



CEMC MEETING MINUTES

Friday, September 25, 2020 | 10:30 a.m. | via Zoom

Meeting Minutes

LPC Mission Statement

Las Positas College is an inclusive, learning-centered, equity-focused environment that offers educational opportunities and support for completion of students' transfer, degree, and career-technical goals while promoting lifelong learning.

LPC Planning Priorities

- ❖ Implement the integration of all ACCJC standards throughout campus structure and processes.
- ❖ Establish a knowledge base and an appreciation for equity; create a sense of urgency about moving toward equity; institutionalize equity in decision-making, assessment, and accountability; and build capacity to resolve inequities.
- ❖ Increase student success and completion through change in college practices and processes: coordinating needed academic support, removing barriers, and supporting focused professional development across the campus.
- ❖ Coordinate resources and provide professional development for effective online instruction and remote delivery of student support services and college processes to advance equitable student outcomes.

College Enrollment Mgmt. Committee

Members Present (voting):

Jeremiah Bodnar (voting)
Rajeev Chopra (voting)
Nan Ho (voting)
Stuart McElderry (voting)
Thomas Orf (Co-Chair)
Sarah Thompson (voting)
Kristina Whalen (Co-Chair)

Members Present (non-voting):

Erick Bell
Dyrell Foster
LaVaughn Hart
Amy Mattern
Carolyn Scott

Members Absent:

William Garcia
Andrea Migliaccio
Anette Raichbart
Rajinder Samra
Tamica Ward (voting)

Guests:

Theresa Rowland
Craig Kutil

1. Call to Order

Dr. Orf called the meeting to order at 10:32 a.m.

2. Review and Approval of Agenda

Committee approved the agenda (McElderry/Ho) with the removal of item 6 – Divisional Analysis

3. Review and Approval of Minutes of September 11, 2020

Committee approved minutes (Ho/Whalen); with one abstention

4. Latest Numbers

Ms. Hart reporting: Enrollment report – data as of September 21; we are down about 11.5% for fall semester and 6.42% down for the year down. Comparison (with previous years) of drops was discussed (including census) – it's pretty significant.

Fall 20 as of 9/21/2020

FTES	2,798.75
FTEF	194.77
WSCH/FTEF	443.98
FTES/FTEF	14.37
Fill rate	84.80%
# of Pri Sec	807
	-11.51%

5. Information from the District

Dr. Orf: Background – Chabot ran data for spring semester based on classes they had, assuming a 100 percent fill rate, seeing if they could hit target. The answer was no. Ms. Hart was asked to run some similar scenarios for LPC, looking at different fill rates. We are basically in the same boat. Fall semester pretty much killed us. Because we are down, we obviously have to cut.

Received a call from Tom Dewitt and Chabot would like to do some cuts right now, but they want LPC to join them. Dewitt is thinking we cut 4% to the spring schedule now. We give back now and are hopefully remembered (by the Chancellor) at a later date. We consider productivity but look at the following types of courses to cut: heavy in the GenEd area, low productivity courses (not required in programs), multiple of same courses, etc. Our cut would be 32-33 courses. To do this we would turn it over to the deans to come up with lists of first, second, and third tiers with at least 30 courses. Then deans would meet with the VPs to decide from there (some disciplines will give more than others). This would have to be done quickly (deadline for sending a list of classes on the schedule to the designer is September 30).

Do we join with Chabot? We need to decide today because this has to be taken to the FA Executive Board.

DISCUSSION (Some comments):

- This will push into next year's cuts
- 4% was arbitrarily chosen. It translates into about 32, 3-credit hour courses
- We need more time to look at the data to strategically make a decision
- Maybe we should go into spring with the schedule we have now and see what the students do; give students a chance to show up;
- If Chabot is down further maybe they need to cut more
- If we don't do this now, we will have very drastic cuts later
- Let's make our decision on our priority, our mission. What's our strategy and what do our students need? Look at this instead of an arbitrary number.
- Look at analysis of students: "ghosts" students who abandon the course. There's a large percentage of students who aren't contributing enough to succeed in the class. Students are trying to participate but not enough to be successful. Focus on retention.
- Online environment gives us more flexibility to keep things on the schedule; we can put students in other sections.
- No matter how much you encourage students in courses that are cut, you will almost never get 100% into another section, unless you do merging of asynchronous classes. The in-reach is very labor intensive to get students re-enrolled in alternatives.
- Look at normal cancellation percentages, and make some sort of assumption.
- Can also use things like "if we only filled so many courses in fall semester and they didn't fill, is it likely we'll fill them in spring."
- DEMC dashboard – datapoint – capacity at each campus. We took down our capacity more than Chabot.
- Reduce 2% from last spring's offerings for both campuses
- Identify an objective (what we're trying to achieve) – we need to clearly answer this
- If FA wants to look specifically at spring at 4% across the board, it is more a question of the "entire academic year" where LPC's Fall trimmed schedule is much more in evidence. Maybe the conversation is X% across F20 and Sp21.

Dr. Orf will take what was discussed to the FA board. We will not make a decision to move forward with the original idea at this time.

6. **Spring Schedule – Early Marketing & Outreach**

We've been working to improve the way we and students see the schedule. We have a very long and involved section number notation system. One agreement is to temporarily suspend it and for spring, help students understand the schedule by including in the printed schedule and website section notations (A01, S01, B01, H01) asynchronous, synchronous, both, a combo or hybrid (explanations of what terms means, arrows, etc). This is to help students figured out how to read their schedules so they don't show up at the wrong times and get dropped.

Improvements/concerns/comments from committee:

- For asynchronous language “no need to meet with instructor...” consider changing because there are times that they will meet with instructor and other students.
- It would be great if there could be a hyperlink right in the schedule for that specific class, taking you to an indication of what’s meant. This would more likely be used, than if it was in a separate place in the schedule which might not be seen.
- Also, fix the sentence “Students are not required to go to the college.”
- Working with IT to see if students can search – will report back at next meeting
- In online schedule email next to faculty names might not be possible.

7. Good of the Order

None

8. Adjournment: 12:00 p.m.

9. Next meeting: October 9, 2020