



Chabot-Las Positas Community College District

Chancellor's Council

Tuesday, April 11, 2023

3:00 – 4:30 p.m.

ConferZoom

Meeting Minutes

Present: Ron Gerhard, Miguel Colon, Dave Fouquet, Joel Gagnon, Heather Hernandez, Aubrie Ross (for Jean O'Neil-Opipari), Matt Kritscher (for Susan Sperling), Sarah Thompson, Rachel Ugale, Chasity Whiteside

Guests: Theresa Fleischer Rowland, Bruce Griffin, Maisha Jameson, Owen Letcher, Jonah Nicholas, Dionicia Ramos, David Rodriguez, Rajinder Samra, Melinda Trammell, Rachel Tupper-Eoff, Kristen Whittaker

Chancellor Ron Gerhard called the meeting to order at 3:01 p.m.

I. Review and Approval of Agenda

The agenda was approved as presented. **(Gagnon/Colon) All in favor.**

II. Review and Approval of the March 14, 2023 Meeting Minutes

There was a motion to approve the March 14, 2023 meeting minutes with an amendment on page 4 by adding, "10 hours a week for key personnel," after the mention of a 50% dedicated administrator. **(Gagnon/Thompson) Ross abstained.**

III. Enrollment Assessment Project Discussion

RGerhard presented a [student enrollment funnel](#) and tracking the student experience graphic. This was put together in light of council's discussion and it incorporates all of the open-ended questions and feedback. Sarah Thompson asked that we call this something other than enrollment management and it could easily be interpreted as matriculation management. RGerhard stated that it is more than matriculation. We are talking about new student from prospect through matriculating. Bruce Griffin suggested recruitment, registration, and retention (3Rs). The graphic represents:

Recruitment and Retention

Concept: Strategic efforts to coordinate services and operations to identify and support students holistically throughout the student journey. This includes recruitment, enrollment, retention, completion, and belonging.

Operational process: Deliberate integration of organizational alignment (college/district) of all services and efforts coordinated to be student-centric, with the goal of increasing the conversion rate through each stage of the enrollment funnel.

With that foundation or concepts in mind, the graphic depicts each phase.

Prospect - A prospect is anyone that may attend our colleges in the future but has not yet applied.

Awareness needs to be received through:

- Campus Tours
- Outreach from college staff (events on campus and in the community, work with K-12 staff, etc..)
- Campaigns: Specific to an outcome within the strategy. Example: We will have 10% increase on campus tours from prospective students.
- Marketing/Branding/Public Relations: General awareness and enrollment campaigns
- Sense of belonging: Support services, affinity groups, and other student experiences
- Resources/Tools: Advertising, Digital/Print Assets, Communication Plans, Service Areas, CRM, etc.

Inquiry - When a prospective student engages with our colleges through various contact points. This include anyone taking a deliberate action to come to get more information directly from our campuses.

- Source: Campus visit, FAFSA application, emails, calls, attend an event, respond to communications/ads, or meeting with college staff.
- Marketing/Branding: Diving deeper from information received to customize messaging to target audiences.
- Sense of belonging: Support services, affinity groups, and other student experiences
- Resources/Tools: CRM, Call Centers, Mentors, Outreach, Student Ambassadors, ITS, Services Areas, Marketing Campaigns, etc.

Applicant - A student who completed and submitted application through CCC Apply but is not yet enrolled.

- Further details on the students' specific educational goals, program of study, other information.
- Communications/Marketing: Clearly communicate a call to action for the next stage of the funnel. Program details, mapped programs, course information, readiness to enroll.
- Sense of belonging: Support services, affinity groups, and other student experiences

- Welcome and Onboarding: Orientation, W #, testing, placement, Sep-C, campus visit, financial aid information.
- Resources/Tools: Academics, Counselors, Service Areas, PRMG, CRM, etc.

Enrolled – An applicant has registered for a class and stays enrolled.

