

# FUTURES Initiative



## Report on 2007 San Mateo County Community College District Summer Outreach Initiative

(DRAFT)

Prepared by  
FUTURES Initiative Team  
Enrollment Services Committee  
Vice Chancellor, Educational Services & Planning

*Pending review and approval*

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# FUTURES Initiative

(DRAFT)

## EXECUTIVE SUMMARY

In response to the need for broadening our county's access to the educational opportunities at our three colleges, in summer 2007, SMCCCD conducted a summer outreach initiative, called the FUTURES Initiative. The Initiative reached out to 23,000 high school students in San Mateo County through two mailings of specially designed marketing brochures and a large scale collaborative enrollment effort across the three colleges. Data showed that the summer 2007 concurrent enrollment headcount increased by 1.5% compared to the previous summer and the fall 2007 concurrent enrollment increased by 46% when fall 2007 classes started. Part of the summative evaluation of the Initiative revealed that the success and retention rates are similar to those in the previous three summer semesters. Feedback from both students and staff indicated that the marketing efforts, including the brochures, were very well received and all involved pledged to continue with future marketing efforts and incorporate change to our enrollment processes.

This fast moving initiative was conceived and implemented in as short as two months and provided several notable positive results as well as valuable experiences and lessons. The Initiative provided the colleges with an opportunity to examine and revise various concurrent enrollment processes. The Initiative put the philosophy of "student centered" and "high tech with high touch" to practice.

This report reviewed the progress of the FUTURES Initiative and made 5 major recommendations for consideration. Chief among them, it is recommended that the colleges continue with student centered high tech with high touch philosophy and practice; integrate the process changes into the future concurrent enrollment practices; build and enhance partnerships with high schools; increase the effort to market educational opportunities to parents and pupils; and conduct ongoing process evaluation and establish goals.

### Words of Gratitude

**The San Mateo County Community College District and its three colleges wish to thank the entire FUTURES Initiative team members for their dedication, support, hard work, and professionalism. Thanks also go to the high school districts for their support and commitment to the cause of helping students. Thank-yous go to all who have quietly assisted the Initiative along the way and remained as unsung heroes.**

# FUTURES Initiative

(DRAFT)

## INTRODUCTION

Concurrent enrollment programs help meet the educational needs of high school students; enhance partnerships between high school and college faculties; make the transition from high school to college seamless; and reduce the financial obligations of students and parents by potentially eliminating a semester or more University tuition. In addition, concurrent enrollment programs expose many non-college bound students to higher education. Many parents encourage their children to consider taking college courses while in high school. The San Mateo Civil Grand Jury also urged our district to consider offering more colleges courses directly to high school students.

In response to the need for broadening our county's access to the educational opportunities at our three colleges, in summer 2007, SMCCCD conducted a summer outreach initiative, called the FUTURES Initiative. The Initiative reached out to 23,000 high school students in San Mateo County through two mailings of specially designed marketing brochures and a large scale collaborative enrollment effort across the three colleges. This fast moving initiative was conceived and implemented in as short as two months and provided several notable positive results as well as valuable experiences and lessons.

## INITIATIVE OVERVIEW

Over the course of 15 years, the district has experienced continued decline in enrollments both in student headcounts and course enrollments. The fall semester headcounts decreased from approximately 31,000 in fall 1992 to roughly 25,000 in fall 2006, while San Mateo's total population grew from 649,623 in 1990 to 707,161 in 2000 (U.S. Census Bureau). The headcount of concurrently enrolled high school students on the 3 college campuses had an even steeper drop from 946 in fall 2002 to 447 in fall 2006, which amounted to a -112% decrease<sup>1</sup>.

Recognizing the need to continue broadening the district's reach to our service community, in March 2007, the Chancellor's Council decided to develop marketing and outreach efforts jointly with all three colleges. The target population was our county's 9th-12th grade public high school students. The purpose was to inform the students that they may start earning college credits and experiencing college by taking classes on college campuses during summer and regular semesters before they graduate from high school. The entire effort was branded the FUTURES Initiative, while the acronym SMCSOI was kept for internal use.

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<sup>1</sup> There are three types of concurrent enrollment. The situation would have been worse had it not been the increase of concurrently enrolled students on high school campuses in fall 2006. See SMCCCD Concurrent Enrollment Whitepaper (<http://www.smccd.edu/accounts/smccd/departments/educationservices/hscpp/resources.shtml>)

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A marketing brochure design by a local marketing firm was selected after competitive review of the design from another firm. The final brochure layout and messages received wide input from the colleges' marketing and communications offices and enrollment services personnel. Directly and jointly promoting our educational opportunities to the 23,000 high school students and their parents resulted in a consistent and unified message to a key student population.

