Enrollment Management Update

by LESLIE BUCKALEW

The Enrollment Management Committee (EMC) will be participating in a Planning Retreat on Friday, April 10. The retreat objective is to begin to draft the new Enrollment Management Plan. There have been a variety of topics discussed and shared at the EMC meetings this year. The intention was to create an opportunity for membership to both gain and share their knowledge about enrollment management considerations before drafting the plan. The presentation and discussion topics included the Academic Senate’s perspective, fiscal considerations, an overview of the District Enrollment Management presentation, the College Council generated document; Lessons Learned, as well as the Criteria for Minimum Course Enrollment. Existing tools for managing enrollment were also demonstrated. The Data Portal was shared by Diana Sunday, Enrollment Crystal Reports were shared by Mary Bylsma and Cynthia Fuhr, and Mike Torok provided an overview of the software and framework he was using to measure program effectiveness and a scheduling audit of IGETC and CSU courses. The retreat will be opened with a demonstration of Degree Audit and EMS Analytics that will assist in future scheduling optimization. Please continue to visit our EMC web page for updated information and meeting minutes.

Important Dates

2015-2016

<table>
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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>March 28th</td>
<td>Summer Schedule – on ConnectColumbia</td>
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<td>April 13th</td>
<td>Summer Registration Begins!</td>
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<tr>
<td>April 15th-21st</td>
<td>Faculty review Fall 2015 schedule</td>
</tr>
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<td>April 17th</td>
<td>2015-2015 Catalog Online</td>
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<td>April 22nd</td>
<td>Fall Schedule – on ConnectColumbia</td>
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<td>May 18th</td>
<td>Fall Registration Begins!</td>
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<td>May 22nd</td>
<td>Catalogs in the Bookstore</td>
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<td>August 2017</td>
<td>Accreditation Self-Study Submitted to ACCJC</td>
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<td>October 17</td>
<td>Accreditation Site Visit</td>
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SPRING 2015


3:00 to 4:30 P.M.

<table>
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<tr>
<th>Date</th>
<th>Location</th>
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<tbody>
<tr>
<td>March 16th</td>
<td>Sugar Pine 126</td>
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<tr>
<td>April 10th</td>
<td>Sugar Pine 214 (9:00-1:00)</td>
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<td>April 13th</td>
<td>Sugar Pine 126</td>
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<td>April 27th</td>
<td>Sugar Pine 126</td>
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ENROLLMENT MANAGEMENT COMMITTEE

Ted Hamilton  Karin Rodts
Aiko Gonzales (student)  Matt Fox
Anne Cavagnaro  Patricia Ramirez
Wendy Griffiths Bender  Margo Guzman
Mike Torok  Marnie Shively
Kathy Sullivan  Gene Worble
Diana Sunday  Tim Elizondo
Leslie Buckalew  Liz Rumney
Michelle Vidaurri  Matt Christman (student)
Gary Whitfield  Errin Bass (student)
Melissa Raby  Mandy Truong (student)
Lindsay Laney  Karin Rodts

Photo Credit: Latisha Marcus Miller
In attendance was an impressive line up of presenters, including some from the California Community College Online Education Initiative (OEI), such as Jory Hadsell, OEI Chief Academic Officer who spoke on the OEI Tutoring Pilot, and Barbara Illowsky, OEI Director of Basic Skills as well as Columbia’s own online faculty and students. A video recording of the event, presenter notes and additional resources will be available soon.

In addition to visitors and presenters representing the OEI, Columbia faculty shared their own best practices for online instruction.

Dr. Joe Ryan, Chemistry Professor shared methods he used to increase his retention in his online courses. He shared his remarkable retention rates which, at one time reached 100%. Quite impressive when the national average retention rate for Chemistry courses is in the 30% range.

The method he believes was primarily responsible for increased retention was the integration of group work between the online and face to face students. Additionally, his accessibility and availability is evident. When he sees students logged into the course, he sends them a chat message through Blackboard letting him know he is there to assist.

Matt Christman confirmed this when he spoke of distance education best practices from a student’s perspective. He commended Dr. Ryan for his excellence in online instruction.

C-ID Success data on the CCCO Student Success Scorecard pivot on values generated through local curriculum development processes that are officially implemented via the CCC Inventory.

Do you ever find yourself mystified at what it takes to see curriculum approved by the college Curriculum Committee take effect in the schedule and catalog?

