



Chabot-Las Positas Community College District

Chancellor's Council

Tuesday, March 14, 2023

3:00 – 4:30 p.m.

ConferZoom

Meeting Minutes

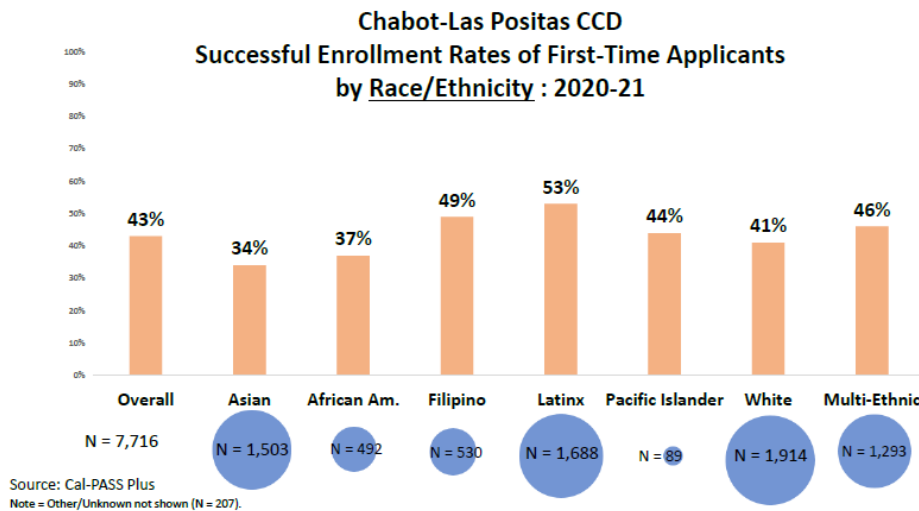
Present: Ron Gerhard, Miguel Colon, Dave Fouquet, Joel Gagnon, Heather Hernandez, Jean O'Neil-Opipari, Theresa Pedrosa, Anette Raichbart (for President Foster), Susan Sperling, Sarah Thompson, Rachel Ugale, Chasity Whiteside

Guests: Jason Ames, Theresa Fleischer Rowland, Bruce Griffin, Stacey Followill, Wyman Fong, Maisha Jameson, William Kossow, Owen Letcher, Jonah Nicholas, Dionicia Ramos, Kirti Reddy, David Rodriguez, Aubrie Ross, Rajinder Samra, Melinda Trammel, Rachel Tupper-Eoff, Kristen Whittaker

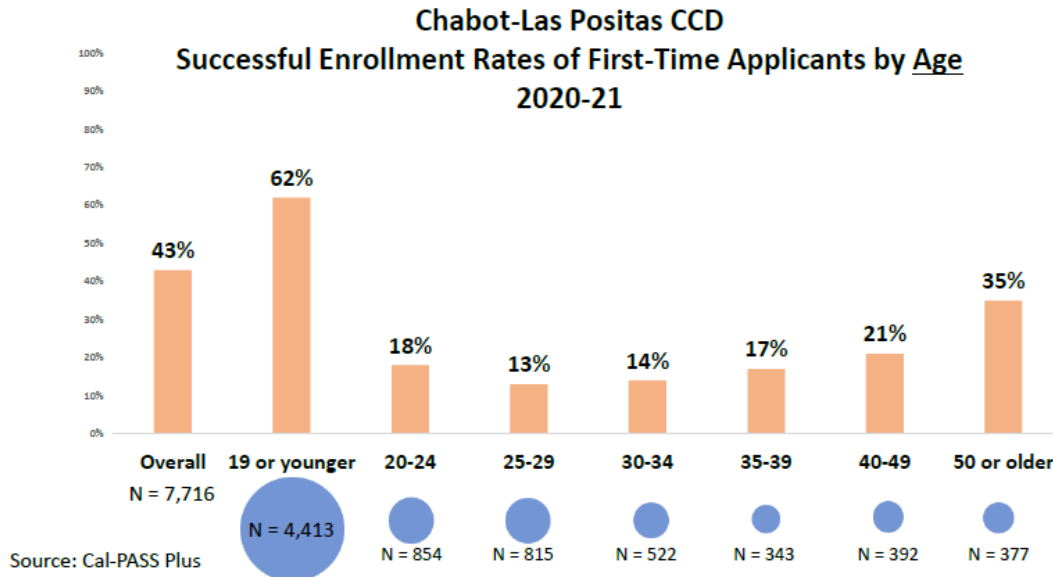
Chancellor Ron Gerhard called the meeting to order at 3:03 p.m.