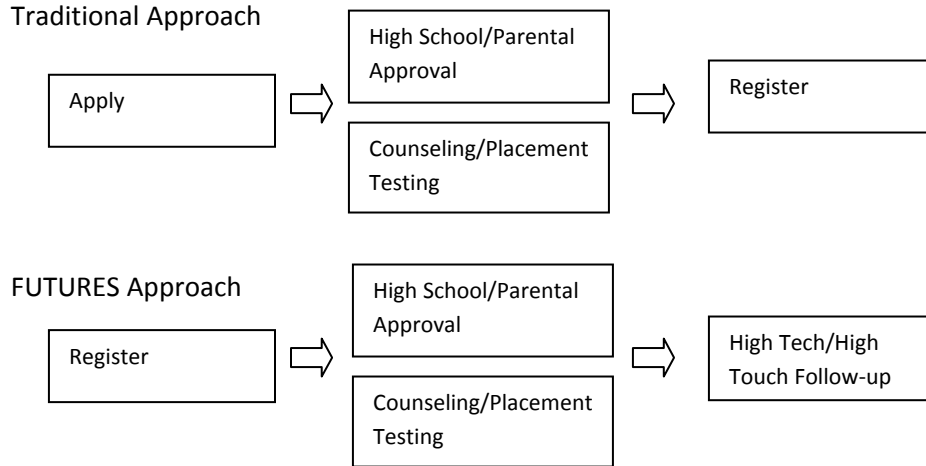
Marketing efforts are most effective if they are backed up by processes to handle the response. The Chancellor emphasized that the principals of FUTURES Initiative should be student centered and high tech with high touch. In the ensuing discussions at the Chancellor's Council, routinely attended by College Presidents, the Chancellor, Executive Vice Chancellor, Vice Chancellors, Chief Technology Officer and Director of Community and Government Relations, the group identified several areas in need of immediate process modification and or enhancement, including application and registration procedures, web presence and resources, and communication with high school partners. The Chancellor's Council assigned the office of the Vice Chancellor, Educational Services & Planning (VC-ESP) to coordinate the FUTURES Initiative.

On April 19<sup>th</sup> an emergency outreach meeting was called and attended by key personnel responsible for enrollment, outreach and counseling services. The Chancellor met with the group and explained the purpose of the FUTURES Initiative, inquired about their resource needs and asked for commitment to the effort. Meanwhile, separate meetings took place for designing a brand new website with FUTURES as the central theme and filled with information on concurrent enrollment. Vice Presidents of Student Services provided leadership and support to their college's personnel involved in this joint marketing and outreach effort. They worked with the ITS (Information Technology Services) and office of VC-ESP in contacting high school districts to communicate the genesis of the FUTURES Initiative and to obtain their support in providing student mailing addresses. All six public high school districts responded positively. Within a two week period, 23,000 mailing addresses were in and were incorporated with SMCCCD assigned G-numbers (a unique student identifier in Banner) and printed on the marketing brochures before they were mailed out.

Two mailings were conducted. The first mailing went out around May 11 and the second mailing May 20. Both mailings generated immediate hits on the new FUTURES website. For the second mailing, the marketing team designed a second brochure with different quick facts highlighting the benefits of attending the 3 colleges.

Meanwhile, the Admissions & Records Offices, Counseling and Assessment Offices put in extraordinary amount of work by instituting email response processes and dedicated phone lines. Designated staff managed both incoming calls and emails and outgoing transmittals to the FUTURES students. Since high schools had been accustomed to the traditional concurrent enrollment approach and counselors had handed out the traditional concurrent enrollment application forms when the FUTURES Initiative started, the colleges' staff dealt with two processes and two types of concurrent enrollment students with finesse and deft.

Process-wise, the two approaches can be depicted as follows:



The VC-ESP worked with various college personnel familiar with rules and regulations in examining district policies and practices pertaining to enrollment services. Where appropriate, recommendations were made to the FUTURES Initiative team for discussion and adoption. The Chancellor met with the FUTURES Initiative team to discuss several key policy revisions within the purview of the management. The Chancellor stressed the point that the district must abide by the law, but should examine policies and practices that are dated and not-student centered. The team considered and agreed on several policy and practice modifications, including raising the summer enrollment cap from 9 units to 11 units; revising the high school principal approval form from requiring approval for each college course to only requiring approval for each pupil's ability to benefit from advanced collegiate courses; waiving parking fees; and adopting a high touch approach to complete student application and required forms.

To brief the high school partners on this fast moving initiative, Vice Presidents of Student Services at the three colleges hosted meetings attended by high school principals and counselors. Colleges' admission and counseling staff organized parent nights attended by over 100 individuals. A total of 11 private high schools were contacted by the office of VC-ESP using customized letters, emails and brochures. Memorandums on the FUTURES Initiative were sent to administrators in the district with sample brochures. To keep the district informed, the Chancellor sent out all-district emails introducing the Initiative. The office of VC-ESP emailed daily updates to faculty senate leaders, AFT, administrators and other personnel.

The FUTURES Initiative team met weekly in the first two months of the Initiative. In mid-July, the team attended a Plus/Delta session and developed a list of pluses, deltas, and to-dos. The team agreed to conduct both formative and summative evaluation of the Initiative when enough time has passed to allow student outcome data to come in.

## **Key Features of FUTURES Initiative**

Several notable features of the Initiatives are as follows.

### **Proactive and Joint Marketing Efforts**

Changing population and friendly competition from sister counties set the stage for our colleges to transition from admit mode to recruit mode and meant that our marketing efforts needed to be effective and attractive. Marketing kicked off the Initiative to a spirited start. A key feature of the FUTURES initiative was the joint marketing efforts by the three colleges. Many people commented on the advantage of marketing the three colleges as a group as well as individual colleges. In addition, the brochure design received high marks.

