Chabot-Las Positas Community College District

Office of Educational Services & Student Success

Meeting Notes
District Enrollment Management Committee (DEMC)
Friday, February 4, 2022
10:30 A.M. - 12:00 P.M.

Zoom: https://cccconfer.zoom.us/j/95548713977

DEMC Membership

VOTING		Present
Tom deWit (F)	CC	☒
Jeff Drouin (F)	CC	☒
Tom Orf (F)	LPC	☒
Sarah Thompson (F)	LPC	☒
Susan Sperling (A)	CC	☒
Dyrell Foster (A)	LPC	☒
Theresa Fleischer Rowland (A)	DIST	☒
Jonah Nicholas (A)	DIST	☒

NON-VOTING		Present
Jamal Cooks (A)	CC	☒
Kristina Whalen (A)	LPC	☒
Miguel Colon (F)	CC	☒
Daniela Ballif (A)	DIST	☐
David Rodriguez (LPC)	LPC	☒
Rajeev Chopra (F)	LPC	☒
Thomas Dowire (C)	CC	☒
Liem Huynh (A)	DIST	☒
Theresa Pedrosa (S)	CC	☒
Kyle Johnson (S)	LPC	☐

Additional Meeting Attendees: Anette Raichbart, Brian Goo, Cynthia G. da Cruz, Craig Kutil, Dale Wagoner, Dave Fouquet, Dionicia Ramos Ledesma, Heike Gecox, Jeanne Wilson, Jennifer Lange, Christina Read, Kirti Ready, Paulette Lino, Patricia Shannon, Rajinder Samra, Ronald Gerhard, Tamica Ward, Estella Sanchez, Jamie Barancic

Agenda

1. Welcome
2. Approve Notes from November 5, 2021 DEMC Meeting and November 30, 2021 SPECIAL DEMC Meeting
3. Enrollment Updates
   a. Chabot College
   b. Las Positas College.
   c. Ad Astra Demo
4. 320 Report
5. Multi-year Planning
   1. How would we approach?

   2. What data do we need?
   3. What factors exist, e.g. alternative academic calendar exploration, online instruction and the changing nature of it, program offsets.
   4. Revisiting the Sheriff Academy FTEF Offset
6. Other

The Friday, February 4, 2022 District Enrollment Management Committee (DEMC) meeting was opened by Theresa Fleischer Rowland.

1. **Welcome**
    Theresa welcomed everyone to the DEMC meeting and briefly described the meeting agenda. Theresa informed the group that the Chancellor had issued a [memo of acceptance](#) for the recommendation of DEMC 2022-23 FTEF/FTES targets. The memo can be found on the DEMC webpage along with the February 4 Meeting agenda.

2. **Approve Notes from November 5, 2021 DEMC Meeting and November 30, 2021 SPECIAL DEMC Meeting**
    Estella Sanchez, meeting recorder, called for the approval of the November 5, 2021 meeting notes and November 30, 2021 special meeting notes. Theresa Pedrosa made the motion to approve both, seconded by Jeff Drouin.

3. **Enrollment Updates**
    a. Chabot College enrollment management report: Jeff shared the current Spring 2022 DEMC Dashboard with the group. Jeff stated that Chabot College, compared to last year FTES, was down by 18.24% for a total of 3063.90. Compared to Spring of 2020 Chabot was down by 22.99%. Their non-credit was up slightly.
    b. Las Positas College enrollment management report: Thomas Orf shared that LPC was seeing a slight increase in students but still down by about 18% in FTES. When compared to Spring of 2020 they were down by almost 25%.
    c. Ad Astra Demo: Kristina Whalen shared with the group a demo of the new Ad Astra strategic enrollment management tool. Kristina explained how this new tool became the front-runner after a year-long research process by the districtwide committee. The deciding factor was really the Align & Predict features. Kristina commented on the visually pleasing, user-friendly dashboard. The Ad Astra tool was in the beginning stages of the verification and implementation process so only one component, the Monitor feature was demonstrated. *For further detail on the demo, please see the February 4 Appendix at the end of these notes.*
        Theresa shared her appreciation for the high-level analysis features and how they would be helpful at the start of term and with future planning.
        Jamal Cooks said they recently met with a consultant from Ad Astra and together they were able to take a deep dive into how exactly this tool could be used, who would need to be trained on it, how it could be used for planning purposes, and how it could connect with other programs. Jamal felt that their dialogue was really informative and they had some really good conversations regarding those topics.
        Kristina also showed what it looked like when you clicked on a specific class. When she selected *Math 2 – Calculus II* she was able to see the course progression from the

start of school and see points in which enrolments increased, dropped, or stay the same. That data could provide the schools with a very valuable assessment.

