



Enrollment Management Task Force – Minutes

Wednesday, April 27th, 2016, 09:00am

Staff Lounge 3108

The purpose of Enrollment Management is to create a holistic approach to enrollment management, including recruitment, access, retention, educational plans, enrollment pattern data, and constraints of financial, physical and human resources.

Membership:

<input checked="" type="checkbox"/>	Nick Akinkuoye	Chief Instructional Officer, EMTF Co-Chair
<input checked="" type="checkbox"/>	Sergio Lopez	Chief Student Services Officer, EMTF Co-Chair
<input type="checkbox"/>	Ashok Naimpally	Dean of Math and Science
<input checked="" type="checkbox"/>	Tina Aguirre	Dean of Health and Public Safety
<input checked="" type="checkbox"/>	Trinidad Arguelles	Counseling Chair
<input type="checkbox"/>	Craig Blek	Business Department Chair
<input checked="" type="checkbox"/>	Jeff Cantwell	Director of Application Services / Information Technology
<input checked="" type="checkbox"/>	Gloria Carmona	Director, Admissions & Records
<input checked="" type="checkbox"/>	Jose Carrillo	Director of Institutional Research
<input checked="" type="checkbox"/>	Ted Ceasar	Dean of Counseling
<input checked="" type="checkbox"/>	Dolores Diaz	Director of Student Support Services
<input checked="" type="checkbox"/>	Kathleen Dorantes	English Chair
<input checked="" type="checkbox"/>	Dave Drury	Exercise, Wellness, & Sports Chair
<input checked="" type="checkbox"/>	Gaylla Finnell	Distance Education Coordinator
<input checked="" type="checkbox"/>	Carlos Fletes	Director of Fiscal Services / Business Office
<input checked="" type="checkbox"/>	Bill Gay	Public Relations
<input checked="" type="checkbox"/>	Daniel Gilison	Science Chair
<input checked="" type="checkbox"/>	Becky Green	Director of Child, Family, and Consumer Science
<input checked="" type="checkbox"/>	Carol Hegarty	Humanities Chair
<input checked="" type="checkbox"/>	Allyn Leon	Math & Engineering Chair
<input type="checkbox"/>	Jose Lopez	Industrial Technology Chair
<input checked="" type="checkbox"/>	Mike Nicholas	Publication Designer
<input checked="" type="checkbox"/>	Norma Nunez	Director of Student Success & Support
<input checked="" type="checkbox"/>	Sydney Rice	English as a Second Language Chair
<input checked="" type="checkbox"/>	Jose Ruiz	World Languages and Speech Communications Chair
<input type="checkbox"/>	Lilia Sandoval	CalWORKs Counseling Coordinator
<input checked="" type="checkbox"/>	Miriam Trejo	Financial Aid Officer (Standing in for Director of Financial Aid)
<input checked="" type="checkbox"/>	Efrain Silva	Dean of Economic & Workforce Development
<input checked="" type="checkbox"/>	Veronica Soto	Director of Transfer & Articulation
<input checked="" type="checkbox"/>	Kevin White	Behavioral & Social Science Chair
<input checked="" type="checkbox"/>	David Zielinski	Dean of Arts, Letters & Learning Services
<input checked="" type="checkbox"/>	Vanessa Landeros	Student
<input checked="" type="checkbox"/>	Benjamin Barajas	Student

Recorder: Melody Chronister

Guests: (IEPI Partnership Resource Team) Jenni Abbott, Modesto Junior College; Sunita Cooke, MiraCosta College, Carmen Cortez Dominguez, College of the Canyons; Karen Engelsen, Ventura College; Cathy Hasson, San Diego CCD; Richard Mahon, Riverside City College; Michelle Marquez, Canada College.



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- I. Call to Order
The meeting was called to order at 9:05am.
- II. Discussion – Institutional Effectiveness Partnership Initiative
 - a. **IEPI Overview**

A brief overview was provided about the IEPI, including the sharing of best practices and resources. The seven IEPI team members took turns giving a brief professional biography.
 - b. **Enrollment Management Definition**

The question was asked how IVC defines enrollment management. It was stated to ensure we have the classes available to meet that our student's needs. I was also stated to be a marketing effort – product, price, and promotion. Need to tie that into what our market needs. A third statement made was to identify the most efficient way to maximize student access while keeping the eye on the bottom line (FTES targets). A holistic assessment on how our students get to the campus and how what we offer gets to the community.
 - c. **Perception versus Reality**