### **Student Centered Approach**

To become the best student centered teaching institutions, which is the key theme of our district's strategic plan, everyone involved in the Initiative approached their tasks from the students' perspectives. Specifically, the FUTURES website and brochures were both designed to give students the quickest and most succinct messages to guide their enrollment process. The Initiative drastically changed the application process for concurrent enrollment students so that they could use their pre-assigned G-numbers to directly register for classes, leaving the tasks of completing the required student data to the staff.

### **Internal Collaboration**

To make our messages to the concurrent enrollment students and their college experiences consistent and pleasant as possible, the staff members involved in the Initiative at all three colleges collaborated on all aspects of problem-solving and decision making. In order to become more efficient, the team members worked in small task groups outside the weekly meetings. Key issues were brought to the entire team for discussion.

### **Communication**

A fast moving initiative like the FUTURES relies on clear, quick and targeted communication. To this end, key college and district personnel were copied on the Initiative's daily updates. The updates always started with daily enrollment numbers, followed by activities and meeting notices.

## **Key Changes to Policy and Practices**

### **Enrollment Cap**

Traditionally, the three colleges have operated with enrollment caps for concurrent enrollments students. High school students could not enroll for more than 9 units in the summer. The team members reviewed and discussed the rationale for such a cap. It was a practice instituted for the purpose of preventing students from overloading. According to A&R (Admissions & Records) personnel, students could challenge the cap. Yet, few students ever enrolled more than 9 units. Statistically speaking, the chances of them enrolling in more than 9 units are low because of the concentration of courses during specific times and days. There was no particular rationale or research behind a 9 unit cap vs. no cap. By law, students will pay for all units if they enroll in more than 12 units in the summer. Given these facts, the team adopted the recommendation, which was approved by the VPSSs, to increase the cap to 11 units.

### **Principal/Counselor Approval**

Traditionally, high school principals or their designees, most often, counselors, must review and approve each college course the high school student planned to take. This may work well if the number of students seeking college experience is low or the number of courses they are enrolled is low. However, this practice puts the responsibility of interpreting the rigor, outcomes and standards of college courses in the hands of high schools. Meanwhile, colleges are responsible for such activity and are already equipped with placement testing and counseling. Review of the law indicated that that a high school district is required to determine that a high school student is prepared for and can benefit from college level coursework. The regulations neither explicitly state how many units to approve nor that approval must be on specific courses. This practice has been revamped and is now reflected in principal approval form.

### **High Tech with High Touch**

High tech with high touch is not a new concept, as documented in several college success stories in the nation, but practicing it is a challenge. The concurrent enrollment population has grown up with computers and many of them are more adapted to the online environment than their parent generation. Several face to face feedback sessions with high school students have shown that students desire and prefer to incorporate the web as much as possible. Once motivated, as a typical concurrent enrollment student would be, many teenagers expect the web to guide them throughout their learning process. ITS and the colleges worked quickly and effectively to bring up the FUTURES website and pilot-tested it with several students. The site allows students to use their pre-assigned G-number to immediately register for classes, bypassing the more complicated application screens that may have either slowed down the prospective students or discouraged them from enrolling altogether. However, the task for following up with the students to obtain the required information, some of it mandated by law, fell in the lap of college staff. It meant extra staff time spent to continually monitor enrollments up until the last



day of the late registration period and additional time to follow up to ensure parental and principal approval had been granted for courses in which the students had enrolled.

## **Process**

Several procedural matters were also changed as a result of examining our process of enrollment for these students. A letter of recommendation from the high schools was no longer a required item for 9<sup>th</sup> and 10<sup>th</sup> graders. The team also recommended making high school student transcripts optional for use as the basis of determining a student placement in college classes. In addition, the registration date for these students was advanced from one month after the priority registration date to one week, while still fully in compliance with Title 5 requirements.

## **Instant Web Registration**

The marketing brochures coupled with the specially designed website performed a one-two punch to effectively engage the prospective concurrent enrollment students. As mentioned earlier, the FUTURES website serves as the bridge between students' initial inquiry and their immediate course registration, bypassing the traditional step of application. It was constructed as such because the general perception was that our CCCApply\* online application is cumbersome and unfriendly to them. To allow students to register for classes before they filled out the application was a daring move. For this particular population who received the brochures, it was possible because much of the behind the scenes work took place before and after they registered for classes. It was possible because high schools provided student names and addresses ahead of time that allowed SMCCCD to pre-assign G-numbers and print them on the brochures. After they registered for classes, the A&R Offices conducted rigorous follow-up to obtain principal and parental approval, as well as missing demographic and other application information.

\*CCCApply has made changes to its process, allowing students to recall from the system most of their previous application information without reentering/restarting an application. This change and its impact will be discussed further in the key recommendations section.

