

Notes from Enrollment Think Tank Meetings (May 21, 2014; June 17, 2014) , and Other Related Meetings

Subcommittee/Task Force	Idea/Task/Follow-up
Advertising/Marketing	(Subcommittee: Ruthie R., Chris G., Mike M., Don M, Rene T., Robert B.)
	1. Take out RHC summer class ads in area high school and college newspapers
	2. Take out RHC screen ads at local movie theatres
	3. Send class schedule postcard/mailer to every household in service area
	4. Provide RHC class info on Whittier High School “Teleparent” phone system
	5. Provide information on summer/fall registration at Commencement 2015
	6. Purchase radio ads
	7. Purchase billboard on 605 Freeway and possibly on property owned by Quinn (partner)
	8. Hang and illuminate a highly visible RHC sign on the upper L Tower and possibly Business Building, as well
	9. Illuminate more buildings at night (à la the Quad lighting)
	10. Hang a poster in every classroom showing GE requirements —Educate faculty to GE requirements to advise students (e.g., electronically, attached to load sheets, etc.)
	11. Use ASO \$\$ for advertising and marketing
	<i>The following additional items are from a special deans’ meeting on enrollment, May 21, 2014:</i>
	12. Deans write articles promoting careers in their field in context of Rio courses
	13. Advertise Fall 2014/Intersession 2015/Spring 2015/Summer 2015 yearlong master schedule (once PDF version posted in mid-November 2014 – see “Master Schedule” Subcommittee) – send to students
	14. Develop more widespread way to “mass blast” current students beyond email, esp. text
	15. Continue promoting low-enrolled sections through social media, the sooner the better
	16. Advertise on AdCamp kiosks used for <i>El Paisano</i>
Research	(Office of Institutional Research & Planning)
	1. Identify where last year’s summer students went this summer (Summer 2013 cf. to Summer 2014), possibly through Student Tracker
	2. Identify FTES from past intersessions (2006-2010, 5 years, offerings: 35/93/97/98/31)-PRIORITY ITEM
	3. Survey Evening College students to see whether a 5:00 or 5:30 p.m. start time is preferable to 7:00 p.m.
	4. Research enrollment numbers and trends of area feeder high schools

Class Scheduling	(Subcommittee: Kenn P, Karen K., Rebecca G., Mike S., Barbara S., Don M., Steve H., Robert H., Mary B., Judy P., Jennifer F.)
	1. Identify additional courses for summer, especially First Five Week Session (20+ were added; only 6 filled)
	2. Add classes at SWEC and EMEC for summer (only courses remain at SWEC)
	3. Develop year-long “master schedule” to post online as PDF or “flip doc” in mid-November (Fall/Intersession/Spring/Summer, 2014-15) – Subcommittee has formed 9 work groups to address: <ul style="list-style-type: none"> 1) production timeline 2) 4-unit/3-unit conflicts 3) cohorts and pathways registration 4) offsite conflicts/offerings 5) GE bottlenecks 6) Ed Plan Data integration/Counseling scheduling 7) Public Safety scheduling 8) Intersession offerings/target populations 9) cross-listed/combined class scheduling
	4. Develop Fast Track Pathways for degrees in AJ, ECE, etc.
	5. Develop academic program for inmates in approved corrections facilities
	6. Develop online classes in Corrections
	7. Review past Intersession data to plan for upcoming (2006-2010, 5 years, offerings: 35/93/97/98/31)
	<i>The following additional items are from the first Master Schedule Subcommittee meeting on June 4, 2014:</i>
	8. Schedule Intersession classes to avoid competing with Spring semester enrollment (possibly 40 sections?)
	9. Develop separate schedules for specialized cohorts (e.g., learning communities, Puente, Police Academy)
Outreach	(Student Services)
	1. Teach counseling classes at local high schools
	2. Hold clinics on RHC sports at local high schools for athletes
	3. Expand summer program for entering students
	4. Develop Police Academy relationships (e.g., Galt, Police Board) (Public Safety)
	5. Hold open house on campus for the community or possibly traveling Family Days
	6. Have articulation officer send to parents a “transcript” showing child’s completion of classes
	7. Tables at community events to show a Rio Hondo presence – keep SS informed of upcoming events
	8. Make an enrollment emphasis on FLEX Day
	9. Deans identify point person in each division to provide personalized service/assist with outreach efforts

	10. Target businesses with employees looking to take college classes (CTE, Contract Ed)
	11. Collaborative events hosted by Student Life & Leadership and Arts & Cultural Programs
	12. Use students as outreach reps more frequently, esp. at panels at local high schools
	13. Don't distribute paper for Rio promotion – use promotional items, t-shirts, “ball cap diplomacy,” with meaningful stories attached to items where possible
Registration	(Meeting on May 27, 2014: Mike S., Steve H., Dyrell F., Robert H., Ruthie R., Henry G., Judy P., Mike M., Phil L., Teresa D., Renee G., Nash F., Don M., Vann P., Gary VV., Connie A., Rene T., Rebecca G., Karen K.)
	1. Consider effects of priority registration on enrollment
	2. Adjust Drop for Nonpayment (D4NP) levels upward
	3. Develop clearer language regarding the Drop for Nonpayment statement; Robert H. to write language
	4. Drop students after census dates/educate faculty to the need
	5. Put clearer directions/checklist on Website so students are better aware of steps related to CCC Apply
	6. Develop automatic process for student IDs to be generated to avoid lengthy wait
	7. Do follow-up letters to students tailored on student responses in CCC Apply (e.g., first-time students)
	8. On new website rollout, larger icons would make it easier for students to access CCC Apply
	9. Make how-to videos on registration to be incorporated into new website
	10. Eliminate confusion when a class closes/waitlist is full that class is not “open”; Robert H. to write language
	11. Clarify language on pre-requisites and co-requisites
	12. Have “hover over” language giving definitions, or call-outs, providing explanations on “Drop, Re-add, None”
	13. Move “Drop, Re-add, None” language to top of screen – Not possible in Banner
	14. Establish a help desk/contact person to address questions by students trying to register (Freshman Success Center, renamed to First-Year Success Center to be more inclusive) – Student Services
	15. Add a secondary student email address to the primary Rio Hondo student email list
	16. Distinguish off-site class locations in some way (e.g., different color)
	17. Highlight separate schedules for specialized cohorts (e.g., learning communities, Puente, Police Academy)
	18. Address reset password concern in CCC Apply (students don't write down user name and password)
Other Considerations	1. Don't forget “success and retention” concerns during our effort to boost enrollment
	2. We need to identify new student populations (“new fish”) not just try to target the same population