A CONTEMPORARY HISTORY OF CURRICULUM APPROVAL

As recently as 2007, a common perception at many California Community Colleges was that Curriculum Committee approval was the only step required to implement curriculum at a college. It was understood in practice that once the curriculum committee approved a curricular proposal, the changes could appear in the next available catalog and schedule.

Board approval was not systematically reported to the California Community Colleges Chancellor’s Office (CCCCO) but was merely recorded and archived at the district and college levels.

Additionally, CCCCO approval was required only for programs and courses with special conditions such as being a "stand-alone" course or "substantially changed" program. Such approval was facilitated through an antiquated paper and "snail mail" process, and the only public warehouse of this data was the now retired Inventory of Approved Programs, which stored a nominal and somewhat incomplete set of information about a college’s programs.

LIMITATIONS GROW APP显

In the early 2000s, public and legislative interest in community college offerings and student success began to escalate. This precipitated the development of more stringent regulatory and accrediting frameworks for California Community Colleges. Additionally, advances in technology (cont'd from p.2) and an increasing...
Curriculum Corner (cont’d)

awareness of its many benefits and uses fed a growing desire to use student and curricular data to inform decision-making processes. The data paradigm would subsequently become a cornerstone of leadership parlance as colleges sought to isolate obstacles to student success. Unfortunately, the existing CCCCO approval process was leaden with inefficiency and data gaps and was not sustainable. In no way could the CCCCO fully or meaningfully monitor the true breadth of substantial and granular changes taking place at the colleges. Never was there a better time for the CCCCO to devise a way to make more meaningful and systematic inquiry into the curriculum of the California Community Colleges. In 2009, the CCCCO made a quantum leap that would facilitate that.

THE BIRTH OF THE CCC INVENTORY
The CCC Curriculum Inventory was launched in the summer of 2009. This system would be an interactive, web-based curriculum management system to electronically store and monitor courses and programs for all California Community Colleges.

THE EVOLUTION OF A PROCESS
The Inventory struggled in its infancy, but evolved and expanded in lockstep with the CCCCO’s Program and Course Approval Handbook (PCAH), a manual that provides instructions on course and program development in accordance with the California Code of Regulations, Title 5.

Over months and years the Inventory evolved to become more robust, meaningful, and logical. One such advancement necessitated a small but profoundly significant change in how districts sequence their local approval processes.

LOCAL IMPACT
In the past, Board approval was perceived as a formality, and had no impact on implementation timelines. That notion was turned on its head when the CCC Inventory asked that course and program submissions be submitted with a date of “Governing Board Approval” which must be in the past. Only after a proposal is approved by the Board can the proposal be submitted in the CCC Inventory. Once submitted, it awaits its turn in a review stream with proposals from the entire system.

THE STATE OF THE STREAM
The ensuing CCCCO review is methodical and substantial. Local curriculum stakeholders are
Curriculum Corner (cont’d)

often surprised at what is learned through the review process.

As of late March, there were upwards of 3000 course proposals in the queue at the CCCCO. The CCCCO staff is working diligently to process applications. The process is iterative; proposals can be volleyed back and forth between the CCCCO and the colleges in the event technical and substantial problems, protracting the process. As a result, in all cases of course and program review, timelines for CCCCO approval cannot be predicted.

WHERE IT’S HEADED

While the new system presents exciting new advances and opportunities, both colleges and the CCCCO are collaborating to identify ways to streamline processes and systems. Faculty, administrators and staff can help this by providing insights and suggestions to curriculum leadership, staff, and administrators about how the approval process interacts with needs of their students and other stakeholders in their curriculum.

FACT

As of late March 2015 over 3,000 course applications were awaiting review and approval in the CCC Inventory review queue.

How-To

Streamline Curriculum Approval and Implementation

- Be proactive with curriculum. Don’t wait to take action when you know change is needed
- Ensure curricular proposals are solid before launching them in CurricUNET: consult the CCCCO Program and Course Approval Handbook (PCAH) for help
- Respond quickly to CurricUNET feedback
- Plan accordingly! Curriculum approval and implementation can require six months to a year and a half after launch date.
- Trying to plan against unknown timelines? Call Kathy Schultz, Curriculum Chair, (ext. 5364) or Letitia Miller, Curriculum Process Specialist (ext. 5141) to evaluate your proposed changes and map out a realistic timeline.

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