Enrollment Management Committee
Minutes
Thursday, May 10, 2012

New Enrollment Management Committee Charge: EMC oversees enrollment to achieve and maintain target level, FTES. The Committee will do this by tracking students' characteristics and outcomes and by reviewing the development of the various recruitment programs.

Present: Glenn Schenk, Bruce Anders for Olga Shewfelt, Michelle Long-Coffee, Rebecca Tillberg, Helen Lin, Michael Goltermann, Adrienne Foster, Steve Aggers, Barry Sloan, Ken Lin, Betsy Regalado, Judith Ann Friedman; Olga Shewfelt (late arrival)
Guest: Karen Burzenski, Fran Leonard

1) Approve March 2012 meeting notes – send changes to Sheila

2) Publicity Update – Michelle Long Coffee (handouts- Open House, Memo, Postcard)
   a. Open House – May 19 – ribbon cutting, short speech, lots of pictures, after event, President Abu-Ghazaleh preside as master of ceremonies over Celebrating Excellence and Scholarship Awards, followed by stories about Deans scholars and finger foods expecting 500 to 600 people. This will be the first event on SSB lawn prior to graduation. The day continues with the athletic events, kids bounce, and workshops highlighting some of the programs and assessment information. The online promotion for one day of free parking on campus was awarded to 300 people. The survey revealed that most people are interested in financial aid, assessment and University Transfer. The Boys and Girls club has rented the baseball field as a result of community outreach efforts. The open house event is all about building relationships and attracting the best students. The bond is footing the bulk of the bill and everyone will receive the flyer with information about the campus building projects and the 10100 Jefferson road, with a color four fold, two sided pamphlet. Alumni are featured on the bottom listing their transfer college and accomplishments. It was noted that the use of the website and the Sepulveda and Overland banners were the highest draw for the event.
   b. Paper catalog and schedule vs. online version – discussion on charging for a paper catalog and schedule. Schedule: 11,000 printed per semester which is a reduction from prior years of 40,000. Currently with spring schedule hardly any leftover at a cost of $6,035 and we sell about half of the numbers printed. Catalog: 3,000 printed every two years, not sure how many are on hand now. The hard copy is more popular with employees and faculty than the students who go online. We could reduce production cost since they are no longer a marketing piece. A hard copy is still a good idea since some institutions require it. Google tracking of the home page reveals areas with most hits: catalog received a lot of traffic, spending one minute to 13 seconds, Financial Aid tops everyone, so the catalog is popular, with no recommendation to eliminate hardcopy catalog. There is no board rule that we must have a hardcopy of the catalog. Student can still keep up with the requirement for graduation. How does the committee feel about the class schedule, decrease printing etc? Foster asked about assessment whether student needs a hardcopy. Aggers expressed that during welcome week the students requested a hardcopy of the schedule. When on campus they need to refer to the schedule. It highlights the services, programs on campus; the class schedule is
a tool for learning about alumni, faculty, programs, etc. History of the
 campus regarding doing away vs. keeping it was a behavioral changer by
 charging 25 cents and then 50 cents. When they were free or low cost you
 would find them on the ground, now they hold on to them. Any
 recommendation to change: Barry recommended that we continue to print the
 schedule. It is handy and efficient and increases staff productivity. Anders
 asked if the cost can be rolled back to 50 cents, since students are hurting
 financially. District wide we were still low in cost, City’s schedule is
 completely on line. Catalog: Any comments: Sloan - a change in paper
 quality may lower the image of the college. Student don’t want the catalog
 only the schedule, usually the students obtain the catalog through
 orientation. We are talking 3,000 for two years, it is cost savings. Friedman
 recommended no change in Catalog production, concurrence.

