



CEMC MEETING MINUTES

Friday, October 22, 2021 | 10:30 a.m. | via Zoom

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

- ❖ 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.

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
Amy Mattern
Andrea Migliaccio
Anette Raichbart
Rajinder Samra
Tamica Ward (voting)
Jeanne Wilson

Classified Senate: Aubrie Ross

Members Absent:

Carolyn Scott

Guests:

Heike Gecox, Theresa Rowland, Estella Sanchez, Anne Kennedy, Helena Cruz, Craig Kutil

Meeting Minutes

1. Call to Order

Dr. Orf called the meeting to order at 10:30 a.m.

2. Review and Approval of Agenda

Committee members approved the agenda (McElderry/Ho)

3. Review and Approval of Minutes of October 8, 2021

Committee members approved minutes (McElderry/Whalen), with one abstention.

4. Latest Numbers

Dr. Orf reporting: We are pretty much at the same amount; not much movement. Not expecting numbers to change much more. Will run the data less often.

Fall 21 as of 10/18/2021

FTES 2517.77

FTEF 190.05

WSCH/FTEF 407.70

FTES/FTEF 13.24

Fill rate 77.80%

of Pri Sec 779

-10.04%

5. Report from the DEMC-continue our discussion

Dr. Orf: Results shared from running different numbers on a blank allocation sheet with formulas.

One scenario was that we advocate for hold-harmless on us, putting forward the target 9534 FTES, which is an LPC target of 6955 FTES (which we did not come near). So our allocation would be around 438.9 FTEF. We also did a couple more scenarios, one at six percent reduction which would be 8,962 FTES, LPC target of 6,538, with 412.7 FTEF. A three percent reduction would put us around 9,248 FTES, LPC target 6.746 FTES, 425.8 FTEF.

The committee engaged in a discussion. Some comments below.

- We've leveraged a lot of CARES money for several items (roughly about \$2 million every year); it will run out before the deadline of September 2023. Then we'll have to find ways to absorb the costs into the general fund. The new BAM could cost us even more money. So whatever commitments we make now, we're going to have to pay with money we may not have.
- CAREs funding is not something that can bail us out of a deficit
- There's a very slim chance that a new BAM will be formed (nothing set in stone)
- Keep in mind that there should be some transitional funding to both colleges
- We just did 3 and 6 percent scenarios but could do others as well.

- If numbers are run for spring some of them will most likely be off because the loads have to be manually adjusted.
- Maybe we keep the targets a little high and adjust if needed.
- We know we are not going to make scenario one (hold harmless)
- Are we trying to achieve a schedule that reflects our actual enrollments, or a schedule that protects what we have in the district budget allocation model?
- We are trying to create a scenario that doesn't stretch the bounds of reasonability but allows us to function with resources that we think we can manage.
- The FA will be advocating for temporary lower caps which will put added pressure on the schedule as well.
- When we cut classes do we really always lose students, or do we just think so?
- With so many courses now online, it will be easier for them to take classes elsewhere than it was pre-pandemic
- If some classes go away, especially those needed for transfer students, then yes, they go somewhere else to find these classes.
- When we supply a discipline plan that is not attainable and really hasn't been over the years, it's really hard to make an argument that it is a true discipline plan.
- Close to 3% reductions can be achieved by normal cancellation process and unscheduled FTE...; Can we bring Chabot on board with this starting point of 3%?
- Maybe we could look at the 3 percent reduction so we can at least have a range when we're in DEMC talks.

6. Template for Discipline Plans

The template was shared with the committee. It's the same one used before with the three-year averages. Do we think looking at the three-year averages will be helpful? Is it helpful to fold in this year's enrollment into the three-year averages or what other data points will be helpful?

Comments:

- It depends.
- It might give us a better representation on what to expect.
- We could include the pre-pandemic 3-year average and the percentage difference in pandemic; maybe even with a notation/reminder of the lower caps in the MOU.
- Folding the recent data into the three-year average has the advantage of keeping the current troubles represented in the average, but also doesn't over-represent the most recent data.
- Also we had discussed adding an actual enrollment column for the same semester for the same course in this sheet.
- We should use the current three-year average and right below it list the years and let people do what they want to do with that information.
- For the future:
 - We should think about incorporating other data. Take into account the other part this committee is charged with: to create discipline plans and schedules that promote access, success, and equity, and guided pathways. So when program coordinators put together discipline plans it's not just about productivity, but it's about students and how they need to pathway through the program.

- There needs to be more than the discipline plan as a training platform for new coordinators. Building into the discipline plan is great because more data is better. Adding a handbook or a series of trainings or something to give the broad range of people with very broad backgrounds more of an ability and set of skills to manage could have a big effect on the process as a whole.

7. Overview of Spring 22 Offerings

The Spring 2022 Date spreadsheet was shared. Dr. Whalen reviewed the methodology used for spring 2022 offerings. We have 678 primary sections that are offered on campus in person and 273 asynchronous sections. There are only 16 combo class sections and 67 synchronous sections. The end results is that we hit our mark of being between 60-65 percent of our courses in person.

8. Enrollment Efforts

Dr. Whalen: We want to have a little brainstorming discussion about how we might use the monies we have to fund marketing and outreach. We have about \$600K for this college to increase enrollment. Outreach specialist Anne Kennedy and Helena Cruz contribute:

- Web presence: More video tours of programs
 - CTE programs, general outreach, virtual tours, 360 degree tours
 - Explaining the enrollment process
- Hire a marketing person for LPC (director, contractor) to come up with strategies
 - Social media (advertising, boost events)
 - Help with other areas

There's also an effort to kick off a credit supplement or acceleration and recovery program with our high school partners. This has been talked about for two and a half years but fell to COVID last year. Our first department to create a high school level class was the math department (flyer shared). They created geometry but we haven't been able to successfully offer it. But this will be the year! Our partners in Dublin think they have many students that will be interested. We hope to share out the flyer at the beginning of November. We are hoping the parents will fill out the interest form so we'll know how large our audience will be. It'll also give us their contact info so we can assist them in the process. Dublin will buy the geometry textbooks for their students. If needed we will reach out to Livermore and Pleasanton as well.

9. Good of the Order

Dr. Wilson: We finished all the interviews and are excited to have the Outreach Specialist for Student Services come onboard in November. They will be approved on the November Board.

Adjournment: 12:10pm