CONTRA COSTA COLLEGE
ENROLLMENT MANAGEMENT COMMITTEE
Wednesday, March 22, 2017
2:00-4:00 p.m., Room SAB-211

Minutes

Committee Members: Dennis Franco (Chair), Catherine Frost, Beth Goehring, Najia Azizi, Vicki Ferguson (Ex-Officio), Ashley Patterson and Joseph Carver

Present: Dennis Franco, Beth Goehring, Joseph Carver, Ashley Patterson, Catherine Frost, and Lorena Cortez (taking notes)

Guest: Brandy Howard, Mayra Padilla and Marilyn Sargent

Absent: Vicki Ferguson and Najia Azizi

Meeting called to order at 2:14 p.m.

I.   **Approval of Current Agenda**
        Ashley Patterson moved to approve the agenda. Beth Goehring seconded the motion. AP, BG, RC and CF voted aye. None voted nay. The agenda was unanimously approved.

II.   **Approval of February 22, 2017 Minutes**
        Beth Goehring moved approve the minutes. Catherine Frost seconded the motion. RC, BG, AP and CF voted aye. None voted nay. The minutes were unanimously approved.

III.   **Action Items**
        No action Items

IV.   **Information/Discussion Items**

A.   **CCSSE Survey Questions Report**

Marilyn Sargent was invited back to further discuss the report requested by the Enrollment Management Committee (see attachment A). The report focused on comparing the CCSSE data from 2012 to 2016, data on working students based on gender and age. The committee wanted to evaluate if the intervention goals set based on the 2012 data, had resulted in improvements in 2016.

Tutoring was an area that the college worked on improving. The two questions that addressed tutoring on the CCSSE survey, 1. How often have you tutored or taught other students? 2. How often have you used tutoring (peer or other tutoring)? Revealed a decline of students tutoring other students, as well as a decline in knowledge about tutoring services. Mayra Padilla noted that she has seen figures based from a campus survey where the data indicates a growth both in students becoming tutors and students using tutoring services. Marilyn Sargent commented that questions can be interpreted differently by individuals and that could be an explanation for the conflicting data.

Active and collaborative learning, and student faculty interaction were two other areas 2012 and 2016 data was compared. The domain, Active and collaborative learning is the students' experiences with collaborating with others to solve problems. The numbers remained relatively stable in 2016 when compared 2012. However, slight decreases in means of average are an overall trend in this area. Student faculty interaction data was relatively stable between 2016 and 2012. While a small decrease was noted for discussing ideas with instructors outside of class, and working with instructors on activities other than coursework. The data revealed an increase in e-mail communication with instructors.

The survey question, "How likely is it that the following issues would cause you to withdraw from class or from this college?" was used to obtain data results by gender. Females reported they would more likely withdraw or very likely to withdraw because of working full-time.

Data of students experiences utilizing services and satisfaction by age revealed similar perceptions of the importance of services between 18-25yrs old and 25 and over age groups. Some of the services listed were academic advising, career counseling, financial aid advising, and in the computer lab and skill labs. Below are some of the results:

- computer labs, academic advising, financial aid, and skill labs are most used across age groups
- multiple services are used more by students 25 and over: tutoring, skill labs and disability services
- less used by the 25 and over students were: transfer credit assistance, child care and student organizations
- first generation students reported using services more than others: financial aid advising, career counseling, services to disabilities, transfer credit assistance and skills labs.
- overall experience by age was highly significant with the older student group reporting a more favorable evaluation of their education experience.

Dennis Franco noted that question 4 of the CCSSE survey related to the level of engagement students experience in college. This reminded him of a presentation given by Greg Stoup that address the issue of students not being properly engaged to achieve degree/certificate completion. The data revealed students were taking several courses that did not contribute to earning a degree and/or certificate. This lead to an increase the students taking longer to earn a degree/certificate or simply never achieving completion.

The committee members will discuss at the next Enrollment Management meeting how to use the information on the report.

B. Website Update

Brandy Howard walked the committee members through the website. The website is student centered highlighting degrees and certificates, how to apply, college committee, student/ alums, classes, etc. It displays the college color pallet. Current website testing is being performed by the Website Task Force. The campus community will have an opportunity to test drive it for two weeks starting the week of March 27, 2017. The website will be continually updated, as the college grows there will be additional features added.

The Student Success and Support Program (3SP) booklet will be mailed to high school seniors in West Contra Costa County School District (WCCUSD) and John Swett Unified School District (JSUSD), comprised of approximately 2,000 students. The booklet will contain a flyer promoting the Super Saturday event. The Super Saturday event volunteers will be wearing new shirts that match the college color pallet.

C. Data on Number of Students Registered Before Registration Date

Catherine Frost provided a report of students who registered during priority registration from Fall 2013 to Spring 2017. The report contained the number of days of priority registration period, number of student registered during the priority, head count at the end of the term, the percentage of students who used priority and the average number of students that registered per day. There were no patterns identified, no way to compare data results. This was due primarily to the inconsistent days that priority registration was opened (see attachment B). Catherine Frost will bring the complete data for Spring 2017 once the semester has concluded.

Brandy Howard informed the committee that there have been discussion about doing a priority registration campaign. The goal is to increase awareness and the number of students that register during priority registration day. The committee circulated the following ideas for Priority Registration campaign this semester:
- ice cream social at College Center Plaza
- the week before priority registration event, send all faculty a notice/ flyer to hand out in classrooms
- talk to Judy Flum about promoting the event on Canvas
- display priority registration date in computer labs via screen savers or on the homepage
- give something to students as incentive to get them to enroll during priority registration. Giveaways for student who show their registration receipt
- do a pre and post priority registration event. For the post even students must show registration receipt in order to spin the wheel or get an automatic prize
- include counselors at the event to answer quick questions

- reward the students that did the pre-registration. Talk to Foundation and ASU about possibly contributing funds for prizes/giveaways.
- automate the drawing like the Nursing department. Different levels will be different prizes.

