



## **Enrollment Management Meeting**

Tuesday, April 10, 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.

### **Meeting Minutes**

**Present:** Lorelei Hartzler, Tim Johnston, Jason Kelly, Mike Mari, Leroy Perkins, Susan Westler, Debbie Whitmer, Ryan Loughrey

1. Review Minutes
  - a. Minutes from previous meeting reviewed. Minutes were accepted with revisions.
2. Strategic Plan – Review Draft
  - a. For some background – College Council is looking at the Strategic Plan, and have convened a work group to propose an update since we are sun setting current copy. The workgroup is asking for various groups to reflect and weigh in on the Initiatives. He thought it would be important for this group especially as the cover sheet makes explicit connections between new Strategic Plan and connects with Vision for Success and Guided Pathways as well as through the BSI-SSSP-Equity. This group looked at Strategic Plan and tacked behind it.
  - b. We may or may not want to use the Strategic Plan to help inform the Enrollment Management plan or vice versa. The last item on our agenda is that every two years we have to redo, so we should start thinking about that process now.
  - c. We want to be sure that this committee and members of your constituency know this is in process, and that they want to go to Board in June with a new Strategic Plan.
  - d. So this has been presented to this group for your consideration and for you to weigh in. If you have feedback, feel free to report to Kate or Frank – they are taking feedback before creating a final draft.
  - e. Do we have any immediate comment here? Or do we want to take it back to Constituent groups?
  - f. The Strategic plan is the overarching document, and it was framed to be a very interactive document. Much thought and work has come directly from the Integrated Plan, so there is a lot of connectivity and synergy. Our funding is connected to this as well.

- g. The group that put together Strategic Plan did a good job of progressing it forward and projecting where we currently are into the next few years, particularly in light of the Vision for Success and Guided Pathways.
- h. The group was relieved to hear this is in the early stages, and that various constituent groups will be consulted. Leroy mentioned that he couldn't speak for the whole English department, but he knows they are already beginning to flex, realizing that there won't be as many prep courses (English 190) so this will be a shift of resources and faculty. He was sure there are people in the department wondering how to prepare students to take 1A? In the Strategic Plan, it seems like there will be embedded helpers. The group wondered who the 'embedded helpers' will be. Will they be part-time or full-time? How will they coordinate with teachers of the sections? It seems like the Strategic Plan is saying we won't teach remediation to the extent that we are doing it, and that we want to get students through the program quickly. The desire does not change the ability of students to enter a difficult course. Is the embedding meant to take place of whole sequence of courses that help students write and read effectively to pass 1A?
  - i. As an explanation, much of this is affected by Assembly Bill 705. It instructs all colleges in the system, and is a presumption shift. Now, a college has to prove that a student would not be successful in transfer-level courses. It is a fundamental shift in the way that student placement has historically been done:
  - ii. It was commented that this is a presumption shift, and that it is presumptuous in the sense that it won't change the skill level of the students that Shasta College receives.
  - iii. The Bill requires colleges to be compliant in the fall of 2019. They will link Categorical funding to compliance with the Bill.
  - iv. It was noted that several committees have found that students are overwhelmingly successful in these higher level courses, although it can be dependent on the teacher. Counselors seem to be successful at placing students into transfer level math and English. Students do more and are capable of more than what they test into. Some students get stuck in pre-level coursework, get frustrated, and quit school altogether.
    - 1. As an example, located on the [Shasta College website](#) is the study titled "Transforming Student Course Placement with Multiple Measures at Shasta College – A Pilot Study – March 2017." This extensive study shows that through Multiple Measures, more students are being placed at a higher level. There is not a tradeoff on student success.
  - v. The group reflected on past placement practices and wondered if Shasta College had been doing it incorrectly for some time.
  - vi. It seems that previous placement seemed to under place students and would affect disproportionately affected students. The point is not that students placed in English 1a were incorrectly placed there, but that more students could have been placed there.
  - vii. An added benefit of Multiple Measures placement is that it would help students graduate from Shasta College quicker. Students can get frustrated when they feel as if they are not getting anywhere.
  - viii. Additionally, students can self-place lower if they want to, but Shasta College could not force them too.
- i. For this draft of the Strategic Plan, input should be submitted soon. It will go to Senate, and after that there will be time to give feedback.