Theresa read a question from the chat – Can you differentiate between face to face sync and asynchronous?

Kristina directed to the *Modality* feature and explained how the current sorting system uses section numbers but that would need to be changed in order to communicate the modality correctly. She noted that the schedulers at both institutions have set up attributes in Banner that indicate asynchronous, synchronous, hybrid, high flex etc.… and Kristina thought this modality feature should connect to that data if possible.

Tom deWit said he loved the program and the visual and asked if the system would be updated in real time, daily, weekly?

Kristina scrolled towards the top of the program where they could view the update feature in the program, this showed the nightly time stamp of when the update was done.

Tom then asked if the program can show historical trends dating back 3 plus years?

Kristina was under the impression that this program does not have that capability but another new called the *Line Tool* can compare the previous 5 like semesters.

Rajeev Chopra asked what predictive capabilities does this tool have?

Kristina believed the program was set to look at things like enrollment trends and pathway data to make predictions on which classes might fill if they were offered.

Theresa asked if there was a cap to the number of users that could have access the program?

Kristina was under the impression that there was not a cap and the idea was for this tool to be widely used.

Jennifer Lange asked if the program could link to the data in the student ed plans?

Kristina shared that while implementation has not started yet, one of the reasons this program was chosen was because it could link to Banner, 25 Live, and Degree Works.

Theresa stated that the integration between the academic services department, the technology department, and Ed services would be combining efforts in order to roll out this new program as smoothly as possible.

David Rodriguez commended Kristina and the classified professionals working on this project.

Kristina thanked David in return for his part in contributing to this project and also a special shout out was given to Stacey Followill for her efforts in setting up the data streams.

Theresa echoed David's appreciation and named Liem Huynh as a person whose efforts should be recognized as well. She recognized the contribution of VP Whalen at the lead of this district-wide selection, the use of SCFF project funds to fund the implementation, and the time and focus of many across the colleges. A good milestone to celebrate.

4. **320 Report**

Theresa transitioned to the next agenda item and asked Vice Chancellor Jonah Nicholas to walk everyone through the 320 report. This 320 report can also be accessed directly from DEMC webpages.

Jonah shared the 320 Report with the group and explained how in January the district had to submit the first attendance report to the State Chancellor's office. The Summer and Fall numbers were already in and a multiplier was used to estimate the numbers for Spring. The report showed a number of 14,003.95 resident FTES which was significantly lower than the target number and funding levels. For non-resident students the number of FTES was 328.02. The non-resident students pay tuition and the district does not receive funding dollars for them. Jonah then shared the individual college reports. Las Positas had a resident FTES of 5,556.92 and Chabot's was 8,447.03. Jonah predicted the number of FTES to decrease and be in the 13,000 range by P2. Jonah spoke with Peralta College yesterday, they too are seeing much lower FTES numbers. They had a peak of 19,000 FTES pre-covid and now they are at 12,000.

Tom was surprised to see the non-credit number so low for Chabot.

Paulette Lino said that could be due to the fact that tutoring has decreased since remote learning started.

Dave Fouquet asked if Chabot had any CDCP (Career Development and College Preparation non-credit programs) on the schedule yet?

Theresa checked the dashboard and saw 23 primary non-credit sections for Chabot and 24 for Las Positas College. Theresa asked why the 320 report showed all zeros?

Jonah said that they are not reporting any CDCP currently. The numbers Theresa referred to may be regular non-credit, not CDCP.

