CONTRA COSTA COLLEGE
ENROLLMENT MANAGEMENT
WEDNESDAY, November 25, 2015
AA-216

Minutes

Committee Members: Jane Harmon (Chair), Vicki Ferguson (Ex-Officio), Catherine Frost, Beth Goehring, Richard "Rick" Ramos, Kenneth Reynolds, Najia Azizi and Ashley Patterson, Dennis Franco and Alfonso Ramos

Present: Jane Harmon, Catherine Frost, Beth Goehring, Kenneth Reynolds, Ashley Patterson, and Dennis Franco

Absent: Vicki Ferguson, Najia Azizi and Rick Ramos (on medical leave)

Guest: Intisar Shareef, Kelly Schelin, Mayra Padilla, Jason Berner, James Eyestone and Brandy Gibson

I. **Welcome/Introductions**
   Meeting was called to order at 2:06pm

II. **Approval of Current Agenda**
   Ken moved to approved current agenda. Beth seconded the motion. DF, CF and AP voted yay. None voted nay.

III. **Approval of August 26, 2015 Minutes**
   Ken moved to approve September 23, 2015 minutes. Beth seconded the motion. DF, CF and AP voted yay. None voted nay

IV. **Action Items**
   No action items.

V. **Information/Discussion Items**
   A. **Campus Wide Tutoring (Brandy Gibson)**
      Getting students to enroll in English or Math 875N class has been a challenge. Students are resistant to enroll because it is an extra step. One option to explore is doing a batch enrollment at the end of each semester for all students who have access to tutoring; similar to what LMC is doing. When students at LMC access tutoring they type their ID number into SARS. You can then run reports on SARS to retrieve the ID numbers that can be enrolled into tutoring.

The committee believes that batch enrollment is a good option to enroll students in tutoring. With the approval of enrollment management, Brandy will work with Catherine and James to pursue batch enrollment.

Per Catherine, the issue that A&R has with doing batch enrollment is that it is very time consuming. LMC is able to do batch enrollment because they pay their staff overtime. Dr. Harmon's advice is to talk about cost benefit analysis. If funding is need to support the batch enrollment, the committee can then start to look into funding possibilities. In the meantime, enrolling students in tutoring will be a hybrid process. Students will be encouraged to enroll themselves into tutoring.

Per James, since Starfish will be replacing SARS it is a good time to talk about the functionality issues before implementation starts.

B. **Equity Plan (Mayra Padilla)**
   The equity budget is roughly $556, 000. The budget is meant to cover six major areas: access; course completion; Basic Skills, Math, English and ELS completion, degree certificate completion and Transfer. Access and degree/certificate completion are the two indicators that are pertinent to Enrollment Management.

   A brief summary of what is currently being done to address access: $47,000 have been moved to hire an outreach coordinator. The coordinator will target the Latinos, ESL, males and veteran populations. There was also $10,000 allocated for marketing and travel to support the outreach coordinator. An additional $4,000 will be used to hire outreach facilitators to help facilitate workshops in various languages.

   A brief summary of what is currently being done to address degree/certificate completion: The deans and department chairs are working together to clarify pathways to degrees/certificate completion, as well as identifying and removing barriers. There is $11,000 allocated to do planning, pathway development and professional development.

   Finally, CCC is paying 19% towards the director of research collaboration. The researcher will help obtain enrollment management data. This is part of the research and evaluation component.

C. **Communication to Students (Catherine Frost)**
   The committee looked at samples welcome/communication letters that are sent to students from other colleges around the state. Unfortunately, all the letters are long and not an ideal template to follow. The goal is for the letter to be effective and include bullet points.

   The Committee decided to form a subcommittee to create a welcome letter that will be more effective. The committee will be composed of Kelly Schelin, Dennis Franco,

Alfonso Ramos and Beth Goehring. The draft letter will be brought to Enrollment Management to review.

D. Website Update (Jane Harmon)
The board has approved the contract to hire a web designer. Mojdeh Mehdizadeh will be selecting a small team in January to work with the web designer.

E. Concurrent/Dual Enrollment Task Force Update (Dennis Franco)
At the last task force meeting, members were able to identify processes for different groups students who engage in concurrent and dual enrollment. On the next agenda, the committee will develop activities based on the goals that were developed. The goals are: To develop a sequence process that minimizes the need for duplicate effort in getting students enrolled and to develop a mechanism for distributing that information.

The task force committee will be forming focus groups of students and developing a timeline. The timeline is to inform the public when forms and applications are due. A concurrent/dual enrollment webpage will be created that will contain information, forms, timeline and contact information. The goal by mid spring semester is to have tangible results.

F. Degree and Certificate Pathways (Jane Harmon)
The Deans and Jane will be going on a retreat to work on the degree and certificate pathways. They will then present their work to the department chairs.

G. Other/future agenda items
Effectiveness of late start classes: Per Beth, in her division the question of the effectiveness of late start classes has come up. She looked into DVC and found that they offer many late start classes and are well populated. It is important to make sure CCC is not limiting the amount of late start classes, especially if they can produce FTES. These types of classes are a benefit for those students who arrive late into the semester and/or students who want to accelerate their education.

The committee members explored the ideas of all departments offering late start classes, adding boot camps to help prepare students two weeks before class starts, offering general education courses as late start classes and doing a cascade effect of late start classes to offer more opportunities to students.

Per Jane, we have to be careful to communicate to students that late start/short term classes can have a lot of work load. There has to be a careful approach in evaluating late start classes. The first step of evaluating late start classes is to look at the success data.

VI.   **<u>Adjournment</u>**

Beth moved to adjourn the meeting. Ken seconded the motion. CF, AP, AR and DF voted yay. None voted nay. Meeting adjourned at 3:28pm