D. Starfish Student Survey Data

Ashley Patterson shared the results from the Starfish student survey. There were 90 students survey in Fall 2016. The students were surveyed at the beginning and end of the semester. The majority of the responses were positive.

- **96%** agreed or strongly agreed that *"The Starfish progress surveys that I received this semester from my teacher motivated me to succeed in this class."*
- **79%** agreed or strongly agreed that *"Without the progress survey from my teacher, I probably would not have asked for help from my teacher, a tutor, counselor, etc."*

The positive feedback from students indicated the importance of receiving feedback from instructors and feeling cared for.

This semester there are 26 sections using Starfish and have received first progress survey. The second progress survey will be conducted March 27 – April 21. It is anticipated that the number of participating instructors will increase. The Associated Student Union (ASU) is fully supportive of the college campus using starfish as the retention tool.

E. Brainstorm All College Day Presentation: Male Student Engagement

The committee explored ideas for an All College Day presentation. The recommendation was to have a moderated student panel along with someone who could present on best practices/techniques to engage male students. Dennis Franco will meet with college President Mojdeh Mehdizadeh to discuss the committee's recommendation.

F. Other/Future Agenda Items

Dennis Franco shared a video of a texting tool, Signal Vine. Signal Vine is a two-way texting tool that gives student the opportunity to reply. The other features available are the ability to make text personalized, set pre-set replies, set up student profile, manage student caseloads and engagement data is automatically available. The college currently uses Regroup as the texting tool. Regroup, is one-way texting tool that only reaches students who have opted to receive text notifications. Dennis Franco asked for feedback about the interest of the college using a texting tool like Signal Vine. The texting tool would only be used to text important messages like priority registration date and deadlines. Funding to support the tool would come from 3SP.

The committee indicated that regardless of the tool used, District policy would still require students to opt in to receive messages via text. Beth Goehring, inquired if there was a texting feature in Canvas. Brandy Howard and Dennis Franco will contact Judy Flum about

Canvas additional features. They will bring the information to the next Enrollment Management meeting on Wednesday, April 26,2017.
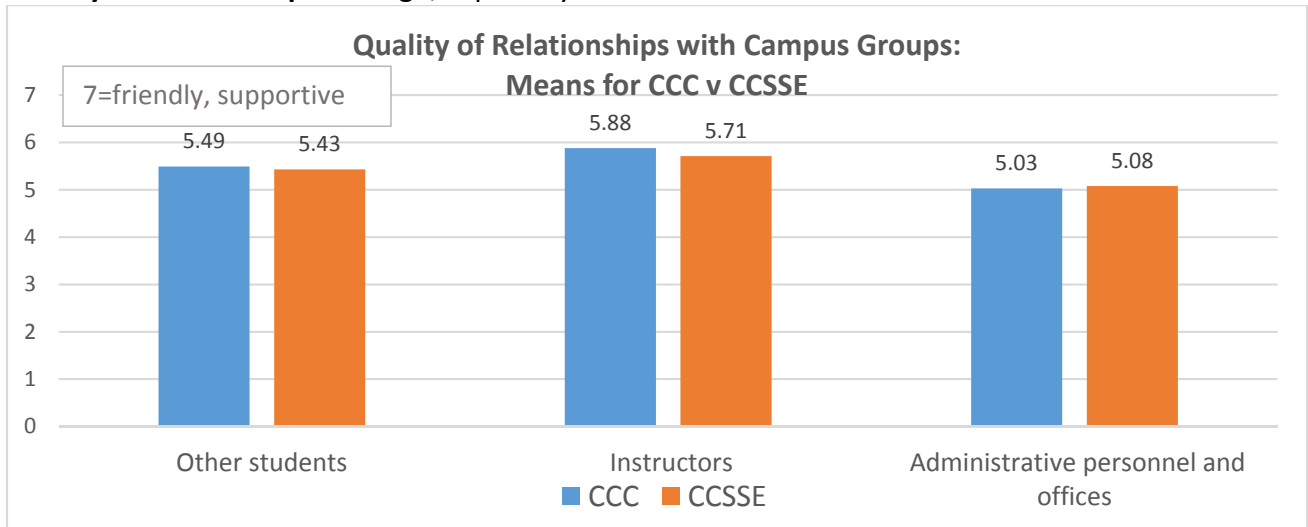
V.   Adjournment

Ashley Patterson moved to adjourn the meeting. Beth Goehring seconded the motion. RC, CF, AP and BG voted aye. None voted nay. The motion was unanimously approved. The meeting was adjourned at 3:46p.m.

