



**NOTES – ENROLLMENT MANAGEMENT
JULY 26, 2018**

Present: J. Anaya, J. Aramburo, T. Hazell, L. Justice, A. Leible, R. Miyashiro, D. Mussaw, S. Nilles, G. Perez, J. Shankweiler, J. Sims, J. Smotherman

Other guests: C. Jimenez

I. INFORMATION

- A. Notes of 6/14/18: Approved as written.

The work teams that were formed (payments, duplicates, and prerequisites) will provide an update at the next meeting.

II. DISCUSSION/ACTION

- A. Enrollment Trends Report:

Summer enrollment: Summer is near completion at 1,768 FTES. Between 25-30 additional FTES will be received after positive attendance is counted. The goal for summer was 1,900 FTES although the College was behind by 132 FTES. Comparable to last year, there was an increase in the number of sections and a slightly higher fill rate. The change in start dates helped the four-year college students. Torrance Unified School District will start before Labor Day beginning the 2019-2010 academic year.

Fall enrollment: Fall is currently at 6,379 FTES which is 162 FTES below from last year. 988 students were dropped for non-payment. Deans have not cancelled low enrolled classes yet.

- B. Faculty & FTES: D. Mussaw provided an overview of credit FTES revenue earned by the District. The overview provided headcount of full-time and part-time faculty, and breakdown of sections, courses, and divisions. The college received \$97 million for credit FTES. The total revenue was \$114 million for basic allocation and categorical funds.

At the next meeting, the following will be discussed: (1) 320 report and exhibit C (breakdown of funding amounts); (2) Fall 2017 Teacher Load Summary (the productivity ratios that is used for WSCHFTE, FTES, FTEF, which shows if the College maximizes its efforts in scheduling).

- C. Enrollment Headcount Tracker: J. Smotherman provided an overview on headcount tracking based on fall semesters from 2012-2018 by providing information on: (1) student headcount; (2) headcount change; (3) census headcount; (4) census change; (5) headcount difference (6) average course enrollment; (7) average term units; (8) average res FTES; and (9) res FTES change. Goal is to make the connection of headcount to make FTES goals.

It was requested to run the report the day after class starts and day after census. J. Sims requested a similar report for Math to compare averages.

- D. Strategies – Increase Retention Prior to Census: Need to find strategies to ensure faculty have tutoring maps on the first day of class so students know where tutoring is available and support program applications for students to receive help quicker.
- E. Strategies – Increase Access via Programming: Need to find strategies in providing a list of accolades for faculty including degrees, research, specialty, activities in the community (locally and nationally). It would be helpful to have this information easily accessible for students. The catalog provides a list of where the faculty member attended school and discipline he/she teaches. Faculty bios are not included although some faculty include that information on their webpage. It was suggested to provide a template all faculty can use to create a webpage. Another strategy is to provide videos on major and career fields (it has been done by CTE, Paralegal Program, and Strong Workforce).
- F. Drop for Non-Payment Format: Questions for reformatting the drop for non-payment process:
- (1) What are the goals and outcomes we want to accomplish for drop for nonpayment? Tuition and fees owed by students that did not pay (Accounts Receivable). It was \$9 million before we started dropping for non-payment.
 - (2) Open seats for students that do not attend?
This is an ongoing issue. There was a time when it was difficult for students to get classes.
 - (3) How long does the process take?
It takes ITS five hours to run the drop list. To protect? 3-4 days + weekend.
 - (4) What are the types of messages sent before and after drop for non-payment?
Before the drop, students receive an email. After the drop, there is an automatic default email advising students they have been dropped and need to re-enroll. Fiscal Services sends an email to students who owe money after the drop is counted. Some programs contact students by phone. [It was noted that some emails are going directly into junk mail possibly due to the mass emails being sent at one time from the College. A new product called Regroup will be instituted beginning in September. It has written agreements with Microsoft, Gmail and Yahoo. Regroup has the ability to send to multiple email addresses plus text.]
 - (5) Auto enroll from the wait list?
The settings have not been updated. Academic divisions are in the process of being trained on reconfiguration of class sections. The waitlist is put on hold, the drop list is downloaded, and waitlist is reinstated. Students on the waitlist that meet the requirements can move into the seats that are open.
 - (6) What would help students meet payment obligations?
A deposit or payment plan would be helpful. If student owes money for nonpayment, all classes are dropped. How can it be fixed so they are not dropped from all classes?
A. Leible suggested to develop a filter based on a percentage. ITS is preparing to rewrite financial aid and finance modules that are placed on student accounts, program codes etc. Any changes need to be communicated to students. The catalog and schedule states students will be dropped from *all* classes for non-payment. Faculty must drop for no-shows and not hold seats for students who do not plan to attend the class.

III. OTHER

IV. Next Meeting: 8/9/18; 1:00-2:00 p.m.; Lib 202.