- Access to classes and appropriate course planning or exploration of majors/programs if undecided.
- Sense of Belonging: Experiences, services, programs, clubs, support, mentors, etc.
- Resources/Tools: Curriculum mapping, Catalog, Financial Aid, Facilities, Services, ITS, CRM, MyPortal, etc.

SThompson asked what the chart is for. Will we start setting targets for the separate areas? RGerhard stated that the point of the graphic is to have a vision of the student journey from inquiry, through application, through enrolling in classes, and then a matriculating student ultimately getting on a pathway to completion of their declared goal. Linking it to the Kennedy & Company report, we know that there are hurdles at each point of this student journey, where students stop out or disengage. We will get into what those reasons are, but ultimately this graphic leads to how do we better construct a student experience so we do not lose a student on this journey. SThompson stated that this is nothing new. Is this being used as a base model to identify problems that Kennedy & Co affirmed? RGerhard stated yes, and so much more. The first thing that Kennedy identify is there is not a collegewide, districtwide, clear comprehension of the student journey. Having something that clearly articulates the points in the process and tying it to actions and accountability of who is responsible for what is needed.

Miguel Colon stated we have not addressed why do prospective students want to come here. The vast majority of our outreach efforts is transfer. We have not given enough thought on why students want to come to us in the first place or why they should. We have not targeted these other groups that we may potentially have greater success getting to a clearer why. RGerhard stated that this is a flowchart type of graphic. The question would be: Is the value proposition conveyed or presented to students when they are a prospect? For example, if a student in the community has an interest in welding, is that embedded in the inquiry of Chabot's welding program. Is the delivery of that value proposition sufficient within the inquiry period? MColon stated it is not because the use of word community is outreach focused on K-12. What efforts of our outreach efforts are not focused on K-12? We have to be very specific in defining community beyond K-12 and how we engage with them.

Joel Gagnon starts to see potential outcomes where the upside-down triangle become more of a trapezoid. The bottom becomes fatter because of the work that we are doing. For example, because of Ellucian Advise, we will know more who are our applicants and in knowing that, we can convert a higher rate of those applicants to enrollment. With this funnel, we can see many of the projects we are using to lose less.

RGerhard stated that he used internal data and information from data mart for spring 2022 as an example. In spring of 2022, we had 9,572 new student applications submitted through CCC Apply. Of those applications, we had 2,052 of those register as first-time students, which is a conversion rate of 21%. Our total student headcount was about 17,006 students. Looking at the data, we know that we are losing students through this funnel. The question becomes how are we going to eliminate those barriers so that we do not lose 79% of those that applied.

Dave Fouquet asked what the typical registration rate would be for other districts. RGerhard stated that on Cal-PASS Plus website, they have a graphic that look at an annualized number. Based upon their data, our conversion is about 43% (2021 data). RSamra stated that there is a lot of different student types. What was presented at the last council was first time applicants, which is a pretty good indicator in terms of how well we are doing compared to other districts.

David Rodriguez asked if we have the resources to be able to bring in those students and remove those obstacles. Do we know if they are making decisions on what their schedules look like, based on their life responsibilities, and choosing to opt out?

Matriculating/Continuing Student - Any student that has been enrolled in any prior semester. Continuing, returning, transfer (from another district college), etc.

- Sense of belonging: Services, programs, clubs, support, mentors, etc.
- Campaigns: Specific to an outcome within the strategy - retention and completion. Could also include reaching out to prior students who never finished
- Resources/Tools: Academics, Support Services, Financial Aid, Career Services/transfer, CRM, MyPortal, ITS, etc.

Goal: Completion/transfer/continued career goals

RGerhard asked where we see gaps within this graphic, and possibly an hour glass may be more appropriate. One thing that Kennedy pointed out, we have some number of students that do not reach out to counseling. There are students that do not reach out to financial aid, thinking they are not eligible. What other things, that we are not seeing, are a gap?

