

**ENROLLMENT MANAGEMENT TEAM
MINUTES
FRIDAY, MARCH 11, 2011
12:00 P.M., BOARD ROOM**

Attendees:

Ted Ceasar	Jose Lopez	Taylor Ruhl	Brian McNeece
Tina Aguirre	Val Rodgers	Daniel Gilison	Michael Heumann
Bruce Seivertson	Carol Hegarty	Efrain Silva	Lianna Zhao
Becky Green	Carol Lee	Trini Arguelles	Norma Nava
David Drury	Terry Norris	Krista Byrd	James Patterson
Eric Lehtonen	Alfredo Cuellar	Kathy Berry	

Recorder:

Linda Amidon

Call to Order

Kathy Berry, Vice President for Academic Services, called the meeting to order at 12:08 p.m.

Agenda and Discussion Topics

➤ Guiding Principles for Schedule Development

VP Berry explained that the prioritized common guiding principles reflected in her PowerPoint presentation, "Enrollment Management Guiding Principles," were developed by attendees of the inaugural Enrollment Management Team meeting held last Friday. Also discussed at length at that meeting was the issue of whether to reduce summer 2011 offerings or to eliminate the summer session altogether. VP Berry urged that the discussion continue and a decision be made so that the message can be communicated to the public. VP Berry explained the role of the Enrollment Management Team, which is to manage the schedule including growing and reducing the schedule.

The committee reviewed each of the guiding principles and the identified issues to be considered in the implementation of these principles. Discussion and recommendations included the following:

1. *Highest priority will be given to Fall/Spring offerings that are critical to the mandated mission of the college.*

The committee agreed unanimously that this is the number one priority and identified the need to define "high level basic skills." Discussion included the following:

- Should the college's mission be redefined in light of the revised definition of basic skills?
- Current data reflects that IVC's emphasis is on high level basic skills.
- The three core areas identified as the mission of California Community Colleges are a directive from the Chancellor's Office. Barry Russell, Vice Chancellor of Academic Affairs, California Community Colleges Chancellor's Office, is pushing for "high level basic skills."
- If "high level basic skills" is being defined as two levels before transfer, what do we do with students at three levels below transfer?
- The San Diego City College is looking at a major redefinition of low level basic skills and is considering contextualizing basic skills education.
- ESL is also basic skills and must be included in the discussion. If contextualizing basic skills education, as proposed by the San Diego City College then ESL would no longer be just a basic skills course but also a CTE course if paired with a welding class as in vocational ESL, for example.
- Non-credit basic skills courses must also be considered.

Another issue to be considered in the implementation of principle number 1 is whether to reduce or eliminate summer school offerings. VP Berry reported that at the first meeting of the Enrollment Management Team there was strong support to eliminate summer school. This week there is a strong show of support to maintain it. Discussion included the following:

- If summer school is offered, focus on transfer and CTE. There is too much turnover in basic skills classes primarily due to childcare issues faced by students, and due to the condensed session.
- Costs related to facilities and utilities should also be considered, not only FTEs.
- Summer school is important but it is not essential.
- Offering summer school would go against principal number 1, which identifies fall and spring offerings as the highest priority.
- If summer school offerings are capped at 200 FTEs, it is imperative that 5,700 FTEs be maintained for fall and spring of 2011-2012. (VP Berry explained that the 5,900 total FTEs figure reflects the “dooms day” scenario for IVC based on a 16% workload reduction by the state, which represents a reduction of 1,300 FTEs.)
- The consensus of faculty is that they would be supportive of the administration’s decision to eliminate summer as long as the reasoning is legitimate in terms of budget issues.

VP Berry stated that it is imperative that a decision regarding summer be made by next Friday, and when the decision is made it must be communicated to the public immediately. If summer school is offered, the schedule would not be printed due to time constraints; instead it would be made available to students online only.

2. ***The scheduling of multiple sections of the same course will require critical evaluation to meet determine needs and to maintain targeted FTEs. Focus on scheduling to allow students to complete their certificates/majors/ transfer programs.***

To address concern regarding the definition of “need”, the committee agreed to revise this principle as noted above. VP Berry urged faculty to work with counseling on course sequencing.

3. ***Electives will be ~~kept to the minimum necessary for transfer, degree and certificate completion and GE,~~ in consultation with the Dean of Counseling will be rotated to provide balance and equity in students ability to complete major or program of study in a timely fashion.***

The committee agreed to revision of this principle as noted above. Although the statement “in consultation with Dean of Counseling” was stricken from this principle, VP Berry and Ted Ceasar, Dean of Counseling, noted the need for faculty and counselors to work together before the actual schedule development process begins.

