar stated that the Early Learning Center (ELC) has been operating under this model for a long time and have yielded positive results. She stated that many students benefit from this program that is often perceived as “hand- holding”. Services offered to students in the ELC program include:

* Past students assisting current students
* Tutors
* People who speak the students’ native language

Wayne stated that it’s important to be mindful of differences across populations. What works well for one population doesn’t always work for another. DVC unsuccessfully tried this model a few years back.

1. **Scheduling Modification Ideas**

Catherine posed the idea of moving highly enrolled classes to the afternoon. She stated that students will follow these courses. All members present agreed that this could have a positive impact on enrollment. Catherine also posed the idea of offering more short term classes because the majority of students are not signing up for full term classes.

1. **Review Dept. Chair Feedback on Scheduling**

Wayne spoke to difficulty having a college-wide discussion and expressed concern with regard to limited contributions. He stated that the Academic Senate faces difficulty in representing faculty efficiently due to lack of involvement. This group is pressed to take action but there is not enough involvement from the people they are trying to represent. It is extremely difficult to represent a group when you aren’t aware of what their needs/thoughts are. Tammeil posed the question: Does this committee want to facilitate that discussion?

**Retention**

Wayne stated that focusing on retention as opposed to recruiting, could translate to reaching FTS goals. He also posed the idea of using SSSP funds re-do an “Early Alert System” previously used by the college. This was a program funded by A.C.E.S., a Title III grant under which students received an alert from a tutor when failing/struggling. E.O.P.S students currently receive this support along with the resources they need to improve.

Wayne suggested that it could still be extremely valuable because it can make the difference in a student getting frustrated and dropping out. He also stated that in some cases “the college fails students who come to us.” Ken reiterated the importance of finding out what students need and catering to those needs. He suggested focus groups to identify where the college failed. He is of the opinion that, if a student stated a major, they had a goal. He shared that he believes students would benefit from personal contact. i.e. via phone. Tammeil introduced the idea of “Finish What you Started” as a campaign geared towards the population of students who’ve dropped out.

 Wayne suggested contacting the Student Success Committee, whose goal is similar, to find out if an “Early Alert” system can be a joint effort. Tammeil stated that, a potential drawback to this idea would be difficulty executing with a large group. Michele stated that she thinks it would be more effective to develop a more concrete plan before engaging other committees. All committee members agreed. She shared that she has a list of all students who graduated from feeder high schools and per the President, will market these students along with students who participated in “Super Saturday”, completed and application but never showed up. Tammeil introduced the idea of a “mini pilot” of the “Early Alert System”, with two departments and presenting to the college.

Tammeil, suggested the idea of a comprehensive list of “what everyone is doing”. Meaning, there needs to be more communication across committees in order for efforts to be effective. Wayne agreed, stating that the “psychology of the situation” needs to be properly assessed before an effective plan of action can be developed.

For the next meeting, Michele will present marketing plans, along with recommendations and goals. Vicki will be responsible for the outreach piece. The committee will refer to other models and a demo of the Early Alert System.

Michele motioned to adjourn. Wayne seconded the motion. IS, KR, VF, CF voted yay, none voted nay.