## **Initiative Evaluation**

### **Pluses and Deltas**

At the beginning of the initiative, the team agreed to conduct a “Plus/Delta” session for the purpose of evaluating the process. To evaluate the entire Initiative would require students’ grades, which would mean a substantial amount of time would have passed since the start of the Initiative. The team did not want to wait that long and they understood that the session would be a formative evaluation as opposed to a summative one. A formative evaluation examines the processes and summative evaluation the outcomes. The attendees agreed that they would list both the pluses and deltas without attempting to analyze the items or provide solutions. They also agreed that those issues that need to be resolved would be listed under the Idea category, although some of them might overlap with the deltas. For a list of the original pluses, deltas and ideas, please consult the appendix. The Chancellor came to visit with the attendees toward the end of the session. He thanked all the participants and pointed out that “No initiatives are perfect first time out of the door.” He said that the FUTURES Initiative was a success simply judged by the short ramp-up time and its fast moving pace. He again acknowledged the extra work of the three colleges and the district staff. He encouraged the attendees to continue with the student centered approach and to incorporate and adopt the pluses identified via the Initiative.

### **Student Interviews**

Prior to the Plus/Delta session, college and district personnel organized two concurrent enrollment student interviews. The purpose was to hear directly from the students about their experience with application, course registration and service utilization. Students were randomly selected from a pool of concurrent enrollment students who came to the colleges via the traditional method (filling out forms and applications prior to registering for classes) and a pool of the FUTURES Initiative students. Three \$50 bookstore gift cards were generously provided as incentives by Tom Bauer, Director of District Auxiliary Services. Unfortunately, the attendance of the focus group sessions was only 1/3 of the expected, or a total of 10 students from CSM and Canada. Of the 10, 2 were aware that they registered for classes first and relied on their parents to fill out forms, 3 were Middle College students who essentially were the same as the remaining 5 concurrent enrollment students who used the traditional method of application/registration. A list of the focus group questions is available in the appendix section of this report.

The students commented positively about their instructors and the college environment, including facilities, space, and climate of learning. Two forces were identified by all the students as key to their coming to our colleges: high school counselors and their parents who had attended one of the district’s three colleges before. Their counselors first made them aware of the concurrent enrollment opportunities. Coupled with “parents nagging us to complete all the

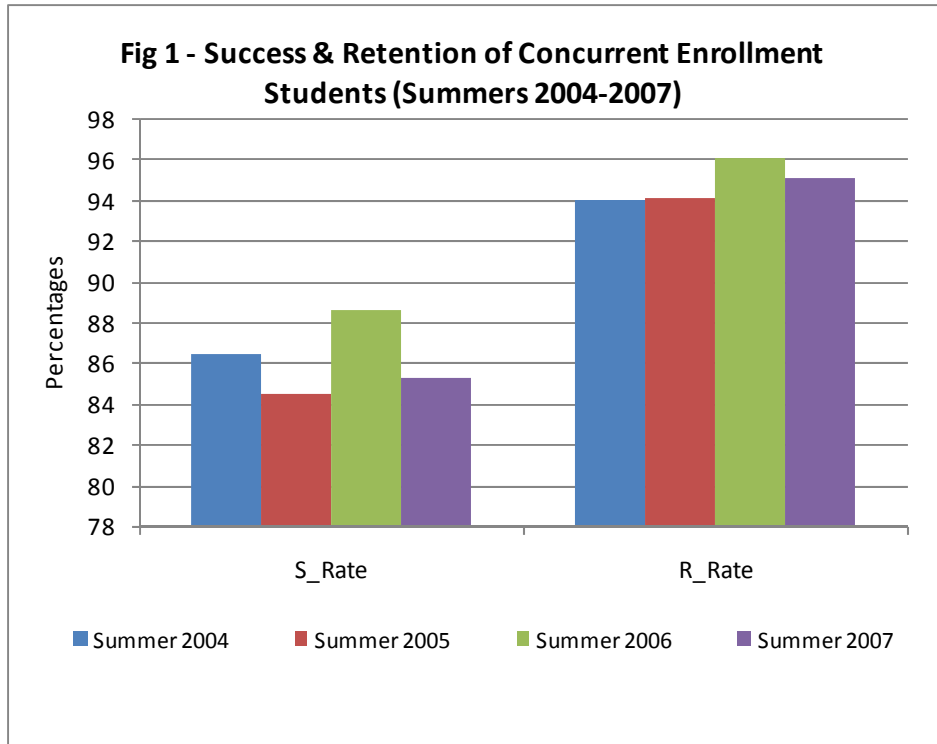
forms” they were able to get all the paperwork done. None regretted coming here. When asked if the application process was a deterrent, they said they did not mind filling out the online application (CCCApply), but appreciated any chance to get into classes without any delay.

### Student Success & Retention Rates

As a key component of the FUTURES Initiative evaluation, summative evaluation requires the Initiative to examine the outcomes of the concurrent enrollment students, mainly their success and retention rates. The success and retention rates of 2007 summer concurrent enrollment students appear to be similar to those in the previous 3 summer semesters. Table XXX below displays the historical data:

Table 1: Success and Retention Rates of Concurrently Enrolled Students in Summer Semesters

	Success	Retention	S_Rate	R_Rate	Total
Summer 2004	1,098	1,195	86.39	94.02	1,271
Summer 2005	1,202	1,339	84.47	94.10	1,423
Summer 2006	1,401	1,519	88.61	96.08	1,581
Summer 2007	1,386	1,544	85.29	95.02	1,625



Note: Figure 1 starting percentage is not equal to 0.