IV. Enrollment Assessment Project Next Steps (Part 1)

Rajinder Samra went through the [Successful Enrollment Rates of First Time Applicants 2020-21](#) presentation. Thinking about Kennedy & Company, they gave us really great recommendations to address our challenges. A couple research questions came up. How successful is CLPCCD in enrolling applicants? How successful is CLPCCD in enrolling applicants compared to other community college districts?



In 2020-21, there were over 7700 applicants. Our applicants were quite diverse. Over 43% enrolled. If we were to look at this data statewide, Asian students are the least likely to successfully enroll. RGerhard stated that these are the percentages of students that went through CCC Apply, applied, logged into ClassWeb, and enrolled in a class or classes.



About 57% of applicants are 19 or younger. We are actually doing a much better job at enrolling students 19 and younger at 62%. There is a dramatic drop off with potential students a few years out of high school. It was noted that younger students are much more likely to enroll in a higher number of units. Older students are more likely to have short-term goals.

Bruce Griffin asked what is the difference between our current overall percentage and that of the state average. RSamra stated the gap for the overall percentage is 49%. RGerhard asked where we lost the students within our application and matriculation processes? RSamra mentioned that with connecting disparate data, if we are looking at California rates of high school students, we lose Asian students more often to CSUs and UCs. Even if they have gone through our process, we may not have been a first choice. We are not sure at which step we have lost them.

Susan Sperling asked if we have comparative data from pre-pandemic periods. RSamra stated that going further back, data quality issues have been found. Not all colleges were on CCC Apply. The validity of that data was questioned.

SThompson mentioned that some high schools have made everyone apply through CCC Apply, even if they have no intention of going.

DFouquet asked about the data in the 19 or younger group. RSamra stated that 62% is the percentage of enrollees in this age group. The RP Group did a study on transfers and one of the factors was how far is the nearest CSU.

How well are we doing compared to other districts? We are at a 43% successful enrollment rate. The information was shown sorted from highest to lowest. The highest enrollment rates shown were all small, rural, and single college districts. There is not much variation from district to district.

Jean O'Neil-Opipari asked if there is information on students applying to multiple schools? RSamra mentioned that it seems that if a student enroll and apply at a different college, they would be counted at both colleges.

RSamra stated that we are in a relatively good place at our district, especially when compared to other multi-college districts.

RGerhard stated that we immediately went into this item due to a time commitment.

I. Review and Approval of Agenda

The agenda was approved as presented. **(Pedrosa/O'Neil-Opipari) All in favor.**

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

There was a motion to approve the February 14, 2023 meeting minutes as presented. **(Pedrosa/Gagnon) All in favor.**

III. COVID-19 Update

RGerhard stated that the Board, at the February 21st meeting voted to approve the amended policies and procedures, thereby suspending the COVID-19 vaccine mandate for students and employees, effective this coming summer term. County case rates remain relatively low, which is assuring and positive. Owen Letcher mentioned there are no other COVID-19 updates from the county or state.

DFouquet mentioned that there is confusion on the matter of the weekly tests because there are still questions about it, even though we are not doing that anymore.

IV. Enrollment Assessment Project Next Steps (Part 2)

RGerhard stated that we have received a lot of information from Kennedy and their work over the course of the last fall. Are there any general thoughts, observations, or contributions they would like to share related to this work? Susan Sperling stated that she found their work very helpful in highlighting and organizing some of the pressing concerns in our processes.

DFouquet commented that the amenities available on campus after 3 p.m. that could be affecting both campuses, is that the new security apparatus installed at both campuses makes it so that doors are locked that were not locked before. The worry is that it makes the campus feel less inviting.

RGerhard stated that our district has historically held onto a certain definition of enrollment management and it has been largely inscribed into our Faculty Association collective bargaining agreement. That has been around to establish our work leading up to recommendations for enrollment targets. Kennedy referred to it as the broader definition of an enrollment funnel. We certainly do not want to redefine our historical norms, and held beliefs, of what enrollment management is because that is inscribed in the contract, but it is important to have a conversation and develop new views of enrollment management and broaden our vision of the enrollment funnel.

Sarah Thompson stated that we have always used our definition of enrollment management as a budgetary driver. It really does not have much to do with matriculation management. Kennedy & Company presented to us a better way to manage the matriculation process and then how best to implement the guided pathways approach at keeping them engaged until they ultimately reach their goal. There is a risk in looking at this process too broadly. They have identified and confirmed what we have been talking about for years.