Participants discussed the difference between perception and actual student needs. It was suggested to change the word from perceived to priorities (needs). We could offer basic skills courses to meet student needs, but must acknowledge we have several needs we cannot meet – we cannot be everything to everyone. Participants discussed ways to determine priorities: Need to analyze our community. Where is our market? We attract 60% of high school graduates. Is that where it is, or is it in the older demographic? We need solid market data (including economic data) to make an informed decision about our priorities. It was pointed out that it needs to include current data, not data from two years ago. An example was given that the Brawley Beef Plant was closed, and we were not immediately responsive to that need since we were going off of historical data.
 - d. **Flat Enrollment Environment**

Conversation ensued on the fact that our enrollment is flat. It was suggested to offer courses at different locations (satellite) and increase the evening offerings. It was also suggested to incorporate online student services options along with better promotion of the program pathways to facilitate students with their goals. Hear students indicate they cannot see counselors from 8am-5pm because they are working. Tutoring services are also lacking. It was suggested that it appears we have maximized high school graduate enrollment, so we should turn our focus to developing accelerated pathways to increase FTES (have students take more units). Unless there is new industry brought to the valley, we are not projecting a growth in the overall population. It was shared that we are looking at other ways of recruiting new students, trying to be creative. Looking at dual enrollment. The “inside-out” students. It was briefly shared what the “inside-out” model is. Hoping to expand it to the prison population (right now it is with the county jail).



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e. **Efficiency versus Quality**

It was stated that at the end of the day the purpose is not only to maximize efficiencies but to get them through successfully. We can have all the efficiencies in the world but if they are not succeeding we have failed. We need to balance student outcomes with efficiencies.

Student comments: The ideas shared are great and on track.

f. **Course Performance Breakdown**

Does the college have a sense of how well day/evening/online students are performing? It was answered yes – through program review. It was acknowledged that day performance still is the strongest. Discussed distance education, the fact that we came roaring back and have continued room for growth and improvement. It was shared we are starting to see a closing gap between success compared to face-to-face courses. Access is the key. We have a real commitment to quality. Being part of the OEI has exposed us to several resources to continue to improve and grow this program. A lot of changes, but our commitment is there to continue to shrink that gap.

g. **Breakout Sessions**

The group then broke up into focus groups to further discuss the following areas: Outreach/Marketing, Program Planning, Schedule Building, Retention and Persistence, and Enrollment Planning/Finances. Note taker attended the schedule building session.

III. Schedule Building Breakout Session

Present: Humanities Chair, Science Chair, Math Chair, Speech Communications and World Languages Chair, VP of Academic Services, Counseling Chair, Director of Student Support Services, Schedule Publication & Academic System Specialist (Note Taker).

Facilitator: Carmen Cortez Dominguez, College of the Canyons Dean of School of Visual & Performing Arts.

a. **How We Build a Schedule**

The facilitator asked the group to walk her through how we build a schedule from start to finish. It was answered that for the past few years and look at the last semester and determine what changes are needed based on course performance. The base schedule “seems pretty solid”. Course cancellations are also looked at and how that should impact future schedules. It was pointed out that for certain subjects there are some time blocks that do not work. For example, late afternoon. For a class to “make” it is 18 students or 60%. From a counseling perspective they sit with students to see what is needed. Counseling shares these needs with the chairs to influence the schedule.

b. **Schedule Launch**

From the build to launch what is the timeline? We build a year before. The facilitator was impressed with this. Registration periods were shared. The schedule is published a month prior to priority registration. Counseling is able to see the schedule for the next year in Argos to assist in advising students on what courses to take and when.



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c. Student Major Data Influence

Question was asked on how the College responds to declared majors during schedule building. It was indicated that we have pathways that are used to advise the students. How about for students who have not declared? The pathway is setup to finish in two years, so it is setup so that students can start it any semester. Would it be fair to say courses are built using a “pyramid”? Answer – yes. How does the College ensure completion due to the natural drop as students get to the top? Math indicated the courses are still full at the top. For French courses, they are analyzed to ensure cap stone courses are still offered if needed for completion. Cross-listing the top courses (combined content) is also done to increase enrollment. It was acknowledged that the College needs to make sure it knows what students need to graduate. Question was asked if information on job market demand is feeding into enrollment needs. Answer was yes, with the CTE programs. CTE seems to be a separate conversation (CTE Chair not present at this special meeting) – they do not participate in the global discussion as much as other disciplines, frequently not present at meetings of this nature.