## **Initiative Impact on Enrollment**

The headcounts of enrollments for both summer 2007 and fall 2007, as compared to the corresponding days of the previous summer and fall show increases. The concurrent enrollment headcount in summer 2007 increased by 1.5% to 1,207. The concurrent enrollment headcount in fall 2007 had already increased by 46% when fall 2007 classes started. Keep in mind that the total headcount of summer concurrent enrollment, by law, cannot be more than 5% of the high school classes. The 9-12 graders according to the high school districts totaled roughly 23,000 students. Therefore, the total summer 2007 concurrent enrollment headcount in our district colleges represented roughly 5% of them.

## Key Recommended Directions

Going forward, the district and the three colleges may consider the following general recommended directions as well as specific recommended actions.

### ***Recommendation 1 - Student Centered Philosophy and Practices***

Our student centered approach, as exemplified by the high tech with high touch feature of the Initiative, should remain as both our service philosophy as well as our practice.

Specifically, it is recommended that the colleges and/or district

- a) Integrate the approved process changes mentioned in this report into regular and future concurrent enrollment practices. Among them,
  - i. Keep the cap of 11 units for summer session and 19 units for regular semesters
  - ii. Make the FUTURES website being the gateway and provide a link to CCCApply for application and encourage pupils to review class schedule and discuss their course plans with high school counselors
  - iii. Allow students to register for classes upon application while relying on Banner to check and alert them about placement testing for the courses they are attempting to register and flag those who need counselor review. (Before district-wide prerequisite implementation completes prior to summer 2008, SMCCCD colleges will continue using traditional concurrent enrollment process.)
  - iv. Adopt the simplified high school approval form and communicate the change to high schools as soon as possible
  - v. Encourage students to download the signature forms, but continue the use of application packets provided to high school counselors
  - vi. Rename the yellow concurrent enrollment packet to FUTURES Concurrent Enrollment Program
  - vii. Eliminate the use of pre-assigned G-numbers
  - viii. Maintain the hotlines (email or phone) to receive requests and comments and commit to short turnaround time
- b) Continue examining the concurrent enrollment application and registration process to make it as seamless as possible

***Recommendation 2 - Building and Enhancing Partnership with High Schools***

Concurrent enrollment of any kind cannot be effective without carefully maintaining relationships with the high schools, private or public. This is based on feedback from both students and staff. To maintain such relationships, the colleges need to communicate with high schools on a regular basis on all aspects of the activities surrounding the high school students who are migrating to college.

Specifically, it is recommended that the colleges and/or district

- a) Establish regular meetings and locations during a school year to meet with high school principals and counselors to share and discuss process changes, student outcomes and pluses and deltas of existing practices.
- b) Establish work plans with specific goals and resource support to assist high school counselors with advising prospective concurrent enrollment students.

***Recommendation 3 - Marketing Educational Opportunities to Parents***

The joint marketing effort exemplified by the FUTURES Initiative, according to those who are involved, has been “hugely impressive and successful”. This impression became more obvious based on the feedback from both the FUTURES Initiative team and students. The students reported that parents who have seen the brochures have been further motivated to encourage their children to experience one of the three colleges in our district.

Specifically, it is recommended that the colleges and/or district

- a) Continue designing and/or enhancing the joint marketing efforts as exemplified by the FUTURES Initiative
- b) Consider program specific marketing efforts and use technology to track marketing effectiveness

***Recommendation 4 - Conduct Ongoing Process Evaluation and Establish Goals***

As institutions of learning, we must continually search for alternatives, adapt to change and evaluate processes and outcomes to enhance and improve.

Specifically, it is recommended that the colleges and/or district

- a) Conduct outcomes evaluation of the FUTURES Initiative
- b) Establish specific evaluation and reporting of all concurrent enrollment activities in our district

- c) Conduct regular focus group meetings with high school partners, students, and their parents
- d) Establish goals for both enrollment and course/program success of concurrent enrollment students

**Recommendation 5 - Resolving Issues Quickly and Responsibly**

The Deltas and Ideas produced by the Plus/Delta session are combined and listed in the table below. They are collectively named Deltas/Ideas. While not all Deltas/Ideas can be resolved or implemented right away, continued discussions are necessary and lead person(s) would greatly help.

Deltas/Ideas	Lead Persons (TBD)
1. Allowed to enroll without college counselor approval	
2. Could register without parent’s signature, principal’s signature, college counselor’s review	
3. Could register beyond census without required signatures	
4. No college prescreening based on high school GPA	
5. No letter of recommendations for 9 <sup>th</sup> and 10 <sup>th</sup> graders	
6. Allowed all 9-12 graders equal access (no priority for 11 <sup>th</sup> and 12 <sup>th</sup> or college age)	
7. Allowed to enroll in any course in the district	
8. Success and retention research needed	
9. Checking MIS results from this project, securing MIS elements (how is MIS data affected?)	
10. What next? Where will Futures go? How or do we embrace the TRADITIONAL incorporate the Futures process?	
11. Policy, process, issues, timing	
12. How are we going to measure the success of the project?	

