

## MINUTES OF THE ACADEMIC SENATE

### Grossmont College

Monday, October 6, 2014 in Griffin Gate, 11:05 – 12:15

**Attendance:** Randy Abshier, Shina Alagia, Marlene Barr, Liz Barrow, James Canady, Derek Cannon, Jennifer Carmean, Brian Carter, Joel Castellaw, Cruz Cerda, Zoe Close, Ross Cohen, Gareth Davies-Morris, Marion de Koning, Nadra Farina-Hess, Claudia Flores, George Gastil, Janet Gelb, Oralee Holder, Tate Hurvitz, Brain Keliher, Cheryl Kerns-Campbell, Michael Lambe, Helen Liesberg, Barbara Loveless, Lisa Maloy, Kathy Meyer, David Milroy, Todd Myers, John Oakes, Michele Perchez, Shirley Pereira, Terry Reilly, John Scholte, Denise Schulmeyer, Robin Sepulveda, Linda Snider, Jade Solan, Scott Therkalsen, Christi Vicino, Peggy Wells, Evan Wirig, Jessica Woods, Susan Working, Memorie Yasuda. **Guests:** Roxanne BenVau, Victoria Curran, Micah Jendian, Michael Reese, Beth Smith. **RECORDER:** Tyler Dranguet

#### **I. President's Report – Sue Gonda**

A new organizational chart of District and College Functions will be available soon to help everyone identify and understand the differences in work between these two groups. It will be disseminated as soon as it is available.

#### **II. Scheduling and Enrollment Strategies – Pam Deegan**

VPAA Katrina VanderWoude introduced Pam Deegan, who helped present the September 15 and 16 Enrollment Strategies workshops at Grossmont and Cuyamaca Colleges. Pam was essential at the workshops to help educate attendees and provide clarification on enrollment strategies for both Colleges. Her presentation at Academic Senate was the first step in series of strategies to improve strategies enrollment planning – to education in as many venues as possible about the essentials of best practices and the implications of planning schedules to serve as many students as possible while also supporting all departments to maximize their enrollments. The idea is to give everyone both the “big picture” of effective enrollment for the College as well as for their divisions and departments.

Changes in funding, including the Student Success Act, have had major impacts on enrollment planning. In order to assist students to get classes they need and move on to complete their education, enrollment must be strategically planned. Enrollment also generates the largest source of funds that the College receives, so planning must regularly be examined and updated.

**FTES:** One full-time equivalent student (1 FTES) equals one student enrolled in 15 hours per week of instruction for two semesters. Since many students only attend courses part-time, their class hours are added together to generate the College's total FTES number after Census day.

**The 50-Minute Hour & Academic Calendar:** Classes are based upon a 50 minute contact hour, allowing for ten minutes of break or passing. The number of Daily Contact Hours (DCH) that a class meets can be determined by taking the number of minutes that a class meets and dividing by fifty. Example: a 75 minute class equals 1.5 DCH. Weekly Contact Hours (WCH) are determined by multiplying DCH by the number of times a class meets per week.

It is important to note that the minimum standards of the Education Code and Title V must be adhered to when determining the length and number of meeting times for a class. The academic calendar is shifted each year to ensure that there is enough time for classes that meet on the same days as holidays. During the

fall semester, special attention is paid to classes that occur on Thursdays. During the spring semester, attention is focused on classes that occur on Mondays.

**DSCH, WSCH, and Efficiency:** As a college, it is important to counterbalance classes that must have low enrollment classes (e.g., English, ESL, allied health) with high enrollment classes. By examining Weekly Student Contact Hours (WSCH) and dividing by Full-Time Equivalent Faculty (FTEF), the College can determine its level of effectiveness campus-wide.

WSCH and FTEF can be used to help determine the College's efficiency. When WSCH/FTEF reaches 525, the College is at a financial break-even point. The number 525 comes from FTES. 1 FTES equals 15WCH, for two-17.5 week semesters. ( $15WCH \times 17.5weeks \times 2semesters = 525$ .) It is common for some programs to have less than 525 WSCH/FTEF, so it is important for the College to be aware of these differences and make up for them elsewhere. Programs that have a number greater than or equal to 525 typically break even or generate help balance out other areas of instruction that are below 525. It is the College's responsibility to make up these differences strategically, not necessarily a Division's.

**Maximizing Efficiency:** If possible, courses should be at least 80% enrolled. If enrollment levels for a course are below 80%, the reasons should be investigated. (e.g., Does the time conflict with students' other courses? Is the room too large for the course's needs?) It is important to offer the classes that students need and equally important for the College to regularly update scheduling and plan a two-year schedule. Planning courses out is good for both students and faculty and allows for both groups to plan ahead. There are plans for departments to each map out the two year sequences for their majors.

Meeting adjourned at 12:15pm.

Next Meeting: Monday, October 20, 2014 at 11:00-12:20 in Griffin Gate