SThompson stated this is very focused on student support. When we look at retention, it has a lot to do with academics. We have to pay particular attention to the attrition we are having due to AB 1705. We could have the best plan in the world, but if the academics do not go well, we will not retain them.

RGerhard stated that some districts are reporting increases of about 10% and they are attributing their sizable restoration of enrollment to more acceleration. SThompson stated that it could happen with English, but every bit of research has shown that there is less success in math.

RGerhard recapped the discussion, which included: 1. The why question, in terms of prospects; 2. Feedback was given in terms of the value proposition and communicating the why; 3. Question of rates of other comparable districts and or every percentage point we increase that yield, its about 150-200 additional FTES; and 4. Discussion on retention and focus on academics.

IV. Board Policies/Administrative Procedures (standing item)

a. First Reading

1. BP 3430 Prohibition of Harassment

2. AP 3430 Prohibition of Harassment'

Melinda Trammell stated that the BP has no changes, but the AP has very limited changes, per the league update. They have been looked over with legal.

3. BP 3433 Prohibition of Sexual Harassment

4. BP 3520 Local Law Enforcement

5. AP 3520 Local Law Enforcement

6. BP 3530 Weapons on Campus

7. AP 3530 Weapons on Campus

8. BP 3560 Alcoholic Beverages

9. BP 3570 Smoking on Campus

10. AP 3570 Smoking on Campus

11. BP 3600 Auxiliary Organizations

12. BP 7340 Leaves

13. AP 7400 Travel

Jonah Nicholas discussed some substantive changes to AP 7400, which were requested by both college business offices as well as accounts payable at the district.

Language about travel reimbursements has been cleaned up. The major change is regarding meals. What is being proposed is a shift from no meal limits to a per diem allowance, based upon the general services administration guidelines, which is a federal agency that tracks the meal limits by location. There are no receipts required. You just go to the link and it will tell you your daily allotment.

One of the major issues that has come up, is early bird check in is not currently reimbursed. There is now an enhancement that the district will reimburse automatic check in.

b. Second Reading

1. BP 3410 Nondiscrimination

2. AP 3410 Nondiscrimination

3. BP 3440 Service Animals

4. AP 3440 Service Animals

5. BP 3445 Pets and Animals

6. **BP 3510 Workplace Violence Plan**
7. **AP 3510 Workplace Violence Plan**
8. **BP 3515 Reporting of Crimes**
9. **AP 3515 Reporting of Crimes**
10. **AP 3516 Registered Sex Offender Information**
11. **BP 3518 Child Abuse Reporting**
12. **AP 3518 Child Abuse Reporting**

There was a motion to recommend moving all second readings to the Board of Trustees. **(Gagnon/Kritscher) All in favor.**

V. College Resolutions/Report Outs

- a. Student Employees

RGerhard mentioned that Faculty Senate President Colon requested this item to be on the Council agenda. There is an identified need of having the student tutors provide services remotely. This has been on the agenda before but the timing was not right due to SEIU still going through negotiations.

Heather Hernandez mentioned that students are online, but tutors are required to come into the center and tutors on campus, when they can easily do the work from home. Raquel Tupper-Eoff stated that is the bigger issue. The instructor and students could both be remote, but tutors are asked to come to campus. There has been some difficulty in retaining tutors because it is just too difficult for them. MColon stated that the reality is that we need to have more tutors to serve the students that need it the most. RGerhard stated that we will continue this discussion.

JGagnon asked that we differentiate tutoring from other student assistants on campus. Some of the issues we have in student services is when student workers are working remotely, there are technology issues. It is problematic to have VPN access for students.

VI. Future Agenda Items

- 2023-2024 Council Meeting Dates
- 2023-2024 Council Members
- AP 6625 Art, Exhibits, and Displays in Public Places
- Enrollment Assessment Discussion
- Student Tutors

VII. Next Meeting: May 9, 2023

The meeting adjourned at 4:17 p.m.