## Appendix

### Initiative Team Members

**Adrian, Loretta (Lori)** - VP, Student Services, Skyline College  
**Chen, Shell** – Programmer Analyst, ITS, District Office  
**Christensen, Barbara** - Director, Community & Government Relations, District Office  
**Fajardo, Arlene M.** - Assistant Registrar, CSM  
**Feimer, Joyce** - Manager, Computer Operations, ITS, District Office  
**Gibson, Carlene** - Interim Dean, Counseling, Advising & Matriculation, Skyline College  
**Gonzalez, Kenny** – Program Services Coordinator, Skyline College  
**Gulli, Rita** – Staff Assistant, Corporate & Continuing Education, CSM  
**Hancock, Sherri** – Dean, Enrollment Services, Skyline College  
**Hausman, Shelly** – Communications Manager, President’s Office, Skyline College  
**Hood, Robert** – Director, Public Information Office, Cañada College  
**Hughes, Jennifer** – Vice President, Student Services, CSM  
**Irber, Sandy** – Director, Development, Marketing & Public Relations, Skyline College  
**Lorenzo, Susan** – Assistant Registrar, Admissions & Records, Skyline College  
**Luan, Jing** – Vice Chancellor, Educational Services & Planning  
**Lucas-Woods, Phyllis C.** – Vice President, Student Services, Cañada College  
**Madden, Beverley** – Director, Public Relations & Marketing, CSM  
**Mihelcic, Mario** – Admissions & Records Assistant II, Admissions & Records, CSM  
**Miller, Ruth E.** – Assistant Registrar, Cañada College  
**Morehouse, Steven N.** – Counselor, CSM  
**Phemester, Janice** – Staff Assistant, District Office  
**Raby, Melissa** – Dean, Counseling & Enrollment Services, Cañada College  
**Ramezane, Marsha** – Dean, Counseling, CSM  
**Raznick, Eric** – Director, ITS, District Office  
**Stats, Terry** – Admissions & Records Assistant III, Admissions & Records, Skyline College  
**Trott, Joanne** – Senior Programmer II, ITS, District Office  
**Vaskelis, Frank** – Chief Technology Officer, ITS, District Office  
**Villareal, Henry** – Dean, Admissions & Records, CSM  
**Wallace, Richard** – Dean, Counseling, Advising & Matriculation, Skyline College  
**Witham, Jasmine** – Web Support Analyst, ITS, District Office



## Plus/Delta

FUTURES Initiative Process Evaluation Meeting (Plus/Delta Session)