d. Schedule Time Blocks

Question was asked about the “sweet spot” for time. For Science and Math the time block is not a factor due to bottlenecked demand. For all other disciplines it appears to be in the morning. Trying the online science hybrid. It was not well advertised, so it has potential for growth. It was shared that there is an issue with incoming freshmen and the College’s ability to break them away from 8am to 3pm schedule expectation. Morning classroom blocks quickly run out. Room allocation is a challenge. It is hard to make a change to the schedule because of room availability. There are also room preferences. If we can make the accommodations we do. The impact on the faculty member is looked at – how far they have to walk from room to room in how much time (operational component). For afternoon courses how do you “do the dance”? It was answered that offerings are reduce in the late afternoon. The art courses are large capacity in the morning where enrollment is strong. . The question was asked if the schedule is built based on the number of offerings or based on an FTES target? Presently it is number of sections also considering faculty availability. It was suggested that if we know certain courses are going to fill regardless of when we offer them, put those classes at the off times to free up some morning slots for other disciplines. This is being considered, but it could improve. Counseling agreed it is a good idea. Example was given of a faculty member driving from LA to teach a Friday course.

e. Hybrid/Online Course Offerings

Online versus face-to-face ratio is low due to limited faculty that teach online due to strict requirements to do so. How does hybrid balance? Speech Communications and World Languages Chair shared they have two hybrid. The online courses also have mandatory face-to-face meetings. He provided detail on the balance of offerings. Art has only one online course that is not offered consistently due to faculty load issues. A face-to-face orientation is not required, it is a faculty preference/decision. What reduces our access to part-time faculty to teach online is we presently require that they have taught at IVC face-to-face prior to being eligible to teach online.

f. Full-Time to Part-Time Faculty Ratio

For science there are very few part-time faculty with only 1-2 part-time in their disciplines. Humanities have quite a few part-time except for in art history, where it is needed the most but



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there are no part-time faculty available. Math indicated it is about even in balance with full-time and part-time. This semester the College lost a full-time faculty member right before the start of the semester and the science full-time faculty were already maxed out in overload. It was very difficult to adjust to that reality. Emails were sent to all San Diego colleges and did not get a response. Full courses had to be cancelled. It was shared this is a problem across the state – biology and chemistry are hard to staff, faculty availability is limited. It is creating a bottleneck.

g. Factoring in Student Completion

The math and science chairs meet to ensure their classes do not interfere with each other for completion. For humanities the driving force is the humanities credit (GE). There are some art/music majors, but it is a small number. The higher-level courses are cross-listed to ensure adequate enrollment (family courses).

h. Learning Communities

Learning communities were piloted but it was low performing (very low enrolled) and had issues with financial aid because if they dropped one class they had to be dropped from all of the classes since they were co-requisites of each other. It was also a hindrance due to the registration process (students had to register for them all at once). Appears to be a marketing and implementation issue.

i. Financial Aid Impact

Students are not dropped for non-payment, instead they have a hold for future semesters. The college attempted to drop students for non-payment one semester, and the enrollment took a huge hit, so the College reverted back to the former process of not dropping and instead putting only a hold on future enrollment.

j. Tutoring

It was mentioned that tutoring can be leveraged for funding. The College presently does this, but it appears it could grow this number to incorporate embedded tutors. It was mentioned that tutoring is challenged depending on the level. It was suggested to use tutoring data to influence the schedule.

k. What Would You Change?

The question was asked “What would you change in the scheduling process if you could?” Suggestions included changing the time of the college hour to a later time, opening an extended (satellite) campus, allow for more flexibility to change the schedule after initially set, and offer more online offerings.

IV. Sharing of Group Discussions Takeaways

- a. **Schedule Development** – Allow for more flexibility in the schedule – time, room, and location, online.
- b. **Retention and Persistence** – Lack of clear goals. The midterm report indicates we have them, but it is not well disseminated. Pathways need to be followed and marketed to the



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students and community. A lot of discussion on professional development need.

- c. **Outreach/Marketing** – Still facing a poor perception of IVC in the community. Challenges with high school counselors treating it as a “last resort”. Need to package courses in several ways – short term, online, etc. to offer options to students.
- d. **Program Planning** - Taking program review to analyze data and use it to inform decisions (data driven decision making). Could be more robust. Planning nuance to student need.
- e. **Enrollment Planning/Financing** – Dynamics of state funding is challenging since additional funding is tied only to growth. Talked about campus hour and contract issues between part-time and full-time faculty. Need to strike a balance between efficiency and student success. The enrollment is presently flat, so achieving projected enrollment is key. We have to be good at projecting enrollment. It is an “art”.

V. Adjournment

The meeting was adjourned at 10am.