CCSSE at Contra Costa College

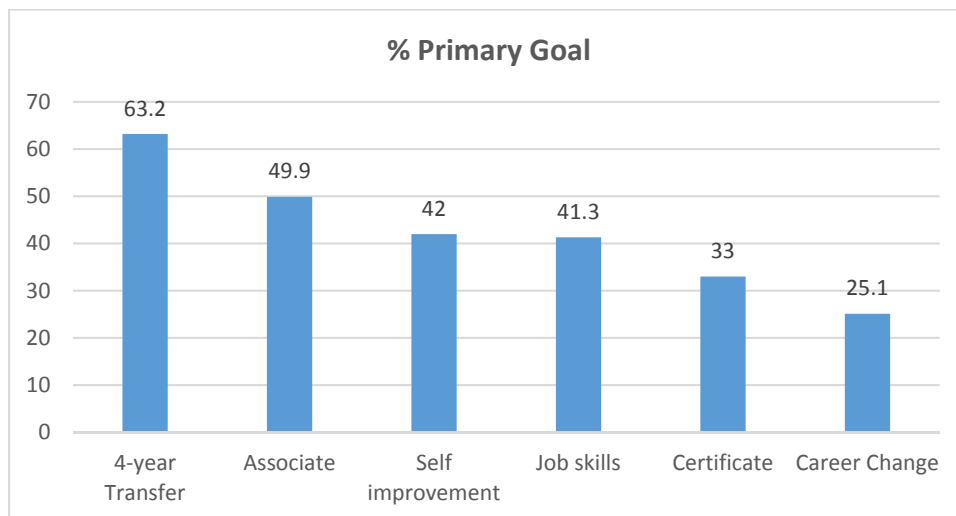These recommendations are based upon following charts.

- Increase student knowledge about the availability and benefits of tutoring
- Maintain high quality of services, especially in academic advising, career counseling, financial aid advising, and in the computer lab and skill labs
- Encourage broad interaction between faculty and students, in and outside class. Also encourage active and collaborative learning techniques.

Quality of relationships are high, especially with instructors.

Quality of Relationships with Campus Groups: Means for CCC v CCSSE

7=friendly, supportive

	Other students	Instructors	Administrative personnel and offices
CCC	5.49	5.88	5.03
CCSSE	5.43	5.71	5.08

The responses are on a 7-pt scale with 7 indicating friendly, supportive relationships. The height of the bar represents the means or averages of the ratings.

Transfer is the most popular primary goal.

% Primary Goal

4-year Transfer	Associate	Self improvement	Job skills	Certificate	Career Change
63.2	49.9	42	41.3	33	25.1

Primary goals are shown as percentages of student responses. Students could check more than one category as their primary goal.
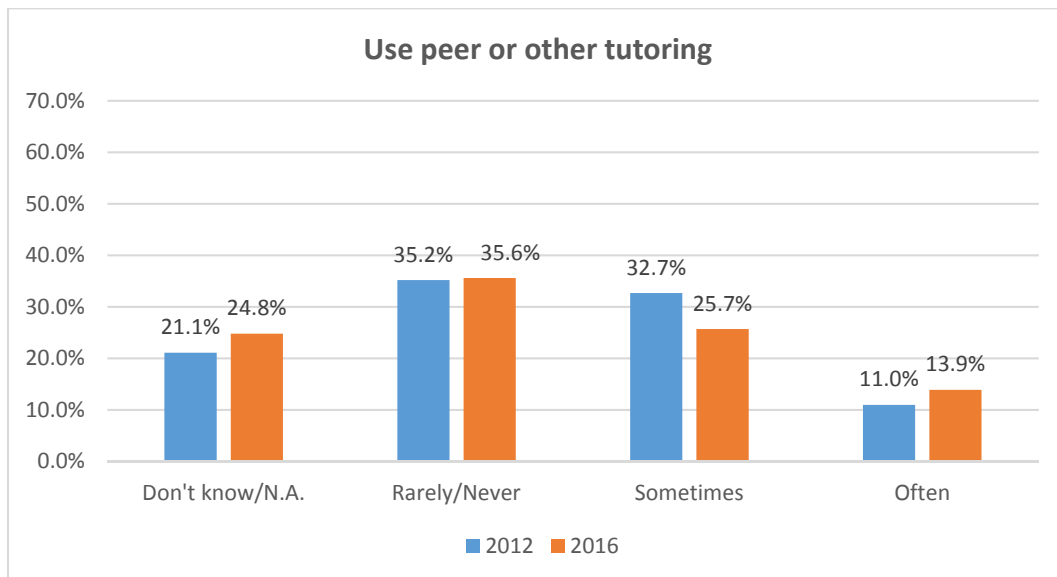
Aspects of Tutoring: 2016 v 2012

How often have you tutored or taught other students?

Reported frequency of tutoring other students in 2016 showed slight decrease from 2012.
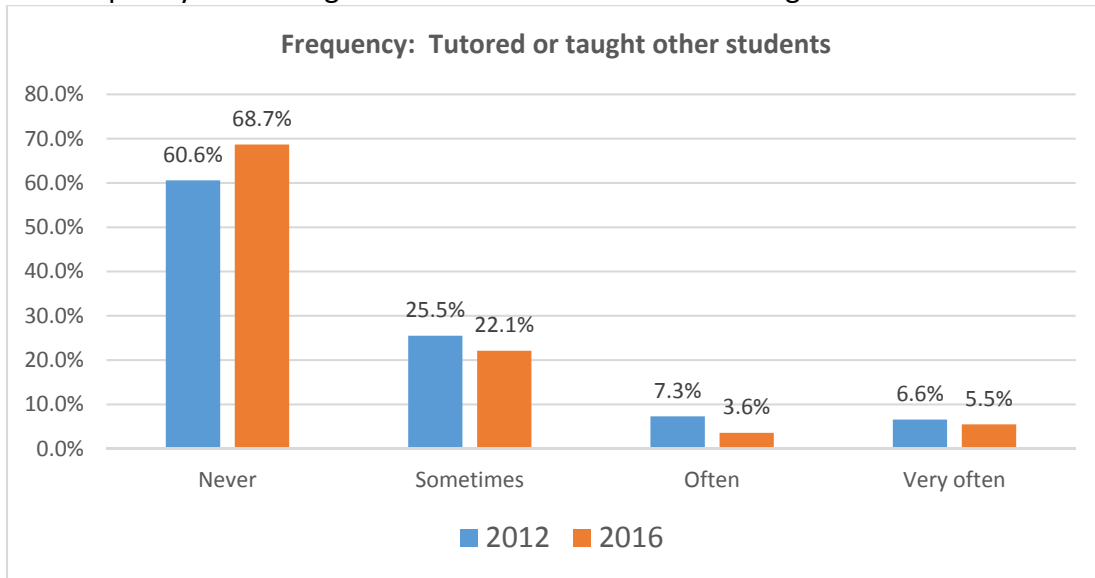
How often have you used tutoring (peer or other tutoring)?