3) Baseline Research: Data and Reports – Rebecca Tillberg & Cathy Iyemura (handouts –
2011-12 FTES,)

a. Current year FTES Target – West headcount down 11%, FTES 2011-12 second
from April shows our projections at 6,764. Cathy – the college is really close but must
hit the target. What classes qualify under enhanced noncredit – (Barry responded) in
home health services, like CNA run by Allied Health. Vocational Education serves 50
students each time; these are free classes which move them into the CNA programs. We
will be close to meeting the cap once the fall numbers are in. We are on track to meet our
target funding. (Cathy) If we go below we have a hold harmless in reserve. We have
plateaued with average class size. Enrollment is down 13%, more than our average class
size and head count. As a result of the reduction in the full time student enrollment, we
are looking at the headcount comparison, why is the student taking less class? Small
survey revealed student had to work more hours and decrease school hours. Some
students indicated the cost of food and gasoline were driving their decisions. Schenk
agreed and faulted the PELL eligibility changes, child care, unable to get the classes they
needed, traveling to different college to get the classes they need as contributing factors.
We must be caution not to drop below this year. Cathy – current funding less 1%. Or
97,000 – 1.2%, if bond fails 97,000 less 5.5%; 96,000 best case, worse case 90,000.
Fully funded FTES credit is $4,550.

b. Attendance Accounting Presentation- (Cathy Iyemura - responsible for
reporting the FTES to the Fiscal office). suggest review of the impact of the Distance
Education memo from the state on TBA hours which targets WSCH and DSCH classes.
TBA is a generic term and that regularly scheduled means just that. This letter 6/10/09
targets distance education. Now you must figure how many hours these student have
spent online. Anything that is directed study as well as distance education is accounting
method one. But many were accounting method five and this change meant that we lost
some of our FTES, we actually lost 180 FTES since west is the largest distance education
program in the district. West coding was clean due to Karen’s expertise and we are in
good shape. If we prepare now for the identified sections that are problematic, this will
reduce our vulnerability for a TBA audit. City, Mission and Trade were selected for
audit and we may be next. We currently have one page of self-selected TBA sections;
we are only talking about WSCH classes. We must have attendance documentation for
the TBA portion before census, if regularly scheduled the TBA hours must be
documented. What are they looking for: Attendance sheets, census rosters, list of
students, write in students who add which must be turned into A&R.? What about
online: Online is not responsible for this documentation because they are now under
method 5 instead of method 1. DSCH with TBA short term classes are impractical and
the state says don't do it. Why: daily census, any TBA must be equally divided between the days the classes meets, must document 1-1/2 hours on Tuesday 1-1/2 hours on Thursday, the State says make it regular. Accounting 22 in Fall 2011 were the classes with WSCH and we have discontinued those section. If they chose to select the Accounting 22 during the audit we could show what we have done to correct the problem. We would not have to repay any dollar amounts. Goltermann, if we have the exclusion roster would that make a difference, Cathy stated, no. The one page list Cathy held up is minimal for West based upon other campuses. There is a dot matrix document containing all of the information, Ken has it, but Michael stated A&R doesn't. Faculty with WSCH or DSCH will fill out, the district office will target faculty teaching WSCH and DSCH classes and only to the faculty of record who has the responsibility will receive it. It is the instructor of record who would have access to that screen. There is time for A&R and Academic Affairs to come together to prepare for the audit. DE (Distance Education) accounting method will take a hit, instead of units we can use standard hours and attendance accounting can be adjusted. Conduct of course – course outlines must include TBA and DE and we must do an addendum. There must be actual instruction on the TBA, direct supervision by the instructor. TBA – foreign language lab or multi language, the instructor must meet the min quals for all, Rebecca has the information. Athletics – must have the hours documented, regularly scheduled for the entire week, Steve said we do that already.

Cathy - commended Michelle Long-Coffee for making West the first campus to place the unnecessary repeat enrollment changes on our website; Title 5 changes effective 7/1/13. If student enrolled at census but drops before “W” date, we can no longer count them for apportionment. We should consider the impact on student behavior which is hard to predict. We have high student demand but on Sunday two students drop in fear of using up their three attempts. This may affect our 7% cut, encourage instructors to get their rolls the first week, 1 or 2 students have a huge impact over the whole campus.

4) FTES allocation for 2012-2013 – (Bob Sprague) Tillberg reported – West planned on the greater reduction. Working on the allocation with the worst case scenario, the chairs looked at all the numbers, across disciplines/divisions. Spring reduction is at 12% which is higher than the 7% reduction, since we are taking a smaller cut in the fall, assuming class size remains the same. Friedman’s divisions are aware of the information, very inclusive process, fall has been done, and spring is in process regarding the 13 sections and the 79 sections respectively. Still working on first draft of spring, 2nd draft due next week reductions will be reflected in 2nd draft. Cathy – if bond passes what is plan? Friedman we will add late spring and summer. Regalado, if initiative passes will all 79 sections be restored? No, not necessarily, there is a method and design.

