

**ENROLLMENT MANAGEMENT TEAM  
MINUTES  
FRIDAY, MARCH 4, 2011  
12:00 P.M., BOARD ROOM**

**Attendees:**

Alfredo Cuellar	Brian McNeece	Carol Hegarty	Daniel Gilison
David Drury	Edward Wells	Efrain Silva	Eric Lehtonen
Kathy Berry	Krista Byrd	Lianna Zhao	Taylor Ruhl
Valerie Rodgers	James Patterson	Jan Magno	Hope Davis
Frank Rapp			

**Recorder:**

Linda Amidon

**Call to Order**

Vice President for Academic Services Kathy Berry called the meeting to order at 3:03 p.m.

**Discussion Topics**

- after receiving sample guiding principles and splitting up into three groups, the committee was assigned with the task of developing a list of principles for reducing class offerings based on a balanced curriculum
- following lengthy discussion, committee developed the following draft guiding principles:

**Guiding Principles for Schedule Development**

Group 1: Efrain Silva, Ed Wells, Alfredo Cuellar, Dave Drury, James Patterson, Carol Hegarty

- The greatest benefit for the student
- Use a District-wide mission to establish priorities (establish percentages for various areas)
- Better community outreach and awareness
- Out of the box paths
- Transfer percentage? CTE percentage? Basic Skills percentage?
- Grow together, shrink together
- Data driven decision making
- Have a “rational” balance between full-time and adjunct faculty
- Appropriate sequencing
- Be more accountable

Group 2: Val Rodgers, Daniel Gilison, Jan Magno, Krista Byrd, Bruce Seivertson, Eric Lehtonen

- Maintain student access to courses for Fall and Spring
- Eliminate courses not tied to a program (degree, certificate, transfer)
- Rotation and reduction of number of sections of elective courses
- Enforce permission of overload over 6 units
- Reduce number of students over quota (<25%)
- Most popular majors?
- Completion rates of classes and programs

Group 3: Brian McNeece, Hope Davis, Taylor Ruhl, Lianna Zhao, Frank Rapp

- Achieve the mission of the college
- Preserve (1) transfer (2 CTE (3) Basic Skills

- Because much talk has been that only “high level” basic skills will be preserved, we need to define what “high level” means. For our purposes, “high level” basic skills means two levels below transfer. “Low level” basic skills refers to more than two levels below transfer.
  - Is our completion rate a factor in our future funding?
  - Will lower level ESL and basic skills courses really be defunded?
  - Should we target those students most likely to succeed?
  - Should we eliminate low enrollment classes, even if they are transfer classes?
  - When reducing classes, don't do anything that will lower our number of degrees, certificates, or transfers completed.
- VP Berry stated that the draft guidelines for development of the schedule now and in the future would be sent to Academic Senate and Instructional Council; she requested that committee members share guidelines with colleagues and report back at the next meeting

**Adjournment**

The meeting was adjourned at 1:50 p.m. The committee will meet next Friday, March 11, 2011