In 2016, 25% reported that tutoring use was unknown or not applicable, above 2012 levels of 21%. On the other side of the scale, 14% reported often use of tutoring, up 3% from 2012 levels. Slightly more students use students often; however slightly more don't know about it.

Active and Collaborative Learning: Reported Means   2016   2012

Item	Variable	Mean	Variable	Mean
Item 4: In your experiences at this college during the current school year, about how often have you done each of the			ave you done each of the	
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often				
4a. Asked questions in class or contributed to class discussions [ACTCOLL]	CLQUEST	2.89	CLQUEST	2.94
4b. Made a class presentation [ACTCOLL]	CLPRESEN	2.28	CLPRESEN	2.23
4f. Worked with other students on projects during class [ACTCOLL]	CLASSGRP	2.76	CLASSGRP	2.64
4g. Worked with classmates outside of class to prepare class assignments [ACTCOLL]	OCCGRP	2.05	OCCGRP	2.15
4h. Tutored or taught other students (paid or voluntary) [ACTCOLL]	TUTOR	1.46	TUTOR	1.60
4i. Participated in a community-based project as a part of a regular course [ACTCOLL]	COMMPROJ	1.38	COMMPROJ	1.44
4r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) [ACTCOLL]	OOCIDEAS	2.61	OOCIDEAS	2.70

Active and Collaborative Learning has remained relatively stable in 2016 when compared with 2012. However, slight decreases in means or averages are an overall trend in this area.

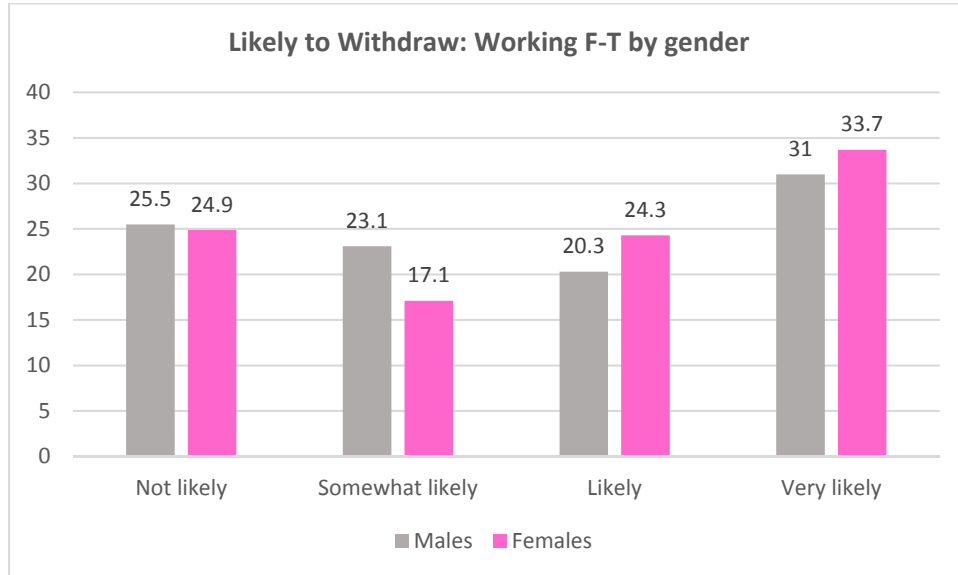## Student Faculty Interaction   2016   2012

Item	Variable	Mean	Variable	Mean
Item 4: In your experiences at this college during the current school year, about how often have you done each of the			ave you done each of the	
1 = Never, 2 = Sometimes, 3 = Often, 4 = Very often				
4k. Used e-mail to communicate with an instructor [STUFAC]	EMAIL	2.86	EMAIL	2.78
4l. Discussed grades or assignments with an instructor [STUFAC]	FACGRADE	2.63	FACGRADE	2.62
4m. Talked about career plans with an instructor or advisor [STUFAC]	FACPLANS	2.18	FACPLANS	2.19
4n. Discussed ideas from your readings or classes with instructors outside of class [STUFAC]	FACIDEAS	1.87	FACIDEAS	1.97
4o. Received prompt feedback (written or oral) from instructors on your performance [STUFAC]	FACFEED	2.85	FACFEED	2.88
4q. Worked with instructors on activities other than coursework [STUFAC]	FACOTH	1.49	FACOTH	1.55

Student Faculty Interaction has been relatively stable between 2016 and 2012. Small

decreases are noted for discussing ideas with instructors outside of class, and working with instructors on activities other than coursework. Increase is noted for e-mail to communicate with instructors.