5) Nelnet Payment Plan- Ken Takeda (handout) – no recommendation for or against product he is merely sharing information with committee. Trade Tech is implementing fall 2012. The Appeal is that when students fall in delinquency status Nelnet will allow the student to set up an installment payment plan and pay delinquent and fall fee with last payment in November and they are able to return to complete education. It could be a retention tool for the college and helps student continue enrollment, the appeal for college to outsource administering installment payments from the students, which burdens the administration. One down side if the student defaults and the charge is rejected for lack of funds. Friedman, who would explain this method to the student? There is a $25.00 enrollment fee for the student, and a late fee if charge if rejected. Does Nelnet report to
any credit agencies? Not sure. This is an option if the student wants to pay on installments. What happens when a student does complete the payment? The fee hold will remain, blocking the student from enrollment in the district. The delinquent account will return to the school. There is another agency that competes with Nelnet called COTA. Trade is the first in our district to try Nelnet, they are a collection agency and the hold is lifted after the credit and debt is cleared. The current semester fees are included, what if the student drops the class what does Nelnet do? Will this cause more work from Business Office? Nelnet will report to the Business Office. What if the student stops making the payment then what? Nelnet will report to college. What happens from here: Regalado – we make a recommendation to college council. We want Trade to pilot the program. The bookstore could finance textbooks with the use of Nelnet; the risk is in financing your text book. Student takes book, cancel and the book is on eBay. Nelnet suggest that we cap $300 to minimize losses. We already pay a merchant fee for credit card usage. Some bookstore managers are trying to do the collection themselves and offer products that set them apart from other book sellers. Regalado, do you want a motion or watch and observe? It is a tough one, because we have a similar program through Financial Aid and books are given to students who drop class and no way to retrieve money back. Committee consensus, wait and see how Trade Tech does with the program. Regalado will pass information to ASO.

6) Unnecessary Repeat Enrollment in State-Funded Courses – Regalado proposed discussion at College Council on the Board of Governors report effecting four repeat and reduce to one repeat for jazz band, performing arts, if passes, effective Fall 2013. Attendance accounting analysis will be done to see affect of multiple enrollment elimination. This is another change in addition to the three repeat issue.

a. Emergency Notification System – sign up information has been placed on the cars in the parking lot; Ken Lin received one at his residence in Los Angeles.

b. Standard for enrolling students in closed classes – students concerned that instructors have a different process for allowing students to add; lottery, etc. inequity and some students show up on 2nd or 3rd day and are entered into lottery. Students want a standard for faculty to use. Regalado explained that this is an academic issue, What is the position of the committee. Aggers – academic freedom and the faculty opposing this type of censorship, it is equivalent to a 4.0 student vs. 2.0 student. Academic freedom is about inquiry and is based upon the subject matter itself. The students are very concerned about the issue. Long-Coffee suggested a test of who would be successful in the class. Friedman indicated that the senate needs to discuss this issue; many instructors do use the lottery, bumping students who attend on the first day. Shewfelt spoke to Sprague and she wants this committee to send this matter to the academic senate. We need guidelines and process, due process for all students and this is the way you may have a chance. Regalado will forward email to ken Lin to taken to Academic Senate.

c. Discussion on how to assess a student’s experience from arriving on campus to graduation – ex. Cause and Effect Fish Bone Diagram – what is the students experience from their first step on campus through graduation, piece by piece, on campus and parking analysis and every month perform one step, a focus group is part of the process. This fishbowl experience would be EMC’s contribution to AtD.

7) Old Business – Operational Committee or Shared Governance Committee
a. Membership and term limits – operational committee vs. shared governance committee. There are some concerns since we originated out of shared governance under Mark Rocha. We need to invite the party who would make this committee conform to shared governance guidelines. Shewfelt will replace the parties for her constituency; Bruce is one of her appointments. We need to establish term limits and representatives. Shewfelt stated that it is not union, but constituency. Tillberg, it must include parties who represent the expertise and job responsibility on the committee. Regalado will bring to college council, with the resource list and then other members added. We will place on the agenda for the next meeting.

b. Summer meeting dates Y/N – we need to meet in August; and late June 14

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<th>EMC Meetings Dates</th>
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<tr>
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