SSperling stated that when you look at the whole package, i.e. starting, continuing, persisting, and ending, our own data shows our success. The data shows success in our historic cohort programs and getting students through to where they want to go. Going from the observations we have had over the years to the Kennedy & Company recommendations, what are we doing right? This work has helped in focusing on the whole arc of the student experience. What do we do right? Who do we attract? How do we learn from that? And, how do we scale that up?

Dave Fouquet stated that there is clearly a fundamental enrollment management charge which deals largely with figuring out what's the optimal number of sections to offer for any given discipline. The DEMC and CEMCs need to continue to do what they are doing, but there is an expanded scope of other activities that hopefully have an impact on demand and require that we have more sections and more FTEF on schedule. Those are the problems we want to have.

Joel Gagnon stated that Kennedy & Company's work really emphasized the lack of project ownership. They also added there must be a 50% dedicated administrator plus 10 hours a week for key personnel doing this project and the administrators wanted to state that this is a recommendation from a consulting group, but it's also in line with what we all know. Yet, it is very difficult to find the owners of the project and ultimately, the people that are accountable and given the time to do the work.

RGerhard stated that he definitely hears that. Their recommendations included increasing capacity and also implementation of our CRM. Advise plans to go live in May and Recruit is going to go live in fall. As we talk about their recommendations, we are at a point in time where things are not static. We are going to have these incredibly powerful tools at our disposal to better serve students and collect data to predict what students may need. Within that enrollment funnel, it is clearly broader than the language within the role

of DEMC and the CEMCs. The data collected through this work has shown us why we are losing students. So, using the broader lens of “enrollment management,” we can construct a system of self-checks along the way to identify hurdles the students are not able to overcome themselves.

SThompson asked if this is the committee that we funnel through the issues and therefore will send out the action. For example, one of the biggest things that is a challenge for appropriately counseling students, making degree works work the way it's supposed to, and implementing AB1705 is that students have to be able to change their major. This would have to be one of the first things that we change in our processes.

RGerhard stated that folks did not know what the Outreach Specialists were doing or what was being done in Counseling. There is a not a clear understanding of who is doing what within the landscape. Part of the accountability that is being alluded to is creating a document or space where it is visual to everyone throughout the district.

Jean O'Neil-Opipari stated that students do better if they feel like somebody cares about them. What was mentioned in Kennedy & Company's work is that when students have a hiccup and call, they cannot get to a human. If they do get to a human, they do not necessarily have someone guiding them. Part of what Caring Campus has done is given everyone ownership that when someone comes to you with a problem, you walk them through the solution. I think guiding them through the problem will come a long way.

David Rodriguez added a comment on ownership. The problem is that it is not shifting ownership, but it is shared ownership. We need to talk to each other and one thing that happens at one area of the college is not important than another.

SSperling agrees with the comments made. Ultimately, we are talking about a realignment at a very profound level in the way we look at enrollment management and inevitably resource allocation and that is such a hard thing with the kinds of entrenched siloing of these processes that we have grown used to.

RGerhard stated that within our district's IPBM structure, we do not have a committee that has this within the charge of the committee. Where would this charge be most appropriate, if it is not within Council's purview? SThompson stated that the benefits of having a program coordinator is that it actually gives people the freedom to do their part of the job without worrying if everyone else is doing their part. Having specific people targeted as the coordinator, the holder of all of the information, is essential. If we do not have a set committee to bring this to, we at least would have a person to bring it to. It could be Chancellor's Council, but half of the agenda would have to be let go so there is actual time to have these larger discussions.

V. Alternative Academic Calendar Committee

Theresa Fleischer Rowland and Jason Ames, co-chairs of the AACC, presented information about alternative schedules and gave an update on the committee. There are 65 colleges doing something alternative to the 17.5-week term. 46 colleges are on the

17.5-week term and 3 colleges are on the quarter system. Many colleges have already evaluated this process and made the transition, so we have a 16-member committee, which includes the constituencies that are represented in Council. There have been 7 meetings to date and 5 more meetings planned for the semester.

JAmes stated that the committee has developed a list of talking points that are being distributed to the members. The members are starting to be both information centers and receivers. The three different sections of talking points are:

1. Construction of the AACC

There are 16 voting members appointed in fall 2022, representing all stakeholders on the campuses and district. The committee meets twice per month. The website is: <http://districtazure.clpccd.org/altcalcommittee/resources.php>

2. Goals

By the spring of 2023, the AACC should have a recommendation to the Chancellor on whether the district should move forward towards possible adoption of a compressed calendar. If the committee decides to move forward with a compressed calendar, the committee would continue to meet in the fall of 2023. Campus-wide forums and district-wide surveys would lead to a decision on whether or not to adopt a calendar. In spring 2024, the district would apply to the State Chancellor's Office for permission to do so.