Reasons to withdraw by gender: working F-T

Likely to Withdraw: Working F-T by gender

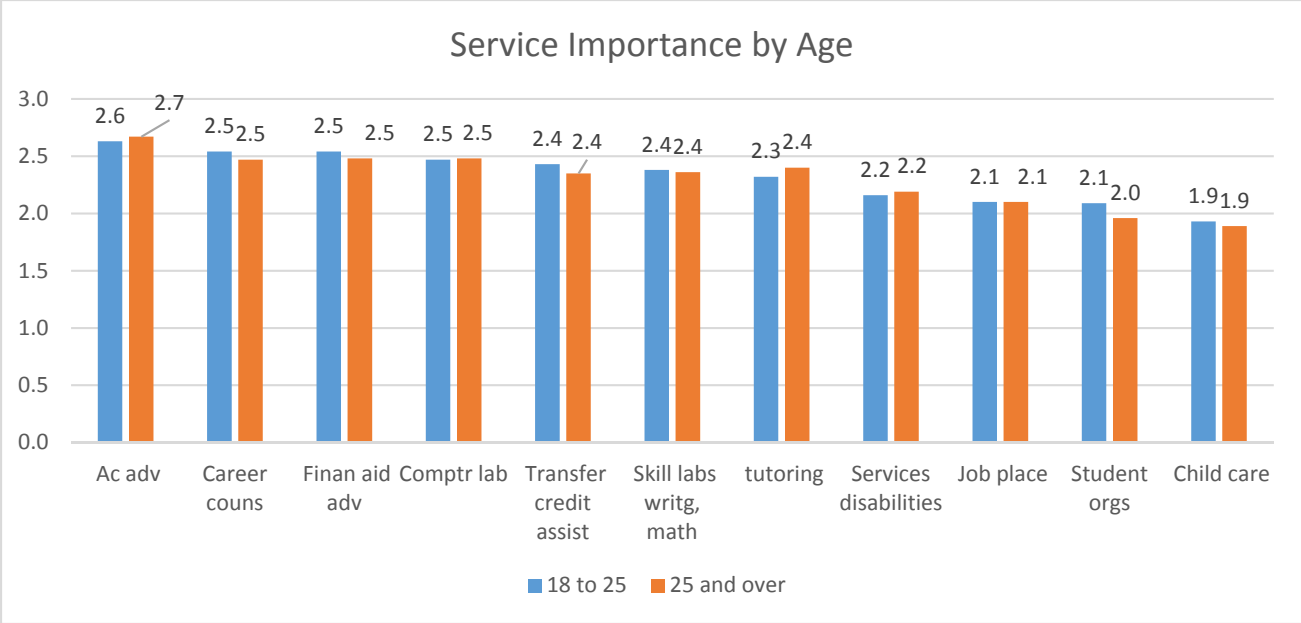| Category	Males	Females
Not likely	25.5	24.9
Somewhat likely	23.1	17.1
Likely	20.3	24.3
Very likely	31	33.7

■ Males   ■ Females

Relative to males, females reported they would be more likely withdraw or very likely to withdraw because they were working full-time.

Service Importance, Satisfaction and Use

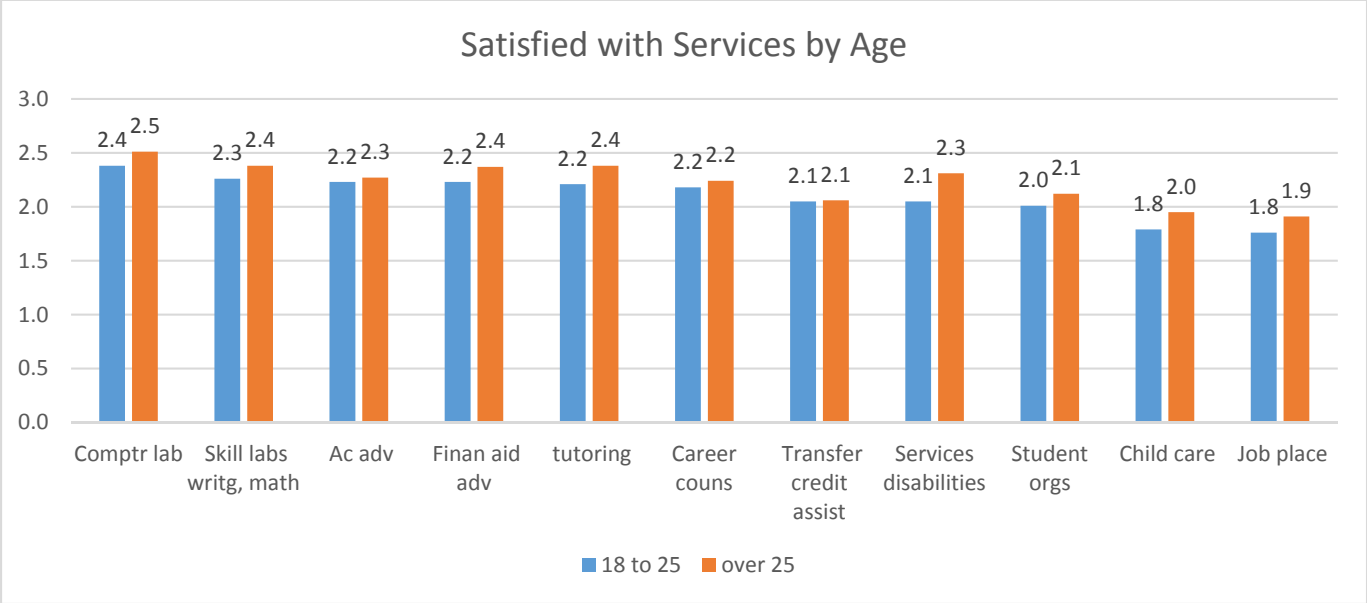**How important** are the following services to you at this college?
1 = Not at all, 2 = Somewhat, 3 = Very

Age groups show similar perceptions of the importance of services.