- j. The group also gave praise to the Athletic Department and their apparent success with the cohort model. This model has built-in supporters such as coaches and counselors, which help to build a community. The Athletic Department should earn praise as their students to do well on the field and in the classroom.
    - i. Other areas that have natural cohorts are similar in their success— such as nursing and early childhood education.
    - ii. Other contributors to their success seems to be a core group of faculty. Shasta College has also experimented with dedicating a counselor to a specific group. Additionally, the geography of an area seems to aid – for example nursing classes and support network all have one physical area.
3. Integrated Plan and Enrollment Management Plan - Spring 2018 initiative Update
- a. The Spring Initiative list will be sent out electronically, but the group wanted to look at a progress updates on each initiative as well as outline next steps.
  - b. At the next meeting, there will be an opportunity to provide feedback and also help close the loop on 17-18 initiatives.
  - c. Additionally, we could begin the process at the final meeting and then carry the conversation over in early fall.
  - d. There was conversation regarding the new budget model. If it rolls out, then funding will be based on 25% economic need, 25% completion, and 50% full-time enrollment (FTE). ,
    - i. As an explanation, currently the majority of our funding is based on students in the seat (FTE). The criteria for ‘economic need’ will more than likely be number of students who are eligible for the California College Promise Grant (formerly known as the Board of Governors Fee Waiver).
    - ii. Shasta College is above the state average in terms of proportion of students who are eligible for this.
    - iii. Additionally, Shasta College could see more enrollment based on the new first-time, full-time free program (Shasta Promise Program). It was noted that students could be eligible for this, even if they have gone to another college. Other colleges, such as Butte Community College, are interpreting the legislature more narrowly and only allowing students to be eligible if they have not attended any college before
  - e. The question arose if there were any preliminary thoughts to changing the structure of the plan. It is currently a two year plan, but we could change it to a longer plan. The current plan is intended to help capture the cycle of growth, hold, growth, hold, etc. It was noted that two years allows the group to fine tune the plan.
  - f. The group also discussed the notion of always planning to growth. Would there be a drawback to continuous growth?
  - g. One way to grow is by direct outreach to high schoolers, and letting them know what a positive environment Shasta College is, rather than having students end up here by default. Our counselors currently are working on bridging that and reaching out to students. It was also noted that a constant growth model might tie into Guided Pathways.
  - h. Separately, part of our goal is to build a culture of inquiry. One method to achieve this that was discussed was to create a survey of current faculty and their family members to give feedback on their experiences going through the enrollment process at Shasta College. This could help us analyze where people are getting stopped. One company that we have hired, Interact, is somewhat investigating this, but when they return to

meet with us in a few weeks we will have a better idea of their goals and processes. It seems that they are more focused on the marketing side of Shasta College.

- i. Another way to help contribute to the culture of inquiry would be to analyze the analytics of the website itself, and finding where exactly people were stopped when using the website. It can be easy for someone who has never been to college to get discouraged, especially if one does not feel connected to resources.
  - j. Back to the athletic model, these students have a coach, counselor, instructor, and so many places where a staff member can contact students. Many students in the general campus do not have this same connection to staff.
  - k. The athletic cohort model also seems to have a mentoring mentality built into it. The students may learn life skills, in addition to English and math. These students may have a strong mentor figure in their coach that they would not otherwise have.
  - l. When it comes to tracking where students have barriers, we are able to track students who have applied, and those that have self-identified as wanting to enter either the Arts, Communications, and Social Sciences (ACSS) or Business, Agriculture, Industry, Technology and Safety (BAITS) division are being contacted. Staff in our Student Success Center are reaching out and attempting to make contact with these students. Although they end up leaving many messages, this could be an interesting way to find out from the student perspective where they are hitting roadblocks.
4. Final notes:
- a. Next meeting will be on May 8<sup>th</sup>, same location.
  - b. Meeting adjourned.