



## **Enrollment Management Meeting**

Tuesday, September 5, 2017

2:00 PM – 3:00 PM

Board Room

### **MEETING MINUTES**

Committee Mission: To develop a holistic, comprehensive, and integrated approach to enrollment management while recommending scheduling, instructional and student support strategies to enhance access, success, persistence and goal attainment.

Present: Lorelei Hartzler, Tim Johnston, Jason Kelly, Jim Kortuem, Mike Mari, Leroy Perkins, Natalie Tucker, Susan Westler, Debbie Whitmer

Committee Mission: To develop a holistic, comprehensive, and integrated approach to enrollment management while recommending scheduling, instructional and student support strategies to enhance access, success, persistence and goal attainment.

- Welcome / Introductions

- 1. Review Committee Purpose / Enrollment cycle

- Reviewed purposes of the management committee, supporting strategic rolls.
- Adding some clear language would help to stay in agreement with the complete mission statement.
  - Use of the term clearinghouse takes every factor in.
  - We strive to be representatives and share those perspectives and have a common place moving forward.
  - Interested in Enrollment numbers for 2017 fall semester. Students who register this late in the semester are more likely to drop out.
  - Committee agreed on mission purpose.
  - Taking a look at numbers, and it is a sustainable year, next year we are back into growth. Try to do some implementation during this year and get us ready for the growth period.
  - Another piece of information, chancellor's office came up with a template, try to find ways to make the process a little more efficient and less cumbersome.
  - Categorical programs, SSSP, Credit and Student Equity had a lot of refunding, which will increase year by year. They took time off and created a template, connect these things together into an integrated plan.
  - SSSP, VSI, Equity into one integrated plan, want to vet campus wide. Brought it to multiple committees.
  - Putting it on multiple councils and ultimately to college council and to the board in November.
  - Come up with 5 overarching goals that would be system wide, link them into the college goals.

- We want to see if there are activities that we can connect it with. Integrate and Enrollment Management plan are intertwined.
- Tehama campus was just working on the adult grant, there are a lot of similar missions and lots of money in them. \$500 million system wide for adult block grant. There may be needs in similar populations and try to connect instead of silo them out. We are trying to see if there is a way to connect it. The way the grant is built is structured in a consortium.
- Funding side: They've been trying to integrate it and establish plans. It makes sense to approach Shasta with this.
- We are the fiscal agent for it and we are working with K12 to build these relationships.
- 7 Criteria and GED program is one, ESL, adults with disabilities are others.
- So this is how this plan fits with other initiatives. (Cycle)
- Created target completion dates with various activities. There should be a breakout of activities we want to do in the fall. Spend October/November/December to look at those initiatives and look at the general numbers.
- Financial Aid: Students who are non-verification are auto packaged. Verifications still take about the same amount of time, a lot of the dream act apps are all manual and so are loan services. There is now more to take out loans than the past. The processing is changing and giving us more time to work on other things, and government bringing more things all the time. Guiding more people into the SSC lab for paperwork or online loan items. Trying to work more with other departments and cross training.
- Dreamer is not the same as DACA

## 2. Review Enrollment Management Plan – 2017-18

- ❖ One of the first things is the common assessment. Activity 1.3.1, with committee permission we would like to take a look at this a year from now. Latest info from Chancellors office, is that they projected roll out but still deep in validation and the time frame is still open ended. As a district, the Math and English department have been doing work. They want to have a valid instrument. We are hopeful and thought we could implement in the spring and no word on when the system will roll. Committee agreed to reevaluate in a year.
- ❖ 1<sup>st</sup> group. Implemented FYE program, with lots of work in research. Created experimental design, took last year's seniors about 500 or more and invited them to be included in a cohort. With our counselors, Nickie, Sonia and Nelson. EOPS style guidance. We are seeing them with counseling appts and compare them to the Persistence, Retention, and Course success
- ❖ 2<sup>nd</sup> group is a blind study, taking a look at our college success classes, faculty driven, 5 core classes that they teach similar ideas in. They are finding students enrolled in those classes tend to persist 20% or more than the general.
- ❖ General population vs Cohort. General vs. Blind Study. General alone.
- ❖ Awarded an innovation grant, and will give the funding to support the FYE program. We will have some preliminary data this fall and retention but not persistence. It will be too early to know who will continue this spring. Retention meaning starting and completing courses, and persistence is coming back.
- ❖ We are looking at county wide numbers and high schools are going to slightly decline in the next 7-10 years. Exception to that is Tehama County. Modest increase.