Service Importance by Age

Service	18 to 25	25 and over
Ac adv	2.6	2.7
Career couns	2.5	2.5
Finan aid adv	2.5	2.5
Comptr lab	2.5	2.5
Transfer credit assist	2.4	2.4
Skill labs writg, math	2.4	2.4
tutoring	2.3	2.4
Services disabilities	2.2	2.2
Job place	2.1	2.1
Student orgs	2.1	2.0
Child care	1.9	1.9

How satisfied are you with the following services at this college?
1 = Not at all, 2 = Somewhat, 3 = Very (N.A. category not included)

Students over 25 y.o. report slightly greater satisfaction with services overall.

Satisfied with Services by Age

Service	18 to 25	over 25
Comptr lab	2.4	2.5
Skill labs writg, math	2.3	2.4
Ac adv	2.2	2.3
Finan aid adv	2.2	2.4
tutoring	2.2	2.4
Career couns	2.2	2.2
Transfer credit assist	2.1	2.1
Services disabilities	2.1	2.3
Student orgs	2.0	2.1
Child care	1.8	2.0
Job place	1.8	1.9

How often do you use the following services at this college?
1 = Rarely/Never, 2 = Sometimes, 3 = Often (Don't know/N.A. category not included)
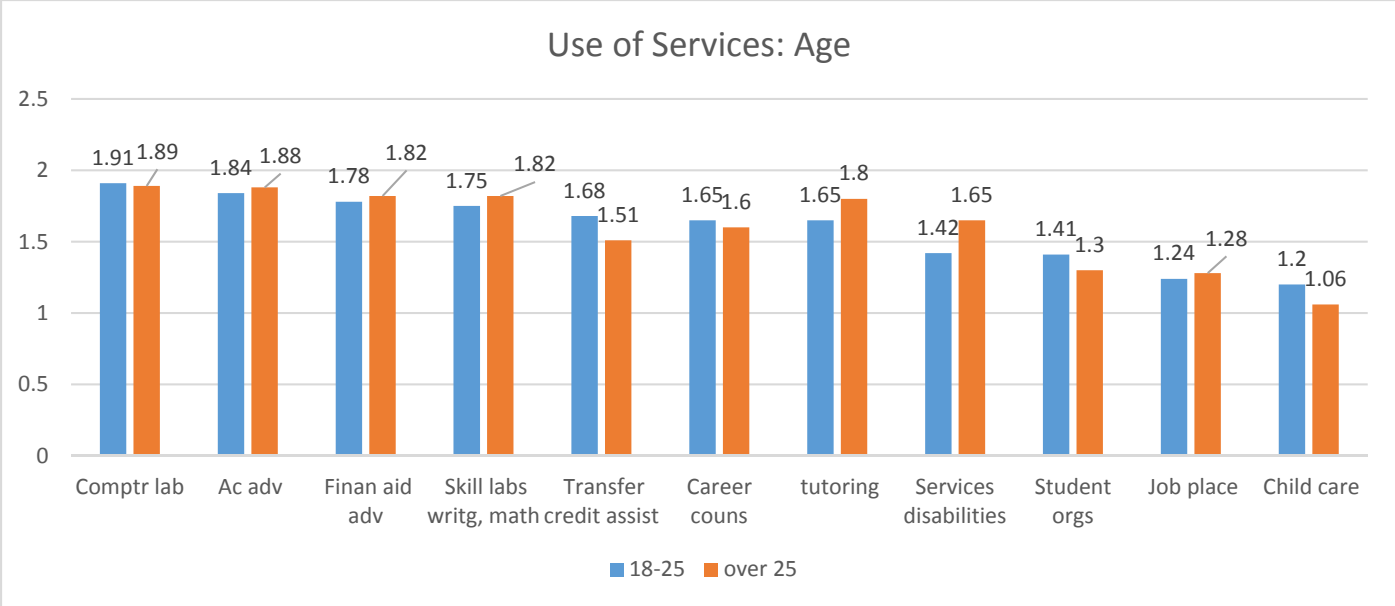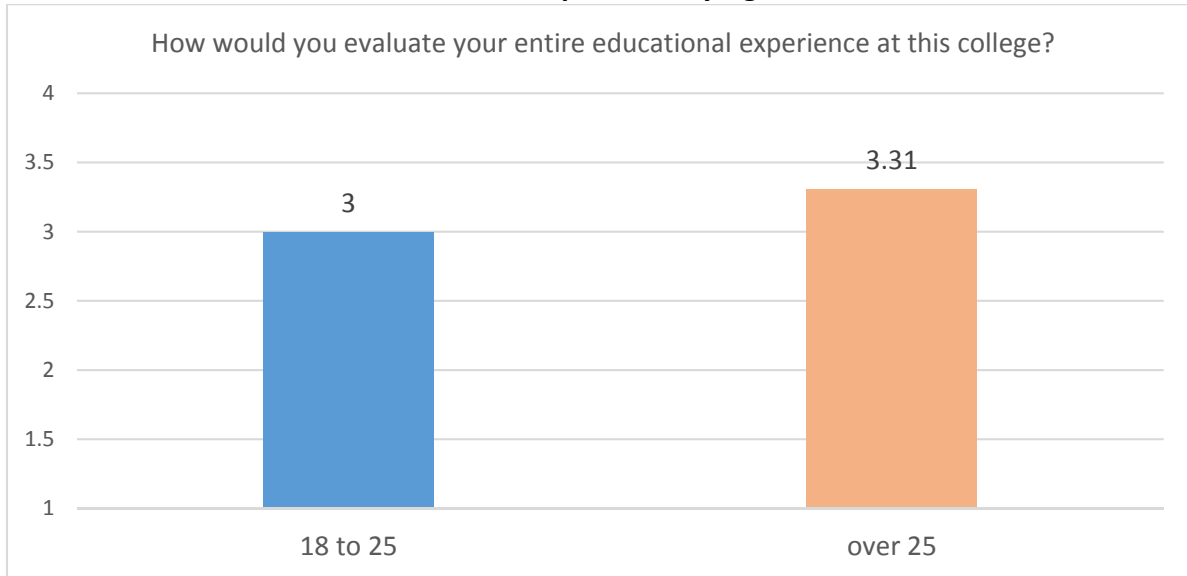
Use of Services: Age

