Enrollment Management Committee

November 7, 2014 | 9:00 am | ECC B-269
Phase II of SEM Planning Process
Attendees: Becky Garza, Monty Francis, Pam Lucas, Karen Stills, Karin Reed, Kathy Acosta, Lisa Theriot, Jenny Hevel, Phil Hoy, Don Martin, Beenah Moshay, Donna Hill, Jennie Pollard, Jermain Pipkins
Absent: David Barrientos, Gina Coffman, Dr. Chemene Crawford, Adrienne Donaldson-Steverson, Keisha Farrington, Marja Fugitt, Teresa Isbell, Greg Morris, Edwin Rodriguez, Priscilla Staley, Vanessa Taylor, Nataly Saucedo, Toni Holloway, Evelyn Johnson
Minutes recorded by: Kerri Smith

*Handouts were passed out: “Strategic Enrollment Management – A Guidebook” pgs.68-76 (worksheets)

Everyone went around the room and introduced themselves
Monty Francis did a recap of the previous meeting on October 10, 2014
- This committee has to present a document to the Executive Team by January Return Day
- Dr. Crawford gave the charge last time and presented a Power Point presentation
- Assignments from last meeting:
  Lead writer of document – Karen Stills
  Editor – Jenny Hevel
  Provide data to Karen – Teresa Isbell & Institutional Research
  Website development – Monty Francis & Kathy Acosta

A preliminary meeting with Marketing has taken place and they are in the process of creating a shell for the website so at least the minutes can be posted so the college community knows what is going on with the committee.

Minutes – Kerri Smith (others might take over later)

Discussion of Phase II
Establishing Institutional Framework:
  Step 6 – Formal Requirements
  Step 7 – Informal Expectations
  Step 8 – Philosophical Underpinnings
  Step 9 – Mission Statement

Step 6 – Formal Requirements
- These are the legal constraints within which ECC must function.
- They are what you have to do and cannot do by law.

Becky – The handouts we gave out contain different worksheets. Dr. Crawford, Dr. Adames, Monty and I did worksheets 1-4 already, so we need to start working on worksheet 5. We will fill out the mandate, source, category, summary and impact.

Jermain – Is this to get students in school or keep students in?
Becky – Both, this document is to assist Karen in writing the EM document.
Phil – How does this relate to our capacity? Is it how many students the building can hold? Or how many hours the students take? It's a totally different thing if we have more full-time students versus part-time students.
Monty – I was surprised by the number of full-time students we have. Our total capacity for the building is 12,500 and we currently have 11,100.
Karen – Do you want us to do this worksheet individually or as a group?
Becky – Why don’t we do one together as a group for an example.

**Worksheet 5**

Jermain took notes on the wipe board of examples:

<table>
<thead>
<tr>
<th>Mandate</th>
<th>Source</th>
<th>Category</th>
<th>Summary</th>
<th>Impact</th>
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<tbody>
<tr>
<td>TSI</td>
<td>Coord. Board</td>
<td>Placement</td>
<td>State mandate for</td>
<td>Enrollment types</td>
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<td></td>
<td>Courses</td>
<td>eligibility in college</td>
<td>Rate of completion/success</td>
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<td>Instruction</td>
<td>level courses</td>
<td>Developmental Ed.</td>
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<td>Curriculum design</td>
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<td>Financial aid</td>
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<td>Student services offerings</td>
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<td>Resource allocation</td>
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<td>Professional development</td>
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<tr>
<td>Integrated Reading &amp; Writing</td>
<td>Coord. Board</td>
<td>Devel. Ed.</td>
<td>Integrated reading &amp; writing at highest levels</td>
<td>Teaching assignments</td>
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<td>Credentials</td>
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<td>Curriculum</td>
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<td>Enrollment – contact hrs.</td>
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<td>Speed students go through</td>
</tr>
</tbody>
</table>

Phil – TSI can be waived for veterans, but should it be waived?
Jermain – We can’t say that they shouldn’t take that exemption, but we may encourage that.
Jennie – We need to look at the college as a whole and include CE.
Monty – While doing these worksheets, we may see that the impacts are similar.
Pam – I could use some of these same impacts for Financial Aid.
Becky – Let’s take about ten minutes for you to work on this worksheet as it applies to your areas.
Kathy – Do we take these back to our teams for their input as well?
Becky – Yes definitely. We will collect these next week at SWOT analysis.
Karen – We need to talk in board terms for the final document and can’t include all of these tiny details.

We need to use the sample document that was passed around last week, the Gateway document.
Becky – I will send everyone the Gateway document as reference.
Step 7 – Informal Requirements
- Types of expectations, not legally binding, that have a significant impact on ECC
- Social and cultural expectations that shape the student body

Becky – An example of an informal requirement would be making employees and students wear ID Badges, which is mandated by ECC.

Phil – We need to talk about growth restrictions and barriers.

Karen – ECC doesn’t have a very long list of things that we dictate the student have to do. A few examples of those requirements are wearing ID badges and going to orientation.

Jermain – There are a number of variables and we need to know if it’s DCCCD or ECC.

Karen – Students don’t do optional very often. Maybe we need to give the students less options and suggested routes or pathways.

Lisa – Is this just what the students do or is it some of our processes?

Don – It’s things we come up with on our own for ECC.

Jennie – One example of CE restrictions would be room availability. Some students want Friday, Saturday, Sunday classes, but we can’t offer those due to room or building restrictions. We are not able to offer some classes after 5 pm. CE has to look at other variables.

Worksheet 6 will be due Wednesday.

Step 8 – Philosophical Underpinnings
- Are our decisions made in harmony with our core values and beliefs?

Becky – We are not asking anyone to make changes to our values or beliefs, but can some of them be tweaked or changed a little bit? We need to look at the Strategic Plan and see what needs to stay the same and what need to be changed. We also need to look and decide if we need to get rid of some. But, we are under a time restriction to get this document vetted so we may not have time to change anything right now.

Worksheet 7:
1) As an organization, what do we believe?
2) As an organization, what do we value?
3) Define each core belief and value statement.

Step 9 – Mission Statement
- Is our current missions statement, “Changing lives through higher education,” one we want to keep?

Becky – Why is our current mission statement appropriate or not appropriate? List reasons that are short concise statements.

*Meeting was adjourned

*Important Dates:
November 14 – SWOT Analysis w/facilitators Iris Freemon & Adrienne Thompson
9:00 am – Noon
B-274