- ❖ We take a little decline 1,000-2,000 off. If we can maintain FTE's, and retention efforts as a way to keep our FTE's intact.
- ❖ We see these specialty programs are ways we can create good scenarios. The Governor wants the chancellors to create more online and statewide system, it could be a threat if our students go to that program or will there be a shared amount.
- ❖ Core workgroup, they have to come up with 3 different proposals to come up to the Governor.
- ❖ With most of online students, they will like it and it will hurt us.
- ❖ English department interested in getting courses approved and it is not seen as competition it is seen as something we can be a leader in.
- ❖ Joe shared that district wide at an online community college, so it is interesting the differences with online ed initiatives and online college.
- ❖ It speaks well with online college, and serious funding as gone behind it.
- ❖ See if there is traction behind it. Keep our eye out as a committee, to determine what impact it might have. The Bachelor's program, they have one in South Los Angeles & we are pulling from SoCal for those programs.
- ❖ Wasn't part of the program, our feeder degree didn't feed into our Bachelor program so no one in our area was eligible but now we are pulling from other areas.
- ❖ The other thing is to implement Hobson's starfish.

### 3. Review Fall 2017 Initiatives

- ❖ Pilot group of faculty to help roll it out. (Hobsons Starfish)
- ❖ Spent a lot of time, taking it for a test drive, inform training pieces and expand
- ❖ Planning a soft roll out for a pilot group about 4 faculty volunteers, dependent upon what they want to do, it could be one section or all. Doing it in the test environment to make sure it looks and feels the way it is supposed to.
  - ❖ Working on a different name, with marketing.
  - ❖ Don't put it online. It is called starfish for the company name.
  - ❖ Interested in branding, student success committee couldn't reach consensus.
  - ❖ Allow marketing to decide the branding and name.
  - ❖ This has more functions and positives besides you aren't doing well. Student eventually will like it because it does more. It is very powerful as folks want to take it.
    - Ed Planning Automated student ed planning on track for spring roll out. (Small pilot group)
    - Expanded academic support strategies
  - Reached out as a starting point and next time we can go over recommendations moving forward. The big one is goal 4.
  - Goal 4. Top 2 was create data warehouse and real time data dashboard. More data at our fingertips. Follow enrollment numbers real time. Right now it is subject to request. Potentially Tableau could help us to do.
    - Tableau has capability to make things real time. Presentation software and can go back into time data into our student information system in an appealing way.
- Data Warehouse: Often times called to do comparative, how does this year's group compare to last year. The base line number changes over time. We do regular reporting, taking a snap

shot of data but only be true to that day. The data warehouse helps to create a baseline so you don't have a moving target, important for data tracking. Research is doing a lot.

- ◆ Ongoing project. Far away from this. They recommend it will not be completed in the fall. Would you agree to kick down the field and keep monitoring? More time intensive – any opposition? No
- ◆ Data Dashboard, the two are somewhat connected and this will also not be ready, and take much more time than what we believed.
- ◆ Starfish has real time data but not the same thing as what we are looking for. It will give us real time but a narrow scope. We want something more broadly. It won't be the whole span. It would really help with ed plans and how those are being reported, and helping data integrity relative to that but it is still narrow.
- ◆ Student Focus Groups:
- ◆ How to enhance a student experience, we should have something by the end of this semester.
- ◆ Research is not doing it, we may not need something as sophisticated and may be able to do it ourselves.
- ◆ For this purpose, we can do it ourselves.
- ◆ Would it be worth it to pull from FYE cohort, possibly but don't want to be too skewed. Starfish group would be a great cross sections.
- ◆ Disproportionately impacted groups. What groups were flagged in Equity?
- ◆ Groups that tend to be more impacted relative to our baseline. Umoja Program, Sharon with Native groups. Similar to what Jerry Brown is doing.
- ◆ Starfish would give us a great group.

#### 4. Other?

- Disproportionately impacted groups? What does this mean?
  - ◆ Groups that aren't prepared.
  - ◆ Equity plan, how do we define and measure this concept?
  - ◆ Folks are saying, if we are looking at course success and these become your core, what is your baseline, and that becomes the norm then if it varies within the percentage and exceeds, you would define anyone outside the range as disproportionate. This is what the equity populations are looking at. The data doesn't really tell us.
  - ◆ I've been reading a lot of student athlete essays, would they be included in the disproportionate group?
  - ◆ It would be nice if we can get more help to the online students, writing center offers writing essays help via online. Net Tutor for online students.

Adjourn 3:00 pm