Computer labs, academic advising, financial aid, and skill labs are most used across age groups. Multiple services are used more by students over 25 y.o.: tutoring, skill labs and disability services. Less used by the over 25 y.o. students are: transfer credit assistance, child care and student organizations.

Use of Services: 1st Gen
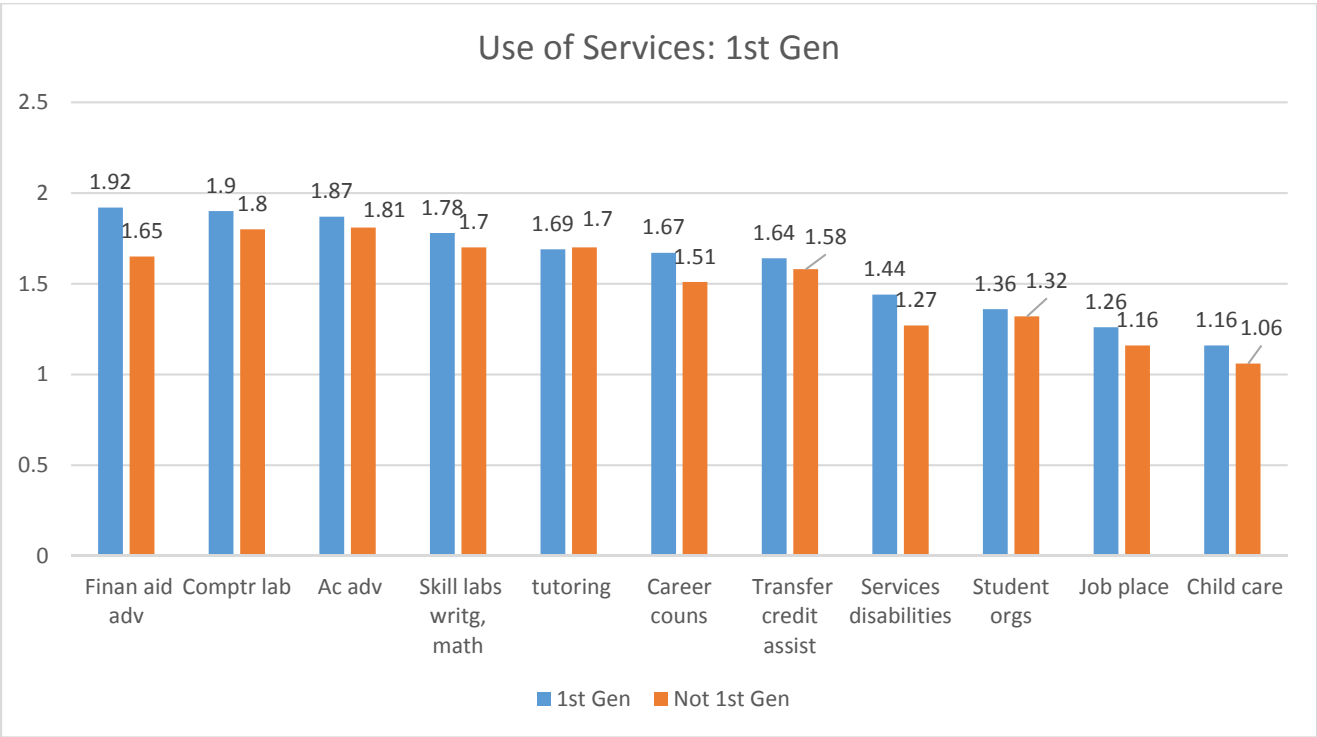
1st Gen students use services generally more than others: financial aid advising, career counseling, services to disabilities, transfer credit assistance and skill labs.

Overall Experience by Age

How would you evaluate your entire educational experience at this college?

Age	Rating
18 to 25	3
over 25	3.31

Ratings were from 1=poor to 4=excellent.

