Enrollment Management Breakout Session Notes

Monday August 21, 2012 - 3 pm to 5 pm

TOP 3 -Group 1:

1. Required counseling sessions and mandatory educational plans linked to priority registration. (w/more counselors)
2. Concurrent enrollment reduction.
3. Examine reassigned time

TOP 3-Group 2:

1. Not allow high school students to make up units here.
2. Limit the number of degrees a student can earn at LMC.
3. Possible reduction/eliminating lower rungs (classes) in D.E. department.

TOP 3-Group 3:

1. What is LMC’s commitment to being comprehensive? Create better more tightly woven learning communities on campus. A first year experience-combine/collaborate/consolidate.
2. How many levels below D.E. do we want to go?
3. Look at and study the successful programs/units on campus to see how we can do this across campus.

TOP 3 – Group 4:

1. Faculty/Classified/Management support groups for PROP 30 and parcel tax
2. Priority enrollment registration with educational plan and for those who have gone through matriculation and have a major. De-prioritize without an educational plan.
3. High School enrollment tightened. College students come first.

Brainstorming Notes

Question #1

* Not allow high school students enrollment (need high school impact #’s).
* Not allow non-transfer level high school enrollment
* No basic skills and remediation for high school students
* Student with high unit completion get lower priority – (life-long learners)
* Enrollment priorities based on “college success by course completion; and those with educational plans.
* How many levels below D.E. do we want to go?
* Prioritize D.E.
* College students should come first – tighten reins of High School student enrollment.
* Priority enrollment w/ed. plans and majors and those who have gone through matriculation/de-prioritize w/o ed. plan.
* De-prioritize concurrent enrollment
* Identify high enrollment courses that student’s aren’t using for credit and move to community education.
* What level of DE should be re-directed?
* Possible community based courses
* Reducing priority enrollment for high unit students
* Priority for successful students (grades, persistence, equity?)
* Re-visit probationary policy
* Look at 18 unit GE requirement. Program savings.
* Not allowing high school students to make up units – possible savings
* LMC CTE REQ’s and for certificate of achievement
* Look at possibility of reducing/eliminating lower rungs (classes) in DE department.
* Rank/model according to SRJC guide
* College worthy ready vs college able
* Limit the number of degree’s a student can earn
* Encourage faculty at higher pay grades to retire or take a pay cut (voluntary)
* Required counseling sessions and mandatory ed. plans linked to priority registration. (more counselors)
* Concurrent enrollment reduced
* Examine re-assigned time

Question #2

* What is our commitment to being comprehensive?
* Theme based planning.
* Create better and more tightly woven learning communities across the campus.
* First year experience. Learning community. Combine, collaborate and consolidate.
* Too many small programs that do similar things. Work together. i.e., Punte; Umoja.
* Combine courses similar to the Career Advancement Academy style.
* Study the successful programs to see how we can do this across the campus.
* Maybe non-successful programs shouldn’t be kept.
* Cut some sports that our sister colleges have the same. Consolidate sports district wide.
* Cut out all levels below Math 25.
* Infuse lower level math into curriculum. (especially for CTE sections)
* Keep as much of each unit/program that is possible – not to decimiate. Use different modalities.
* Have some courses as a community service choice
* Are there some things we can do without temporarily?
* Lower unit levels – re-write COOR to variable unit where possible.
* Success is better than failure – integrate disciplines for success and infuse basic skills into GE courses.
* Design curriculum to accelerate completion and success where possible.
* “Summer Bridge Academy” – “Assessment Testing” preparation style.
* Credit-by-exam is needed – more.
* Do we have artificial demand for courses? Look at data
* Data about emerging careers and local industry needed.
* Longitudinal tracking of enrollment – look at and prevent bottlenecks. i.e. – prerequisites
* Look at/predict AA-T needs
* Eliminate/modify summer to include CORE courses
* MW/TTH blocks, shorter semesters
* Acceleration (DE)
* Cohort-based programs (70-80%)
* Non-path programs/courses (20-30%)
* Feeder courses to programs (i.e. nursing)
* Data driven decisions, meet the needs
* Web-advisor-- track hits

Question #3

* Look at success rates/completion of cohorts
* Open class max discussions
* Predicting future student service needs
* Survey of student (SENSE) engagement will provide data about student experience and usage of services.
* Partnering between services/program
* Prioritize some courses for majors
* Required counseling sessions, ed. plan, so students know/understand pathway
* Mentoring
* Counseling- department coordination
* More counseling
* Re-entry support/program
* Setting standard for scalability (cohort-based program)

Question #4

* Faculty/classified/management support groups for Prop 30 & parcel tax
* Eliminate District Office
* Re-assigned time reviewed
* 16 week calendar – block schedule
* District vs. college cuts
* Initiate a 4 day work week
* No instructor overloads
* Dramatic decrease of DE
* Reconsider Athletics