



# BCC Enrollment Facilitation Strategies Solutions and Preparation Focused



**Tuesday, January 11, 2012**

**2:00 p.m. -3:30 p.m. Conference Room 451A**

**ATTENDEES:** Paula Coil, Victor Flint, Shirley Fogarino, Loretta Newsom, Loan Nguyen, Brenda Johnson, Jasmine Martinez and Ramona Butler.

**STUDENT ATTENDEES:** Kristophe Green, Tenzin Dechen, Nazik Aytjanova, and Daksh Sharma.

**CHAIR:** VPSS Dr. May Chen

## AGENDA

- Enrollment Strategies

## Solutions for Spring 2012

1. Student Ambassadors will create 2 tables serving new and continuing students separately. These 2 tables will be near the Welcome Center:
  - Reminding students to complete both FASFA and CCCapply.
  - Helping student navigating PassPort.
  - Distributing policies and regulations, instructions, etc.
  - Referring students to appropriate offices by following registration steps.
2. Clearly define and/or redefine “cap” for combined classes (For example, 201A enrollment is 23 cap 30 and 201B enrollment is 8 cap 30. Individually neither class is full, but full when combined  $23+8 = 31 > 30$ .)

## Enrollment Preparation Strategies for Future Terms

1. Identify Resident FTES target.
2. Class/Seats accessibility – how to ensure supply meeting demand
  - Confirm seats availability/classroom size,
  - Open blocked/shadow classes when appropriate
  - Maximize class size
  - Balance gen ed/transfer courses CTE and basic skill course offering
3. Technology issues
  - Work with the district to ensure coding and validity of the enrollment data
  - Avoid TBA courses, update the information in a timely fashion
  - Assist students in understanding college vs. building location codes: A, B, M, and L.

4. Facilitate early registration –

- All cohort programs (EOPS, DSPS, PACE, Persist, etc.) should facilitate and enable students to register early,
- Urge faculty to submit grade report on time or early to facilitate enrollment in courses in sequence: English 1A and 1B

5. Enlarge Alternative Funding sources - grant/categorical/contract funded, out-of-state resident revenues, etc. During FTES and FTEF declining period,

- How to increase contract ed and other fee based classes,
- how to increase out-of-state and international student enrollment
- how to receive adequate funds from the district office for instruction and student services for educating non-residents

6. Holds – fee, discipline, library, pre-requisite, etc.

- Define/identify all types of holds
- Student Ambassadors and entry-services (A&R, etc.) personnel direct students with holds to appropriate offices in order to take care of the holds
- Simplify the process removing matriculation hold
- Inform students with PCCD policy, e.g., students with fee hold need to pay their fee

7. Offer accurate information to students

Student Ambassadors and entry-services personnel district pre-prepared instruction via flyers, handouts, information board, etc.

8. Minimize service duplication and work stress, exercise quality customer services.