Kristina offered some insight, she thought a possible explanation could be timing; relating to the non-credit business certificates they offer that run consecutively. She mentioned that they gave out 81 of these CDCP certificates last year.

Dave was under the impression that the math department had some CDCP offerings under development and Las Positas seemed to be further along with those then Chabot. Dave felt that there may be an opportunity to address that.

Craig Kutil said that the Chancellor's Office does not want students placed in any math course that is below transfer, regardless of credit or non-credit. And they do not want those classes to even be available. Craig shared some sentiments of conversations had in many other committees he belongs to regarding prerequisites and Title 5, in addition to the UCs not changing their policies.

In conclusion to this agenda item, Theresa shared her acknowledgment of the contradictions between compliance and legislation. Theresa asked for final thoughts and thanked Vice Chancellor Nicholas for his reporting.

Kristina added that the math course Dave was referring to was a CDCP Math Professional Tutoring certificate. That certificate has been hard to offer due to having to cancel two Math Jams because of Covid.

5. **Multi-year Planning**
   1. **How would we approach?**
   2. **What data do we need?**
   3. **What factors exist, e.g. alternative academic calendar exploration, online instruction and the changing nature of it, program offsets.**
   4. **Revisiting the Sheriff Academy FTEF Offset.**

Jeff requested to table item # 4. (Revisiting the Sheriff Academy FTEF Offset) until next month's meeting. There were no objections.

Jeff shared that during their prep meeting Theresa, Jeff and Thomas came up with the questions listed above in order to prompt the conversations on Multi-year planning. Jeff said that during his time in DEMC there has never been much multi-year planning, so his first thoughts were how that could be approached and what is needed to move forward.

Jeff added that pre-pandemic, the district was working towards hiring a consultant to work on an alternative academic calendar. As the district continues its climb out of the pandemic that could be an area to look at again, as well as the changing of online instruction and then program offsets.

Thomas added to the discussion the questions around how adding three-year planning would affect the CEMC and does the committee want to look at what classes are being offered as well as what times they are offered. Or should the conversation be kept more at the DEMC level?

Rajinder asked for some clarification regarding what is meant by 'planning' so everyone is on the same page.

Jeff suggested the focus would start with DEMC three-year planning.

Miguel shared his experience in multi-year forecasting in terms of business. He described how first he would figure out the total number of people who could actually be served. For the district that would start by eliminating people 16 and under as well as those 65 and older. Then he would segment those into different groups based on their need or want, such as graduating high school students or students interested in the trades etc. After these sub-groups are made he described the more difficult process of developing a pipeline to sort these sub-groups by segment and by engagement. If an outreach specialist was to meet and talk with a student who said they wanted to attend Chabot College they would get their contact information and that student would be put into the pipeline conversion rate. The conversion rate would help to decipher what percentage of people would end up enrolling at Chabot and over what period of time. Miguel proposed even targeting students as young as middle school and starting the engagement process early. You could market towards parents and educate them on how their children could have their first two years of college education achieved more affordably.

Thomas clarified his reasoning for wanting to include CEMC in this planning program. Thomas felt as though a lot of students get stuck when they are not able to enroll in the classes they want right out of the gate. He suggested having the disciplines work closer together like how Math and Physics currently do. He also wanted to see the colleges working together on a deeper level while keeping DEMC as more of the overseer. His idea was that the planning could be done better from a ground up standpoint rather than starting at the top and moving down.

While thinking about the students who get stuck, Theresa gave a nod to guided pathways and those groups who are doing deep analysis into that work.

Miguel said that what he was hearing sounded more like a supply side strategy. Meaning what is currently being offered will be offered in the capacity demanded. Miguel did not think that was the correct strategy. He felt as though there was more clarity needed on the demand so as to correctly align the supply. Miguel did agree that the colleges need to collaborate their schedules more. Students should be guided within the district instead of other outside colleges. Miguel stressed the idea of growth and other segments in order to

better serve the community. Miguel shared that he did not get his bachelors degree until he was almost 40. Those are the students who may not currently be on the district's radar and could be better served.

Theresa shared that while these key points are raised, she was really questioning what committee or group would be the best fit for this specific need.