3. Where we are in the process now

To date, we have developed a sample compressed calendar with 2 16-week semesters, class scheduling parameters, and an example scheduling for a pattern for the 16-week semester. The consultant, John Mullen, is working with the schedulers at both colleges to develop a sample class schedule so there is representation for all types of classes. Study groups have been developed which represent both colleges, classified professionals, students, and administrators. The four different study groups include:

1. Student outcomes, learning, and success
2. Enrollment management fiscal implications in calendaring
3. Implications on business processes
4. Instructional programs and support operational scheduling, including facilities

Heather Hernandez asked about representation of classified professionals.

TFleischerRowland mentioned there are three classified professionals on the committee, one for Chabot, one for Las Positas, and one for the district. They are all voting members. DRodriguez mentioned that the current classified appointees are SEIU representatives, so Classified Senate has no representation on the committee. HHernandez asked when would the Classified Senate weigh in regarding workload considerations.

TFleischerRowland understands that it is a big concern. There are a number of study groups and the committee meets as the large group. There is a study group in particular that is focusing on business processes and other folks have joining in. The meetings are also open. It will be a districtwide decision if we go in the direction of a compressed

calendar. There would also be public forums that would be held for the stakeholders. Information is being shared out from the appointed members to their constituencies. If the Classified Senate has not had an update, a good channel for that is Noell Adams, and JAMES and TFleischerRowland are also available. HHernandez mentioned that Noell Adams has spoken to the Senate, but there is a difference between speaking to those in attendance versus reaching all classified on campus. It is important to make sure that everyone is well informed and able to engage in this process.

JO'Neil-Opipari asked if there is any kind of survey that will be given to the students. JAMES stated that they will absolutely be surveyed. There are representatives from STEM on the committees as well. TFleischerRowland stated that one of the sources of student impacts and student success is peer college research.

DRodriguez expressed concerns on how the work of the committee is represented. Although, there is no predetermined conclusion, there is very much a sense that there is a predetermined conclusion before we even started. There is a lack of representation. SEIU representatives are not the same as Classified Senate representatives. To have classified do double duty is shocking. SEIU focuses on workplace issues and Classified Senate handles input regarding policy and procedures and things that may affect the institution. Some agenda items have been rejected. The amount of work that is required for what is being asked is also too much. To really address classified concerns, there needs to be a consideration for what it takes to have a classified voice in the process. Even though it started from a specific origin, it will impact the whole institution. If we really want to look at the impact that this has on our institution, we should actually have that compendium of information from the beginning so we can start looking at it and see how it relates to our college. RGerhard asked if these concerns have been voiced to the committee. Another conversation will take place.

VI. Board Policies/Administrative Procedures (standing item)

a. First Reading

- 1. BP 3410 Nondiscrimination**
- 2. AP 3410 Nondiscrimination**

Melinda Trammel mentioned there is a simple update with 3410 taking out race or ethnicity and adding only ethnicity.

- 3. BP 3440 Service Animals**
- 4. AP 3440 Service Animals**

Wyman Fong mentioned that we receive statutory and legal updates from the League. The policies and procedures for service animals have gone through the DSP&S offices.

- 5. BP 3445 Pets and Animals**

The policy on pets and animals' language has been cleaned up.

6. **BP 3510 Workplace Violence Plan**
7. **AP 3510 Workplace Violence Plan**

There are no changes to 3510. These are up for review and will move through the process.

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**

Owen Letcher mentioned there are no significant changes on 3510, 3516, or 3518.

- b. **Second Reading**
 1. **BP 2010 Board Membership**
 2. **BP 3250 Institutional Planning**
 3. **AP 3250 Institutional Planning**

TFleischerRowland mentioned AP 3250 is a new procedure. The recommendation to the Chancellor was to shift from a 6 to a 7-year cycle in order to be a gentler, smoother process over the years.

There was a motion to recommend moving BP 2010, BP 3250 and AP 3250 forward to the Board. **(Pedrosa/Hernandez) All in favor.**

- VII. College Resolutions/Report Outs**
No resolutions or report outs given.

- VIII. Future Agenda Items**
- AP 6625 Art, Exhibits, and Displays in Public Places
 - Enrollment Assessment Project

- IX. Next Meeting: April 11, 2023**

The meeting adjourned at 4:49 p.m.