Discussion of the issues to consider included the following:

- Committee agreed to delete item a, “Reduction: Require all divisions to limit electives to 2 or 3 per discipline, per term, on a rotating basis” since this item was addressed in the revision of the principle as noted above.
- Concern that item b, “Reduction: Reduce all basic skills offerings 2 levels below college level by 20%,” limits options for students. (VP Berry recommended that Arts and Letters dean and faculty address this issue at the division level.)
- Item c, “Reduction: Eliminate all sections of courses not part of a program.” Committee members agreed that courses that haven’t been offered in a long time should be eliminated. Terry Norris, Reading/Writing Lab Tutorial Specialist, noted that EDUC 202 is not part of a program but it is a requirement for student tutors.

4. ***All additional costs associated with the offering of some courses will be evaluated to ensure the balance of community need and college mission. Cost evaluation should include, but not be limited to, expenses such as facilities, rent, high-cost equipment, low student-to-teacher ratio, and information resources.***

The committee agreed that examples of “additional costs” should be provided for clarification, and the principle was revised accordingly. Dave Drury recommended that when applying this principle consideration should be given to equipment that is initially high cost but will last a long time. The committee agreed that justification of the need for the course cost must be provided.

With regard to implementation Item a, “Advisory Board and Program Review input will be reviewed against schedule development,” VP Berry explained the regulatory requirement of Advisory Committee involvement in CTE curriculum and programs.

5. ***While low enrollment classes are always subject to elimination, circumstances such as transfer necessity and degree and certificate completion will be taken into consideration.***

The committee agreed to this principle as written and to implementation Item a, “Reduction: Eliminate low enrollment courses if they won’t negatively impact the completion of degrees, certificates, and transfer.”

6. ***Develop a priority system that helps put students in classes who have a good possibility of succeeding.***

The committee agreed to this principle as written. There were no implementation issues identified. However, Carol Lee expressed frustration over the withdrawal process, specifically the length of time in which a student can stay in a class before withdrawing. She explained that typically the students that withdraw are those that get into the classes through priority registration but later drop because they are failing the class. She described this as a great disservice to students that really need the classes but can’t get into them because they don’t have priority registration. It was noted that the priority registration process is currently being reviewed.

Another guiding principle, which was inadvertently misplaced in the PowerPoint slide, is, “Consultation between the District and Bargaining Unit will take place to ensure that the faculty contract is being followed.” Implementation issues to be considered include:

- a. Reduction: Enforce the 6 unit limit on all overload
- b. Reduction: Limit over cap enrollment to 10% of class maximum

Discussion of these issues included the following:

- Must maintain the 2011-2012 schedule at 5,900 total FTEs due to over cap enrollment.
- Must schedule over cap due to attrition. (The committee discussed whether the CIO can recommend over cap enrollment. VP Berry will discuss this issue with other community college CIOs.)
- The college has been over cap on its FTEs the last three years.

➤ Chancellor’s Office Report of FTES Distribution of Transfer, CTE and Basic Skills Curriculum

The committee reviewed the Chancellor’s Office FTES distribution of CTE, transfer, and basic skills for the college and the corresponding pie chart. VP Berry explained that the sum of the distribution percentages is 120% instead of 100% because duplicated counts for courses that are both basic skills and CTE are included. VP Berry will provide for the committee’s review: (1) a list of the courses identified in the 27.3% distribution for basic skills, and (2) the statewide averages report from the Chancellor’s Office. VP Berry asked counseling

representatives in attendance to share the data with counseling. VP Berry will ask faculty and the Academic Senate to review the report as well.

VP Berry sought committee input regarding whether the college should maintain the curriculum balance reflected in the Chancellor's Office report. She explained that in order to make this decision the college must first determine whether this balance is working. The committee agreed that the college must determine what students are interested in, and suggested methods in which to make this determination: student survey, review of degrees and certificates awarded, and completion and retention rates. VP Berry stated the latest ARCC report reflects IVC's completion rates at 38%, which is the one of the lowest in the state. Carol Lee suspects the low rate is due to coding errors, and she is currently investigating this possibility.

➤ **Next Steps**

The next steps identified in the PowerPoint presentation included the following items, which will be discussed in detail at next Friday's Enrollment Management Team meeting:

- Defining core courses
- Schedule development
- Schedule review
- Marketing (good and bad)
- Communication
- Development triggers – when do we add or subtract (class offerings) and how

Adjournment

VP Berry concluded the meeting by sharing her new outlook on work: "We feel good when we work well – no matter what the work is."

The meeting was adjourned at 1:50 p.m.