MINUTES
Winlock
February 13, 2014


1. **Approve Minutes** – approved by consensus, no changes.

2. **Approval of Agenda** - Item #9 Enrollment Update moved to item #5.

3. **Review of Goals for 2013-2014** – reviewed committee goals: Achieve Campus-wide Coordination of Enrollment Activities. Reported out on completion of training by Ashanti, Karen and Ara on activating course prerequisite blocks. Noted support from the academic senate for electronic prerequisite blocks. The departments have the ability to turn on the prerequisites but we need to work on the student prerequisite challenge process and equivalency. Embedding our goals into the Ed master plan is an objective for the EMC. In additional to presenting a positive image for West with coordinated outreach efforts across all programs (LEARN, Trio, etc.) while increasing access to our online population.

4. **Review of Charge of EMC** - EMC oversees enrollment to achieve and maintain target levels. The committee will do this by tracking students’ characteristics and outcomes and developing and evaluating recruitment programs. Marketing targets were the previous emphasis and now we are looking at enrollment for the entire college. Debate ensued whether the committee is advisory or shared governance. Our charge is complete different we are deciding how schedules are coordinated, not policy but everyday work. This is a standing committee of the college council and not an operational committee; it’s a shared governance committee with workgroup. We want support and buy in from other committees and groups campus-wide. A request for feedback on the
shared governance issue was suggested to be discussed at the next meeting.

5. **Enrollment Update** – enrollment is up 4% and paid section count is up 7%, we are on target to reach our goal without shortage. Headcount comparison is down 18% and growth is needed. The increase in status for new students is up 11% and the gender trend continues to persist with more females than males. Students lacking consistent enrollment patterns are considered new students after two consecutive semesters away. Comparison by mode of instruction is difficult so you must look at a longer period for accuracy. Web enhanced numbers are not currently captured by research and planning. Students reaching 90 units prior to completing programs or career options are flagged. Certificate programs that are approved by the state may not be approved by the college and vice versa. For example: a fingerprint certificate is not state approved but it does have value for our students. Since some skilled certificates prepare the students for industry certifications and may not be state approved. Fall 2013 student profile pamphlet tri-fold distributed representing overview of enrollment patterns, such as credit student count, full-time equivalent, student demographics, enrollment patterns and student achievement outcomes.

6. **Strategic Directions of Ed Master Plan** – the workgroups examined data, student outcomes, student needs, college community, employment development and culminating into a strategic directions retreat. Preliminary Strategic Directions with Descriptions were developed from the retreat and discussed at the Summit last week. Five strategic directions are adequate to drive the college forward: (1) Dedication to learning; (2) Culture of continuous improvement; (3) Programs and services responsive to student needs; (4) Collaboration, engagement and respect; (5) Connections with communities. The implication summary has data helpful to EMC in linking enrollment management data to the Ed Master Plan. There’s an Ed Master Plan Newsletter and website to get everyone updated.
7. **Summer Bridge Update** - request for volunteers (Claudia, Angel, Casey, Fran), adding five sections (English 21 & 28 pared with PD 5 & 40, respectively); start date this summer targeting incoming freshman. The summer bridge is geared toward the students deficient in college entry English. We definitely want the faculty involved in the coordination of the summer bridge. VP Braxton will coordinate with Fran for an eight (8) week session. They will be involved in a cohort and continue through fall with cohort priority registration. Recruitment would be from Venice Boys and Girls Club, Brotherhood Crusade, including our feeder high schools. What time would be conducive to get the enrollment numbers? Poll the high school for the appropriate time (8:30a.m.; 9:00am). The bus will be on campus in the morning during the summer.

8. **HS Outreach and Career Pathways** - Hamilton is requesting a pathway for student to work with Brandman to create a pathway for student to earn a certificate, degree and transfer into four year colleges, more specifically form a Business Academy. There is funding from the high school for books, it’s an abbreviated version of a 2x2x2 plan with mentoring in place. This will allows the High School students to identify west with a business academy similar to the POPP program. Westchester has an Aviation Magnet which can be paired with our programs. There are many cohorts under some of our current programs with certificate, degree and transfer tracks. The students are supported along the way and jumpstart was intended to be exactly that kind of model. We want to be the college where students complete their goals and are successful. The academy label is recognizable and familiar for those students since most high school have academy/magnet built into their campus structure.

9. **International Student/Global Studies Initiative Report** – Headcount comparison from fall 09 to fall 12 reflects a steady increase of 10% to 15%; we peaked spring 13 and extra supported needed or numbers would dip from spring 13 to fall 13. There’s a big jump and Spring 2014 is the healthiest we have ever had in the program. A number of the student classified as 400 who will reclassify as California students...
once they see the cost of tuition. Similar distribution by country breakdown, top five Japan, China, South Korea, Saudi Arabia, Kuwait. Business Administration and Management are the top majors and then airframe, mechanics & maintenance, liberal arts, economics and finance. We have targeted a goal of 350 international students, which includes processing them faster, recruitment abroad, seeking referrals from language schools and developing stronger partnerships. The international student must have 12 units and one class can be online with no limit on hybrid classes. Contact Eric if you need help getting a student in an online class. International business should be offered as a major for those students, which would support students the business majors. As of Fall we had 107 (active F1 Visa) new students and 50 in Spring. Ara offered assistance to get classes for International students and further to mentor the students.

10. **Other:** There are three to five examples of prerequisites that don’t line up with the catalog, ex: Math 270 needs Calculus III and the catalog states Calculus II, but the professor is requesting Calculus III for Linear Algebra; and Child Development is another area not lining up with the co-requisite and prerequisite. Ara stated that the current course outline of record is what we’ll stand by. They are in transition in Academic Affairs and will be placing the proper prerequisites since we have received the proper training. The course outlines of record approved by academic senate and are available in the electronic curriculum database (ECD) to all counselors. Admission is taking over the prerequisite clearances from counseling and prerequisites will be enforced which will affect enrollment. Ara will check and report back to this committee regarding the impact on enrollment and Nabil will also be consulted.