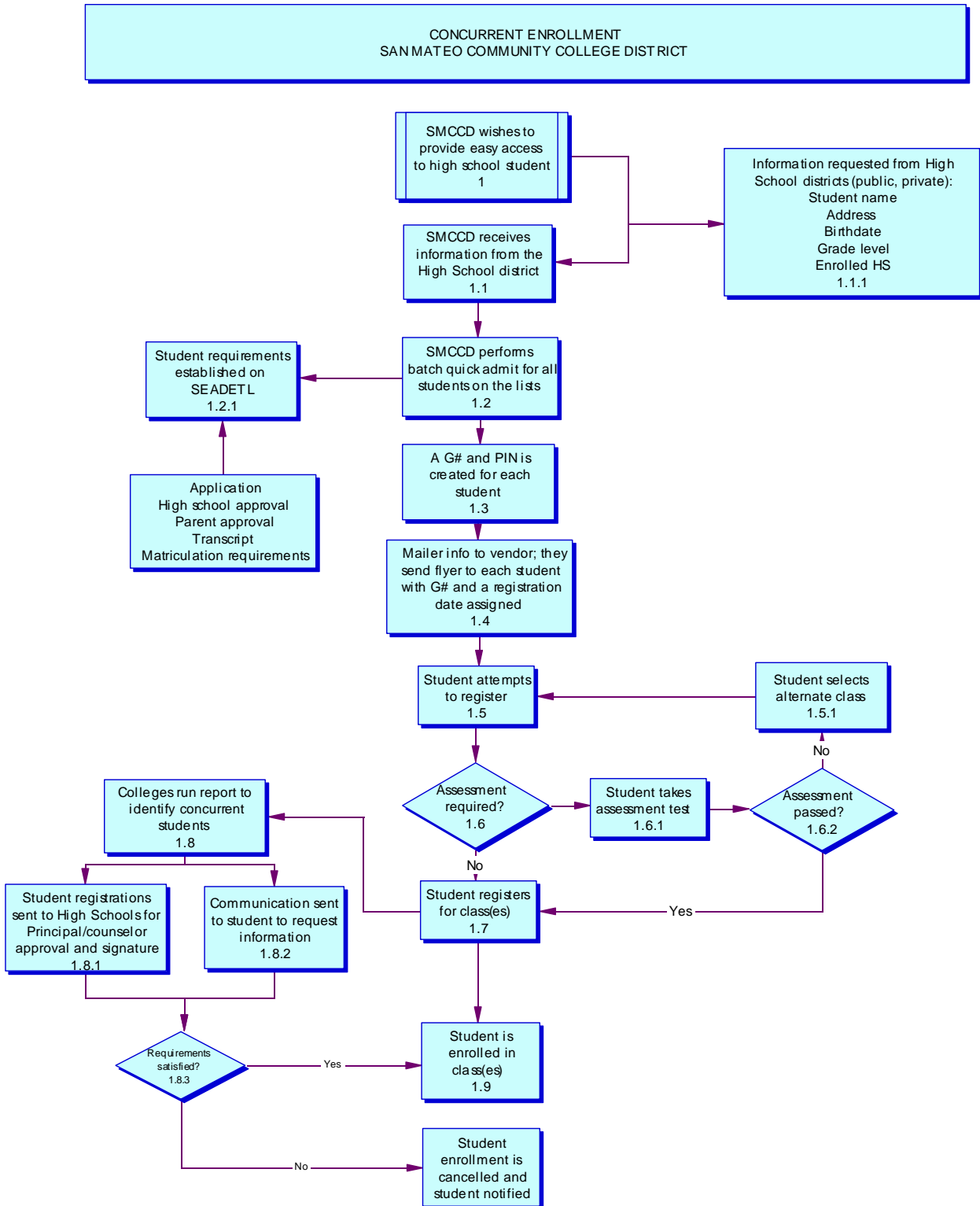
Date: July 17, 2007

Attendees: Marsha Ramezane, Ruth Miller, Arlene Fajardo, Henry Villareal, Sherri Hancock, Sue Lorenzo, Jennifer Hughes, Eloisa Briones, Melisa Raby, Eric Raznick, Steven Morehouse, Barbara Christensen, Joyce Feimer, Jaz Witham, Suki Chang, Jing Luan, Jan Phemester, Ron Galatolo, Vickie Nunes, Virgil Stanford, and Robert Hood.

Plus	Delta	Ideas
<ul style="list-style-type: none"> <li>• Marketing effort – mailing, website, hotline</li> <li>• Increased enrollment</li> <li>• CCC Apply to Futures</li> <li>• Cooperation from ITS, PIO</li> <li>• Partnership with high schools (i.e. information on students)</li> <li>• 3 colleges collaboration</li> <li>• Reviewed process</li> <li>• Brochure – heightened awareness</li> <li>• Proactive approach to reach out to population (release of resources)</li> <li>• Use of “faces” – relating to students</li> <li>• Legal requirement and procedure reviewed</li> <li>• Online registration – immediate access</li> <li>• Good communication with college community</li> <li>• Interdependency of departments</li> <li>• Fast moving initiative</li> <li>• Regular meetings and reviews</li> <li>• Concerns were addressed by</li> </ul>	<ul style="list-style-type: none"> <li>• Registration without parent or principal signature (no pre-screening)</li> <li>• Register for 11 units without payment</li> <li>• Allowed to enroll without college counselor approval</li> <li>• Enrollment beyond census</li> <li>• No college admission re: high school GPA</li> <li>• No college screening for pre-requisites</li> <li>• No letter of recommendations for 9<sup>th</sup> and 10<sup>th</sup> graders</li> <li>• Allowed concurrent to enroll earlier</li> <li>• Allowed all 9-12 graders equal access (no priority for 11<sup>th</sup> and 12<sup>th</sup> or college age)</li> <li>• Allowed to enroll in any course in the district</li> <li>• Short time frame didn’t afford adequate communication with high school parents and internal partners/other departments</li> <li>• Duplicate G-numbers</li> <li>• Parallel of Futures and traditional processes</li> <li>• Still outstanding signatures (what to do if</li> </ul>	<ul style="list-style-type: none"> <li>• Students could enroll 11 units without payment</li> <li>• Could register without parent’s signature, principal’s signature, college counselor’s review</li> <li>• Could register beyond census without required signatures</li> <li>• No college prescreening based on high school GPA</li> <li>• No letter of recommendations for 9<sup>th</sup> and 10<sup>th</sup> graders</li> <li>• Allowed concurrent to enroll earlier</li> <li>• Allowed all 9-12 graders equal access (no priority for 11<sup>th</sup> and 12<sup>th</sup> or college age)</li> <li>• Allowed to enroll in any course in the district</li> <li>• Success and retention research needed</li> <li>• Follow-up on G-numbers and cleaning up duplicates (compromised data)</li> <li>• Checking MIS results from this project, securing MIS elements (how is MIS data affected?)</li> </ul>

Plus	Delta	Ideas
<p>Administration in a timely manner</p> <ul style="list-style-type: none"> <li>• Jing viewed staff in action</li> <li>• Excellent website and quick response by Jaz</li> <li>• Appreciation from parents about opportunity</li> <li>• Parent orientation</li> <li>• Free parking</li> <li>• Commitment to serve Students and make sure their needs were met</li> <li>• Allowed to enroll across district with one application</li> <li>• Less bureaucracy for parents</li> </ul>	<p>parent denies)</p> <ul style="list-style-type: none"> <li>• More time would have allowed how to resolve internal issues</li> <li>• Workload for staff at critical time of year (end of term, graduation) caused delays in other work.</li> <li>• Securing MIS data elements (residency, education goal, ethnicity)</li> <li>• Graduating students getting through without matriculation process, fee payments, etc.</li> <li>• Confusion with lists of concurrent students without G-number going through CCC Apply (links with short time frame)</li> <li>• Communication issue – didn't get cashiers in the loop (CSM)</li> </ul>	<ul style="list-style-type: none"> <li>• What next? Where will Futures go? How or do we embrace the TRADITIONAL incorporate the Futures process?</li> <li>• Policy, process, issues, timing (Chancellor wants to continue the project)</li> <li>• Concurrent enrollment students – when will register be open?</li> <li>• How are we going to measure the success of the project?</li> </ul>

