



Enrollment Management Meeting Minutes

Tuesday, March 13, 2018

3:00 PM – 4:00 PM

Room 2314

Committee Mission: The purpose of the Enrollment Management Committee is to serve as a collaborative clearinghouse to discuss, develop, recommend and monitor research-based strategies related to the recruitment, retention, completion, and support of Shasta College students in support of the district's enrollment goals and Strategic Plan initiatives. This committee is advisory to the Instructional Council.

Present: Lorelei Hartzler, Timothy Johnston, Trena Kimler-Richards, James Kortuem, Ryan Loughrey, Leroy Perkins, Susan Westler, Debbie Whitmer

1. Review Minutes from previous meeting
 - a. Minutes approved
 - b. Include membership – minutes should include members who attended the meeting
2. First-Time, First-Year Free Program
 - a. Overview of program:
 - b. Shasta Promise program to build on AB19
 - i. Assembly Bill 19, was signed into law by Gov. Brown as an unfunded bill
 - ii. Funding request has been built into budget proposal by Gov. Brown
 1. Funding won't be confirmed until state legislature passes budget and Governor signs the budget – likely in June.
 2. Kate Mahar, Joe Wyse, and others were able to secure \$350,000 to support the Shasta College Promise Grant program.
 - c. A question was asked: To be eligible for the First Year Tuition Free, do the students have to be from our service area?
 - i. Answer – AB19 does not specifically address this, so it is open to each college's interpretation. Eligible students must be California residents.
 - d. Question: In regard to our current Northstate Promise program, will there be overlap in requirements?
 - i. High school partners encouraged the college to tack behind current priority registration requirements
 - ii. The first group of eligible First Year Tuition Free students would be the area youth who are eligible for the Shasta Promise.
 - iii. High School students who have taken Dual or Concurrent classes would still be eligible
 - e. The Application form is designed for students to self-identify
 - i. It was created to identify prospective students who aren't high school seniors – those who have stepped away after high school and never attended college, etc.

- ii. The requirements set forth by the legislature is that they complete the FAFSA, and be enrolled full-time (12+ units). We've added core matric to ensure they have priority registration
- f. The Promise Program **only** covers the per unit fee
 - i. Health center, campus fees, currently are not part of this
 - ii. Coordinated benefits sometimes pick these up
- g. Students who have their first-year paid for generally are more successful with their completion
 - i. The Promise Program also fits in within the guided pathways framework
 - ii. Encourages the 12 unit full-time. There are also many conversations behind what the 'full-time' unit level should be.
- h. The Shasta College Promise Program has been launched with our counselors and our staff already
 - i. Peter Griggs is working on creating broader promotional materials
 - ii. Appeal/application form already on the website
 - iii. Peter can put the link on Facebook to the application form.
- 3. Separately, there was discussion on the implications of Auto-awarding degrees to students.
 - a. Potential implications:
 - i. Financial aid implications – students may have to appeal if they time out of awards
 - ii. Could be beneficial, other colleges have software to track when students reach their degree
 - iii. Here, some instructors have been handing out degree applications in class, collecting and submitting them to counselors
 - iv. Some students don't see the point of attaining a degree, if their overall goal is not to attain an AA or AS, they won't take the time to apply. Auto-awarding would capture these students
 - v. Our current practice of having students self-identify and apply for a degree is largely due to practical reasons – we do not currently have the technology to track and auto-award students
 - vi. The beauty of Hobsons Starfish and another edition of Colleague is that these can assist with student degree audits.
 - b. We need to work on changing culture within classes and advertise the benefits of applying for certificates
- 4. Separately, we should have a discussion as to the idea of a one-semester **Completion incentive**
 - a. A completion incentive would also help deter students who are taking classes for the sole purpose of having units (for example – athletes who have a unit requirement to play sports). This would reward degree-seeking behavior
 - b. We would have to create stipulations. Here are some example requirements:
 - i. Tail-end (15 or fewer units left before graduating)
 - ii. GPA requirements
 - iii. A student would have to file their graduation application
 - iv. 1 semester only?
 - v. We would have to create an appeal for extenuating circumstances (for example, if someone did not pass their classes due to a legitimate medical situation, etc.)
 - vi. Funding would only last one semester, which would discourage students from have a last-minute change of academic heart

- c. The whole conversation on where to spend the funds should be structured with Guided Pathways in mind.
 - i. Career and Technical Education (CTE) classes are highly regarded by Guided Pathways, so we should look at these as a model since CTE students are essentially a cohort
 - 1. One of the strengths of the CTE cohort is the embedded counselor. Nickie McGarry has a physical presence in the area
 - 2. Geography seems to make a difference in student success. For example, Jason Kelly is close to the athletes, Mindy Marlatt is a familiar face to our Health Sciences students, etc.
 - ii. Athletic department is a good model – the athletic cohort seems to be successful
 - iii. The cohort model seems to strongly influence student success. It helps to create a sense of belonging and connecting with students.
 - iv. Guided Pathways seeks to align cohorts. One way to do this is to create mega-majors that make pre-requisites simpler and based on common coursework. A student could take 12 pre-requisite units and move in any direction in the mega-major
 - v. Mega majors could help simplify route as many students don't know their educational goal and start by 'taking classes'
 - vi. There could be a strong benefit to an Orientation class
 - 1. Case study: Chico State Ag program requires students to take a 1-unit Ag orientation course
 - 2. There may exist some legal pushback from requiring an orientation course? However, it could be a condensed course – for example a 1 unit 8 or 6 week course, or a 3 Friday course?
 - a. ECE has a great method – their courses require an 8 hour CPR course, so these students essentially have to attend 3 Friday courses to attain this
- 5. As some final notes:
 - a. We will email a template with language to use when describing the first-year tuition free. Once we have marketing materials, these will be sent to faculty.
 - b. We should continue to discuss and consider the implications of auto-awarding degrees
 - i. One conversation could be on the relative benefits of Shasta Summit as compared with Colleague, etc.
 - ii. For Shasta Summit, we are currently using it for the Early Alert Portion and for the Degree Planning portion of it
 - 1. Feedback on Shasta Summit – we need to continue to monitor and modify language to ensure our notifications don't cause a panic and make students drop courses
 - 2. The Kudos part of it is good
 - c. Next meeting on April 10th