Differences by age were highly significant, with the older student group reporting a more favorable evaluation of their educational experience.
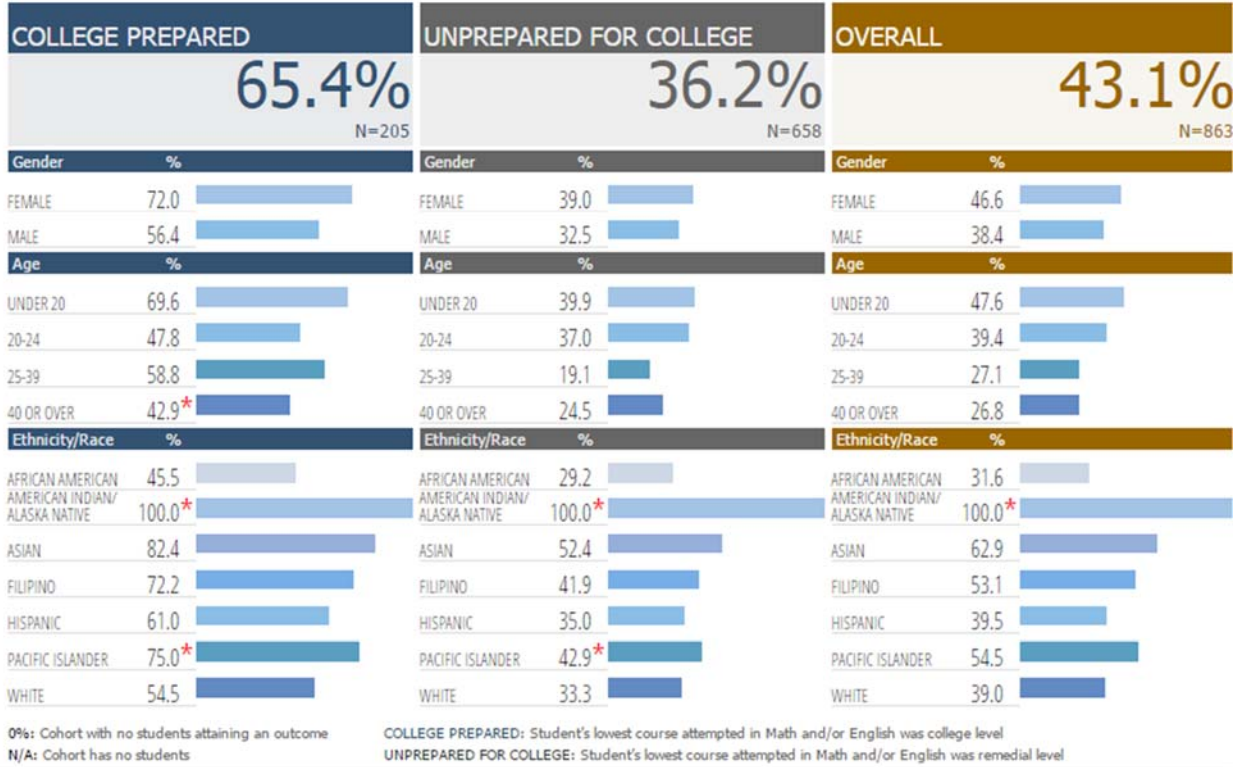
Engagement and Equity
Students of color are known to report higher engagement levels relative to white students. It has been noted that campus may be relatively appealing and stimulating for students of color when compared with their alternatives activities. The engagement survey is self-reported, so it is not organized to fit into equity indicators of achievement.

The Scorecard
The Scorecard is organized to show student achievement along a pathway. The metric below shows completions.

Percentage of degree, certificate and/or transfer-seeking students starting first time in 2009-10 tracked for six years through 2014-15 who completed a degree, certificate or transfer-related outcomes.

COLLEGE PREPARED
65.4%
N=205

Gender	%
FEMALE	72.0
MALE	56.4

Age	%
UNDER 20	69.6
20-24	47.8
25-39	58.8
40 OR OVER	42.9*

Ethnicity/Race	%
AFRICAN AMERICAN	45.5
AMERICAN INDIAN/ ALASKA NATIVE	100.0*
ASIAN	82.4
FILIPINO	72.2
HISPANIC	61.0
PACIFIC ISLANDER	75.0*
WHITE	54.5

UNPREPARED FOR COLLEGE
36.2%
N=658

Gender	%
FEMALE	39.0
MALE	32.5

Age	%
UNDER 20	39.9
20-24	37.0
25-39	19.1
40 OR OVER	24.5

Ethnicity/Race	%
AFRICAN AMERICAN	29.2
AMERICAN INDIAN/ ALASKA NATIVE	100.0*
ASIAN	52.4
FILIPINO	41.9
HISPANIC	35.0
PACIFIC ISLANDER	42.9*
WHITE	33.3

OVERALL
43.1%
N=863

Gender	%
FEMALE	46.6
MALE	38.4

Age	%
UNDER 20	47.6
20-24	39.4
25-39	27.1
40 OR OVER	26.8

Ethnicity/Race	%
AFRICAN AMERICAN	31.6
AMERICAN INDIAN/ ALASKA NATIVE	100.0*
ASIAN	62.9
FILIPINO	53.1
HISPANIC	39.5
PACIFIC ISLANDER	54.5
WHITE	39.0

0%: Cohort with no students attaining an outcome
N/A: Cohort has no students

COLLEGE PREPARED: Student's lowest course attempted in Math and/or English was college level
UNPREPARED FOR COLLEGE: Student's lowest course attempted in Math and/or English was remedial level

Students Who Register During Priority Registration

Term	# of Days	# Registered During Priority	Headcount at End of Term	% of Total who used Priority	Average # of Students Registering per Day
Fall 2013	27	2319	7028	33.0%	86
Fall 2014	29	2047	6892	29.7%	71
Fall 2015	22	1252	6566	19.1%	57
Fall 2016	17	1354	6525	20.8%	80
Spring 2014	40	4062	6846	59.3%	102
Spring 2015	43	3897	6475	60.2%	91
Spring 2016	18	2192	6619	33.1%	122
Spring 2017	17	2351			138

Source: Colleague SQL Report (Priority)
            CCCCO Data Mart (Headcount)