# Process Flow Chart



## Process Flowchart Legends

1. Easy access to college for high school students is desired
  - A. Collaboration effort with feeder high school districts proposed
    - Chancellor and Presidents agree on plan
    - Chancellor meets with Superintendents
    - Chancellor meets with HS principals
  - B. Plan is approved by all entities
  - C. Data elements to be extracted are approved
  - D. Institution Technology departments extract data to be provided to SMCCD IT Department

SMCCD receives the data extract for school districts

Optimal data to be supplied by the high school districts:

- Student name
- Address
- Birthdate
- Grade level
- Enrolled high school

SMCCD performs batch quick admit for all students on extract lists

Create record with name, birthdate, address, if available.

If not able to create record, will provide names and address to the colleges (sort by high school? If yes, send to feeder college)

IT will match incoming data to records in Banner to avoid duplication of records when enough data is available to match. Match will be run on name, address and birthdate.

Matched records will keep original G# and PIN

Matched records will receive May 15 registration date. If earlier date exists, it will not be replaced with May 15.

Hold codes blocking registration will be taken off of existing records. A hold code will be attached to all new records: HU = 9th -11th graders, HH = 12th graders.

Other identifiers in Banner for these students will be as follows:

- SGASTDN - Student Type - Y
  - Adm Type - HSCC load
- SPAIDEN - Origin - HS apply
- SOAHSCH - will give HS code
- Ed Level (pending) -
  - 109 = 9th grade
  - 110 = 10th grade
  - 111 = 11th grade
  - 112 = 12th grade

G# and PIN are created in Banner for each student record

Existing G#s will not be replaced; new G# may be retained as an alternate #

Initial PIN will be last 6 digits of the G#

If a high school student ID is provided, it will be added to the record; may be used as alternate ID

Mailer information for high school students is sent to vendor for mailing

Mailer is sent by vendor to all high school student in database

Mailer will contain G# and give a registration date of May 15

Mailer will direct students to the SMCCD website and/or phone hotline

Each college will have phone hotline

Should be answered immediately as possible; voice messages must be routed and/or returned as soon as possible

Student attempts to register

Student selects any class

No limit will be enforced on unit load

Upon completion of registration, student will receive letter/email with reminder of forms needed

Schedule bill will be sent to student with the following information (on form or attachment?)

Request parent signature

Request principal or counselor signature

Required signatures/documents submitted by \_\_\_\_\_

Requirements are satisfied on SEADETL when received by college

Assessment required?

Yes - student receives message on Banner registration screen that assessment is required

No - student is allowed to register immediately

Student completes enrollment for class(es)

Student must confirm address, email address, residency, VATEA questions and Ed goal

Student must get required approvals

No block on any class unless a pre-requisite/assessment block exists on Banner

Student prints registration receipt

Receipt may request the following information: Parent signature line, GID, ethnicity, SSN, email address, ed goal

1.7.4.2. Fee code will waive enrollment fee, student rep fee, and parking (summer 2007 Only). Parking fee will appear on invoice but will show \$0 fee

1.7.4.3 Student has the option to print paper forms from college websites

1.8 College runs SWBHSC to produce printouts of students registered by high school

1.8.1 College sends reports to high school principal to certify approval and signature

1.8.1.1 Repeat transmission of reports on bi-weekly/weekly basis to high schools

1.8.1.2 High school approves students/courses submitted for eligibility

1.8.1.2.1 Grade review

1.8.1.2.2 Level of coursework

1.8.1.2.3 Articulated coursework

1.8.1.2.4 % of class enrolled in concurrent enrollment

1.8.2 Communication sent to student to remind/request information

1.8.3 College tracks requirements and determines if satisfied

1.9 Student satisfies all requirements/enrollment exists

1.10 Student does not satisfy requirements

1.10.1 College cancels enrollment

1.10.2 Student is sent a schedule bill indicating enrollment has been cancelled

1.10.3 Student may complete unmet requirements any time before the end of late enrollment

## Focus Group Questions

Welcome!

**Purpose: To hear the actual experiences of our college application and registration process and conduct a candid discussion about how best to improve your experience**

*Explain the application, registration process (Traditional and Futures)*

Questions:

1. How did you hear about the college?
2. What attracted you to the college?
3. Who influences your decision the most?
4. Think about the entire experience of getting here, do you have any suggestions for improving your experience with the high school folk (principles, counselors) and with our college (counselors and registration people)
5. Of those who applied via the traditional method (online application, yellow forms), please tell us how it was for you.
6. Of those who used the Futures method, please tell us how it was for you.
7. How was your experience with the counselors at the college?
8. What subject matters interest you the most?
9. Did you utilize tutoring, learning center or the library?
10. How did you like the services?
11. Are you thinking of going to another community college, if so, which ones?

## **Other Resources**

FUTURES Initiative Website:

<http://www.smccd.edu/futures>