



Enrollment Management Meeting

Tuesday, May 8, 2018
3:00 PM – 4:00 PM
Room 2314

Minutes

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: Tim Johnston, Mike Mari, Leroy Perkins, Susan Westler, Lorelei Hartzler

1. Meeting Plan
 - a. Review Minutes
 - b. Assess 2017-2018 Enrollment Management Plan
 - c. Discuss 2019 – 2020 Plan
2. Review Minutes
 - a. Minutes were reviewed and accepted as amended. No oppositions or abstentions.
3. General discussion:
 - a. Based off a previous SLAM meeting and discussions with English Department faculty, the shift of emphasis to completion can be a good shift. The intent seems to be giving incoming students the help they need to take transfer level English courses, succeed in these courses and move forward. The data is persuasive that if students take two years of preparatory or remedial courses, they can get lost, discouraged, or drop out. They do not feel like they are making progress. The sense of completion is important.
 - b. This is also supported by data that can be found on the Shasta College website on the Research and Institutional Effectiveness website – the [Transforming Student Course Placement with Multiple Measures at Shasta College](#) report.
 - c. Chancellor released funding recommendations to state finance department, which is a modification of originally posed funding model, originally 50-25-25, now it is 60-20-20 against completion.
4. Enrollment Management Plan
 - a. Review Progress Report
 - i. In TracDat, we had put it in 2017-2018 plan. Structured so that each Initiative is built in, and each had sub-activities.
 - ii. The form in Tracdat is currently a draft. There is also a four-column form, which shows the information in a different way.

- iii. There are some options regarding the Enrollment Management Plan – for example the group could hold over discussions until fall, close it out, or take to various constituent groups for discussion.
 - 1. Another option is to assess those points that are considered ‘incomplete’ and roll these forward.
 - iv. There was also discussion on tying the Enrollment Management Plan to the Vision for Success, which informs funding model. Additionally, it may be beneficial to reassess through the lens of Guided Pathways.
 - b. The question arose on whether there is data to show a connection between enrollment and employment in our area. As an example, does data show that when unemployment is high, our enrollment rises?
 - i. The answer is that it tends to be a countercyclical, inverse relationship. When the economy suffers, enrollment tends to go up. It is similar with financial aid, with modest regional variation. To simplify, in good times, Shasta College suffers. That’s where Marketing has a larger role.
 - ii. The new funding formula shifts focus away from raw numbers of students in seats. It now incentivizes completion.
 - 1. The question of whether the timeframe is two or three years is not a simple answer. There is an incentive for three-year completion. There is also a separate incentive for general completion. Additionally, ADT’s are important, and the prime incentive is multiple ADT’s in two years.
 - 2. Seems like there is a built-in recommendation that there is a hold harmless provision for two years. If this goes through, it will preserve this current funding model.
 - 3. There were some questions to clarify the ‘FW’ grade.
 - a. The distinction between an ‘F’ and ‘FW’ is based off financial aid and the Return to Title 4. If a student was active in a class until the end of the semester, participated, and received all F’s, they would not have to return funds. If they stopped attending a course, Financial Aid would assess based off the last date of attendance. An ‘F’ is an earned grade.
 - b. If a student drops after the drop date, they get an FW, which could potentially be better than F.
 - c. Often, whether an ‘F’ or ‘FW’ is better depends on the individual student’s situation, especially when it comes to financial aid Satisfactory Academic Progress (SAP), which takes into account a student’s entire history at Shasta College.
 - d. A good topic for flex day could be discussing the difference between grades, analyzing distinct situations, and informing instructors more. The potential impact areas would be financial aid, transfer, transcript impacts, etc.
 - iii. In reference to the new funding formula, this could change some of the procedures at Shasta College.
 - 1. The question arose on whether it would affect the number of seats a course has at the beginning of the semester. As an example, if a course is the last course a student needs to graduate, it might be worth it to keep the class.

- a. This leads to the conversation on meta majors, since this would make sense based on finishing.
 - b. Counselors will want to give students a vision of completion. Jason Kelly mentioned that it would also be nice to keep measurements of the students who have transferred out of Shasta College.
 - c. There has also been the conversation of auto-awarding degrees and certificates. This is still a conversation, but we are doing the background work on this presently.
 - i. As of right now, if a student is receiving a transfer degree that has an embedded, the student has to initiate and self-identify to receive both.
 - 2. One of the impacts of incentivizing ADTs is more students transferring. The Governor believes that the UC's and CSU's are better prepared to absorb student. This could incentivize students to stay in state for college.
 - 3. There are a number of students who are getting rejection letters from UC's and seem to be leaving for top tier schools out of state. The guarantee of completion could be very attractive to them.
 - c. There was a discussion of a survey of current staff and faculty, as this will be a part of t a new plan rather than the old version. This survey process could start in fall.
 - d. The next steps for the plan are to move it forward to instructional Council. They can take it from there and we can close out the 2017-2018 plan.
- 5. 2019-2020 Enrollment Management Plan
 - a. The first couple of meetings of this group can be spent fleshing out the new plan. By that time, the group will know new funding model as well as the new Strategic Plan. We know already Integrated Plan Those are important because they are all attached to funding.
 - b. Over the last couple of versions, we had kept framework intact.
 - i. Seek, Keep, Complete, and the group added Culture of Inquiry.
 - c. Couple of items have not been started. We could roll over items that have not been completed, and this could be a good starting point.
 - d. Categorical consolidation
 - i. There will also be a new Dean of Guided Pathways by that time. Additionally, the website redesign is coming down the pipeline. Anticipate a certain amount of progress.
 - e. The group discussed 'Culture of Inquiry.' The genesis of adding this was the demand for evidence-based decision making. The Research department and IT have worked a lot to be able to have evidence and data that was reliable and consistent. That is the impetus behind data dashboard.
- 6. Meeting adjourned.