EMC Mission
To interpret enrollment trends, patterns and projections, student achievement/success data, basic skills student achievement data, and to inform all institutional divisions and units in meeting CR’s enrollment goals within a framework of collaboration continued growth and community alignment. The Enrollment Management Committee (EMC) also formulates enrollment goals consistent with the College’s mission and program review data, develops FTES budget projections, implements, monitors, and periodically revises the process of student enrollment and retention.

1. Call to Order
2. Review Summary Notes (4/7/14)
3. Action Items
4. Discussion Items
   4.1 Potential Legislation Affecting Matriculation (Kathy Goodlive)
5. Reports
6. Future Agenda items
7. Announcements

Adjournment

CCC Confer Information
PARTICIPANT DETAILS
> Dial your telephone conference line: 913-312-3202 or (888) 886-3951
> Cell phone users dial: 913-312-3202
> Enter your passcode: 828441
1. **Call to Order:** Present: Keith Snow-Flamer, Barry Tucker, Lynn Thiesen, Melissa Ruiz, Kathy Goodlive, Robin Lancaster, Michael Dennis, Paul DeMark, Harry Pyke, Angelina Hill, Pam Kessler, Crislyn Parker-support

2. **Review Summary Notes (3/24/14):** approved as stand

3. **Action Items**

4. **Discussion Items**

4.1 **Updated 14-15 Enrollment Projections (handout)**
- Fall 2014 enrollments are low in FTES. Deans are asked to schedule anchor courses in the evening and weekends; and discuss with Sheila Hall to identify possible GS courses, to help us meet our target of 4153. Noncredit courses are *not* included at this time. The budget has been set to fund the 2014-15 target FTES. The 320 report is due April 15 and will give us an idea of how the success of the non-credit courses
- The summer and fall 2014 actual sections are not totally correct and will be updated. FTES per section projection is based on historical data with a 10% reduction, recalculated each year, and does not reflect cancelled sections. Health Occupation may be adding the paramedic program and AJ may add another program; these are not yet included
- When scheduling, the deans look at historical schedules of active courses.
- Marketing is an important focus to make this work.

4.2 **Course Achievements of Students Placing into Basic Skills (Who Don’t take Basic Skills Courses)**
- This information was presented to Basic Skills Committee. The most meaningful pattern was the difference in GPA: taking the recommended placement courses seem to help students succeed. Discussed reframing the result of this data for students: If (a student) doesn’t take their basic skills in the first semester, they are less likely to succeed in their goals. This data should be revisited due to course changes and new student success and matriculation policies.
- Some discussion about mandatory placement in basic skills the first semester/year.

4.3 **Update: English Department Multiple Measures:**
- English determined Accuplacer scores used were high, so they lowered cut scores, advising zones, and included multiple measures using student high school transcripts and testing, in an effort to remove some barriers to success.
- Math is evaluating Accuplacer cut scores as well.

5. **Reports**-N/A

6. **Future Agenda items:** FTES updates, marketing updates

Adjourned