Notes: Campus Senior Leadership Team Advance
Thursday, July 31, 2014

INTEGRATED PLANNING AND BUDGET

1. The need for institutional campus-based researcher is of high importance
2. Assess whether mission and value his driving unit plans
3. Academic program reviews - three-year cycle
4. Structure process to help faculty with program reviews - IEC
5. Link IEC to curriculum committee
6. Update technology to help support the process
7. Work with department chairs who know the needs of their individual units
8. Process - Inventory and keep track of program reviews submitted, develop reporting templates, provide data, conduct disciplined appraisal of the data submitted, provide feedback to all stakeholders (Marybeth’s Capstone Project)
9. Stability of college leadership is essential to ensure continuity

ACCREDITATION

1. All committees should have “accreditation” as an agenda item
2. Communicate the importance and the value of accreditation - provide opportunities to educate the campus community - take advantage of an existing structures and opportunities to meet and confer
3. Solidify focus mission vision values goals - post throughout the campus
4. Determine the evidence that the commission cited for the College of Alameda - "lack of communication" how did the College of Alameda respond? How do we build our response?
5. Themes - Empowering students to community. Students feel the mission of the college through the interaction with faculty staff and managers. If students feel cared for and loved, they are more likely to support and understand and embody the mission
6. Create an accreditation newsletter from the Office of the President to students staff and faculty utilize social media
7. Go be on the committees to reach everyone students part-time faculty Tailor information to their needs
8. Document what we are doing and what we have done
9. Inclusion - provide faculty and staff release time to attend committee meetings, find space to enable participation (Friday session)

ENSURING PARTICIPATORY GOVERNANCE

1. The mission statement should be posted in every classroom
2. Address the generational differences between students, faculty and staff - recognizing the need for change in pedagogy and practice. We must know and understand our students
3. Give faculty and staff the tools and support they need to be successful with students
4. Speak truth power - Hold people accountable for their actions
5. Every meeting should have action items and at the conclusion of the meetings names should be attached of who will take responsibility for specific tasks
6. Finalize faculty and professional staff appointments to campus and district “participatory governance” committees

ENROLLMENT MANAGEMENT

Implement action plans as detailed in the enrollment management strategies which includes data analyses, short-term strategies to boost fall 2014 and spring 2015 enrollments:

Short-term:

The Council of Deans met Tuesday, August 28, 2014. Our primary focus was increasing the Fall 2014 enrollment and we referenced the Enrollment Management Strategies – Fall 2014 - Planning Template that you developed.

Deans Jordan and Perlas met with VPI Karas prior to the meeting and came prepared to discuss several strategies aimed at maximizing the collaboration and coordination of the instruction and student services deans/staff. The document that commanded our attention was the Fall 2014 Open Class matrix that Min Wu sends to all managers early AM. After a brief review, the deans unanimously agreed that the Fall 2014 Enrollment Statistics (compiled at the end of the day) was more accurate than the Open Class Matrix.

Having reviewed the information noted on the Fall 2014 Enrollment Statistics matrix, the group decided to:

(a) Eliminate from consideration CTE courses that required supplemental application process. This included, but not limited to, ADAM, Diesel Mechanics, Auto Tech, and ATLAS.

(b) Under the leadership of the Vice President, Student Services, Student Services deans would "strongly encourage" (as oppose to command) all counselors (including those in categorical and/or specialized programs) students to enroll in the courses that fell into two categories. (1) courses in which the enrollment was above 50%; and (2) courses in which the enrollment ranged from 30.999 - 49.999%.

(c) Instructional deans would continue to meet with the VPI to discuss the courses in which the enrollment was below 30%. Should there be a collective decision to drop any of the courses in which the enrollment was below 30%, any, and all, students enrolled in the course would be called and informed of the college’s intent to drop the course. However, the "caller" would inform and encourage the student to enroll in the same course that was offered on a different day/time within the enrollment ranges noted in (b). To ensure that both instruction and student services were "on the same page," the instructional deans agreed to develop a script
that would be used by both divisions. The results would be reported on a daily basis.

(d) All of the deans noted that there were courses in which the noted instructor was "staff," and all agreed that students were not likely to enroll in classes in which "staff" was the notation. As such, Deans Jordan and Perlas indicated that instructors would be assigned and the list would be updated regularly. (Deans Jordan and Perlas sent email yesterday, 7/31/2014 noting the name(s) of instructors and requesting that the list be updated.

(e) Deans Jordan and Perlas agreed to increase the number of Saturday courses as well as those that were characterized as "late start" or "short term" classes. That promotion of these courses may include additional "on-line" courses but the instructional deans expressed some reservation as there was concern expressed that once "late start" or "short term" on-line courses were made public to early some of the students enrolled in the 17 week courses would most assuredly drop and add the late start and/or short-term "on-line" courses. In addition, caution was expressed about restoring "Weekend College" as the fiscal crisis of 2009-2013 robbed the college of the resources needed to staff the courses; and it was very challenging to restore the momentum when needing to do so 2012-2013.

(f) Student services deans agreed to "take the lead" in ensuring the distribution of promotional materials that accentuated the availability of "late start, short term" courses, and Weekend College if restored.

(g) All agreed that the on-going discussions would more than likely include the development of a Winter Intersession schedule that limited itself similar to the one developed for the Spring 2014 Intersession period.

Finally, all agreed that implementation of the steps previously described would have a significant impact on the manager’s goal to significantly increase the Fall 2014 enrollment.

**Long-Term:**

1. Establish relationships with local schools (OUSD, AUSD and EUSD) – Develop a comprehensive MOU that includes campus visits, assignment of Counselors, staff and/or student ambassadors, faculty-to-faculty symposiums, curriculum alignment, promotion of programs, joint planning and cultural exchanges.

2. Host campus events – Public Lectures, Open House, Fund Raising Events

3. Use/leverage social media

4. Engage students – student clubs. Programs (EOPS/CARE, DSPS, Brotherhood, Alameda Promise, Open Gate) to conduct outreach, publish articles, sponsor campus/community events