David shared some insights to creating a clear guided pathway for students to be able to complete their courses in a timeframe that makes sense with their lives. He shared the need to entice students who may be nervous about attending college, students who previously dropped out because the classes they wanted were not offered during the time they needed, or students who just didn't make a strong connection with the school.

Sarah Thompson was intrigued and noted that everything she was hearing was so vastly different than any form of enrollment management that had ever been done before. Typically, the district would try to predict the trends in enrollment based on the previous history. This was a form of desegregation, but was often unsuccessful. The usual targets have always been recent high school graduates who are on the transfer track. Sarah was not sure of the data the district currently had would be capable of handling this new way of thinking. Sarah added that this could possibly be another connection point when planning in PBC.

Miguel felt as though this program was not about data but much more about engagement. Instead of only reaching out to Juniors and Seniors, now include Freshman and Sophomores. Also including more synchronous classes for students who work full time or have children to take care of during the day. Even increasing the number of veteran's that are taking classes. Miguel said it would be a lot of work but the potential was there.

Thomas shared that many instructors are requesting to continue with synchronous classes, something that was almost never done pre-pandemic. Which then made him wonder what do the students want or need in the future regarding timing.

Miguel added that maybe even 8:00pm or 9:00pm would be a better class time, when small children are asleep and working parents have time to focus on their own classes.

Some faculty on the call mentioned students really liking the late office hours they hold and being quite busy, even Sundays too.

Theresa summarized the conversations around multi-year planning. She explained it as two train cars coupled together moving in unity down the track while also gaining momentum. One train car centered around the demand and reaching more segments, targeting external populations using the structures the district currently has and through outreach. The other train car being about supply and building out guided pathways, in-reach to students already enrolled, and removing the stuck points. Theresa also noted the importance of advisement that comes from counseling faculty to reach students.

Theresa concluded the meeting and noted the Planning recommendations outside of DEMC charge would move forward to PBC and to the Chancellor. For the topics related to DEMC charge, multi-year planning will continue to be discussed.

6. **Other**
   Spring 2022 Meeting Dates
   − March 4, 2022
   − April 1, 2022
   − May 6, 2022

Appendix

Ad Astra Monitor Demonstration:
Kristina clicked on the Monitor feature and then the Analyze tab which took her to a dashboard page. There were filter options available on the screen and Kristina chose to filter by College (Las Positas). Besides the dashboard this page listed a few boxes containing the number of *Days from Last Snapshot Until Term Start* and percentage of *Enrollment Ratio in Latest Snapshot*. The dashboard listed all of the classes offered at Las Positas College. There was also a horizontal red line which reflected the default benchmark for fill rate, the benchmark was at 85%. There was also a horizontal yellow line which was at 25%. If a course was over the red line then you knew it had met or exceeded the benchmark. If a course was between the yellow and red line it would be considered striving. And if a course is below the yellow line it would be considered low enrollment. Then below that dashboard there were a few other graphs/dashboards that allowed for other parameters to be set manually. Currently Kristina had one set to *Course Enrollment less than or equal to 10*. Another dashboard was titled *Enrollment Ratio Progression w/Modality* which was currently set up by section codes. She explained how that parameter may need to be changed to attributes that were established in banner since the section codes are not the same across at both colleges. Kristina then clicked on the other tab titled *Courses*. This page could be filtered by *Department* and *College.* It listed all of the courses, their percentage fill rates, and the number of sections they have. To the right was a section of corresponding fill rate bubbles. Each class had a bubble for each section. Bubbles that were completely filled in have reached their 85% benchmark, bubbles that look like a bullseye were at the 25%-84% fill rate, and then those that were unfilled were at a very low enrollment. Some courses had a *CL* icon meaning there was a Cross List available for that class. To the left of the list of classes was a notification option. You would have the ability turn these notifications on or off and be able to set up the parameters for the notifications i.e. when a benchmark had been reached.
Another great feature Kristina noted was the ability for the colleges to see how each other are doing and have the ability to work together. For instance, if one school had an uptick in enrollments on a particular course that the other college was struggling in, there would be a chance to share strategy.