NOTES

1 – Open Discussion, using information previously sent to Evan

2 – Suggestions for enrollment strategies & management

1 – Open Discussion, using information previously sent to Evan

- Why did we cut sections that had a history of filling late? Chairs knew about sections with that history, and were not consulted since decisions were made before we were back on contract.
- Between now and November: Let's develop a schedule based on input from Division Councils
- Some chairs see that students select high demand classes first and then go back and add others later on.
- We need to look at our 18 unit max policy.   *(see suggestions below)*
- We need to look at our timeline for the scheduling process. Katrina worked with the consultant and deans without the chairs, and that did not work.
- A problem with hybrid courses and late start courses? *I believe it was a scheduling and a Time Problem. If a 16-week class meets at 12:30 and a Hybrid class or a 14/12/10-week "Late Start" class gets out at an unusual time (say 12:40) students are blocked from enrolling in the Hybrid Class or the Late Start Class.*
- Enrollment Strategies Committee was receiving info until a decision was made without the committee to move forward on a specific process that was not discussed nor approved.
- This is not just enrollment strategies – its enrollment management.
- There should be division plans and department enrollment plans.
- Outside consultants are not useful.
- Chairs are not aware of an effective marketing plan – what is being done?
- Why can't we distribute printed schedules like other community colleges?
- We need better start dates that work with other schools in the area.
- We need to be careful not to conflate two issues: efficiency and outreach. We can become 100% efficient, but if we don't have the outreach to increase our numbers of students, we are still in trouble.
- It appeared that only "efficiency" was used when cancelling classes, and "balance" was used sparingly if at all. Larger classes will balance smaller classes all across campus and disciplines.
- Two things are being done to get more students to GC: Both GC and the District have a PR campaign; the East County Educational Alliance is to get greater percentages of high school students to come to our community colleges and to better prepare them so they stay and take more classes to finish. Chairs are not aware of the PR campaigns. Chairs want marketing resources for their programs, not just for the College or District.
- We need to look at the mix of classes we are advertising, since we are looking at more older populations of students – are we advertising with the right messages about the right programs?
- Counselors have developed concepts for outreach but they are not getting the support for them. There has been a good shift now that Natalie Ray is in Counseling, but there

is not a good understanding of administrators about the needs for Counseling to do more in outreach. There needs to be better communication and support.

- Academic chairs/coordinators also need more marketing for their programs.
- Students cannot go onto WebAdvisor and just view all open classes.
- The big black boards of open classes in the middle of the hot quad is ineffective.
- The application for the college online is too laborious and difficult for some students. We should have paper apps for those people who need an alternative to negotiating the online environment.
- In fall of 2016, students with low GPA will lose their BOG waivers which will affect our enrollment

2 – Suggestions for enrollment strategies & management

- We need to minimize last-minute cancelling of classes. It is assumed that students from cancelled sections are taking other classes and we don't know if that is true. This is alienating students and losing FTES for the District. Can the Consultant identify this?
- We need a strategic alliance transition plan for enrollment management NOW and a well-developed enrollment management plan and timeline for next year. (Is the process with the subcommittee of chairs and deans for use for next semester or for next fall? When will the subcommittee be formed?)
- Can the division councils make suggestions for faculty they want to represent them on this subcommittee? (MANY in the room showed an interest)
- We need to look at our timeline for the scheduling process. An enrollment management calendar needs to be re-established and communicated properly to all stakeholders.
- Chairs and deans can have discussions even before an appointed deadlines or timeframes on the enrollment management calendar. Deans and Chairs/Coordinators should stay in touch. Discussions and consultations concerning course section cuts should first be values driven (what's best for students) and supported by the data instead of vice/versa.
- Chairs and deans should agree not to cancel any classes until after one week of open enrollment. (that date may be different for classes with different start/end dates). (Count backwards from the publication date of the schedule)
- Use data that shows that some classes typically fill late, and don't cancel those. Chairs and Coordinators must have unfettered direct access to the data before meeting with their deans.
- Classes should not be cancelled unless the chairs/coordinators and their dean discuss, consult and agree. Informing a chair/coordinator of cancelled sections should never be considered as a consultation.
- Be sure chairs have enrollment histories well before the line sheets become available. This means data MUST be accessible to the chairs/coordinators and not just deans and other administrators.
- We need a list of minimum numbers of students for courses. That cannot simply be a hard number of 20 – that is a generalization and does not work all over campus.
- The average numbers of 35/525 needs to be banned from discussion, since it is a generalization and no one is able to explain the basis for these numbers. It is muddling discussions.
- Departments can maintain a balance of efficiency if allowed to add students to classes that fill well, but then allow appropriate lower numbers for advanced-level classes if necessary. The 80% rule does work if chairs are allowed to place students based on