

SANTIAGO CANYON COLLEGE

**EMC Subcommittee Review of Goal 2**

Barbara Sproat, Frank Rivera, Miguel Luna, and Ruth Babeshoff met on March 4, 2019 to review Goal #2. The results of the meeting are provided in the DRAFT REVISION below.

***DRAFT REVISION***

**Recommendations:**

1. Add SCC Foundation to Goal 2 to read as follows:

*Goal 2: Collaborate with Outreach, the Marketing Task Force, Academic Affairs, Student Services, **the SCC Foundation**, and local community-based organizations to increase the presence and visibility of SCC in the community.*

2. Under Strategy 2a – Provide a list of community based organizations
3. Under Benchmark 2b – Identify “point of contact,” preferably a Public Information Officer (PIO) for SCC
4. Under Responsible Party 2c, add SCC President’s Cabinet and Administrative Services to the list
5. Under Benchmark 2c – Secure documentation from Marketing Task Force, SCC President’s Cabinet, and Administrative Services
6. Action – Recommend that we ask all groups, regarding their use of “branding tools,” what could be done to encourage usage.
7. Action – Through an established point of contact, preferably a Public Information Officer (PIO), collaborate and map all marketing and advertising activities.
8. Action – Secure any reports that address “satisfaction” in Strategy 5

### **Goal # 3 - EMC Subcommittee**

Rudy Carrion, Elizabeth Arteaga, Jorge Saucedo-Daniel, Aaron Voelcker

Goal #3: Utilize data to inform and make recommendations to provide course offerings that are reflective of student demand, industry demand, and enrollment goals.

- 3a. Identify measurements that reflect the efficacy of the schedule to meet student and industry demand.
  - ? Add department chairs under responsible party
- 3b. Determine what data are required to fully identify student and industry demand.
  - ? Add department chairs under responsible party
- 3c. Examine data to provide recommendations to optimize course offerings based on demand
- 3d. Analyze the impact of recommendations on measures of success, retention, persistence, and goal completion.
- 3e. No proposed change

The following are suggested questions to be considered by the responsible parties when carrying out the prescribed strategies for Goal 3.

#### **Questions for 3a –**

- ? What programs/skills are students and industry demanding?
- ? What courses/programs are consistently over capacity? Vice versa – are low enrolled/low completers?

#### **Questions for 3b – revolving around AB 705**

- ? Examine success/completion of transferable math courses (105, 140, 203, 219, 171 (this course is combo of math 160+170) by segregating HS students attempting course first time w/out having our math 080 **VS** those students successfully completing our math 080 or another college's equivalent of math 080.
- ? Examine success and completion of English 100 for first time freshmen attempting course. (note: this course intended for students that did not earn HS GPA of at least 2.6) Note #2 – traditionally, students would have taken engl N50 or N60 or 061.
- ? What new industry/employers are growing in our service area and what staffing/skills needs are they needing?

## EMC Subcommittee Review of Goal 5

Lori Fasbinder, Leonor Aguilera, Sergio Rodriguez, and Joe Dueñez met on March 5, 2019 to review Goal #5. The results of the meeting are provided in the DRAFT REVISION below.

### ***DRAFT REVISION***

#### Goal #5:

9. Modify verbiage to say:
  - a. Identify the equity gaps amongst disproportionately impacted students and utilize the College's data from the Student Equity Plan, program reviews and other resources to implement strategies that will decrease those gaps.

#### Recommendations:

1. Examine data of the Student Equity & Achievement Plan to disproportionately impacted students.
2. Identify metrics needing improvement, i.e., the gaps.
3. Analyze the synergetic relationship of student services programs.
4. Asses how Guided Pathways will be individualized per disproportionately impacted students gaps.

#### Support:

1. We have a state-recognized Student Equity & Achievement Plan (S.E.A.P.)
2. Program Reviews as required.
3. Review Guided Pathways Plan as it is being developed.

## EMC Subcommittee Review of Goal 6

DRAFT (3/11/19)

Enrollment Management Committee (EMC)

Action Plan

Goal 6 – To provide recommendations that ensure a balance between comprehensive, high-quality course offerings and fiscally responsible practices.

Recommendations:

#1. Through collegial consultation between the Dean, Department Chair, and Program faculty, decisions regarding the practice of managing course offerings, including additions or cancellations, may consider any or all of the following:

- Program or course genesis and development
- Program/course/section enrollment including averaging by course or program
- Program pathway completion needs
- Regional employment and wage impact
- Capstone, gateway or single course offerings and/or semester frequency
- Balancing distribution of course offerings meeting general education, major, or other student goals' requirements
- Estimate the impact of course cancellations on other courses and disciplines and determine program needs when they are interdisciplinary
- Impact of students leaving SCC for other colleges when critical program sections are cancelled
- Impact of total FTES loss combined due to course cancellations
- Impact of saved FTEF (LHE) combined due to course cancellations

#2 Through collegial consultation between the Dean, Department Chair, and Program faculty, each program should consider developing a timeline for making course offering and cancelation decisions and consider the following factors:

- Program history/student trends
- Possibly converting lower enrolled classes to delayed course start dates

- Adding additional course sections when wait lists grow large or develop early

#3. Study the following to determine effectiveness/efficiency of enrollment management strategies:

- Impact of combined college-wide FTES loss when classes are cancelled
- Impact of combined saved FTEF (LHE) when classes are cancelled
- Impact on loss of student enrollment due to cancelled classes (e.g., do students leave altogether and/or go elsewhere?)
- Impact on growth of FTES due to opening additional sections when wait lists are long
- Institutional revenues and costs per class beyond FTES and FTEF