



## **Enrollment Management Meeting**

Tuesday, October 10, 2017

2:00 PM – 3:00 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.

#### **1. Welcome / Introductions**

- **Reviewing Minutes – Approved minutes**
  - Current Fall Enrollment is lower than what we had in the previous year but it is changing frequently. Met with James Crandall to capture more DE (Dual Enrolled) Students. James ran the list and there were about 400 students who were DE and flagged incorrectly. Undocumented and foster youth are not counted in this.
    - Currently have 40-50 Undocumented students, however we are funded for 140-150 undocumented students.
    - County population projections and demographics. HS student decline.
    - Online initiative, might be more equitable for low population areas if we are part of a larger system.

#### **2. BSI / SE / SSSP Integrated Plan and Enrollment Management Plan cross-walk**

- The chancellor's office created a template with 3 main programs compiled into one document. Next steps: This will go to college council on the next meeting, pending approval to the Board of Trustees in November or December and due back to Chancellors office Dec 15<sup>th</sup>. They've spent the previous year gathering feedback and data.
- **Question 3: Establish student success goals to be achieved in the next 2 years.**
  - Cross walking – 5 main goals. There is interconnectedness within Strategic plan, Enrollment management plan, integrated plan, and Chancellors Vision for Success and Guided Pathways. Currently Chancellor has \$150 million that the legislature approved for one time funding. \$1 million per college and split over 5 years.
- **Accreditation:** One of the forums, Kevin shared the North State together, a question in the parent teacher conferences (Where do you want to go to college) Starting the college conversation early.

### ***Goal 1 First-Year Persistence***

- Increase by two percent the number of fall first-time (full- and part-time) students returning the following fall semester. The measure combines the most recent three years and is separately measured each fall. Those who complete a certificate or degree within the first year are also counted as “persisting.” If a student skips the spring term, we would still count them toward persistence if they register the following fall

### ***Goal 2: Three-Year Completion Rate***

Increase by two percent the number of fall first-time, full-time students earning a certificate, diploma, or are transfer-prepared within three years. “Transfer Prepared” is defined as a student who has successfully completed 60 UC/CSU transferable units with a GPA  $\geq 2.0$  and/or transferred to a four-year institution. The institution-set standard for degrees is 600. The institution-set standard for certificates is 125. The cohort consists of first-time students at Shasta College with a minimum of 6 units earned who attempted any Math or English in the first three years.

### ***Goal 3: Undergraduate Credentials Awarded per 100 FTE Undergraduate Students***

Increase by one percent the number of undergraduate certificates of one year and more, associate and bachelor's degrees awarded per 100 full-time equivalent students. Calculation: (undergraduate credentials awarded annually / credit hour generated annual undergraduate enrollment)\*100. Credit hour generated annual undergraduate enrollment is equivalent to credit FTES.

- The difference between 2 and 3 is a measure of efficiency. The Aspen Institute give outstanding community college awards.
- If you are going to look across community college, this is the way to compare it.

### ***Goal 4: Course Success***

Increase by one percent the number of students who complete credit enrollments with a grade (SX04) of A, B, C, or P. The institution set standard for successful student course completion is 70%. This is calculated independently each semester.

- We want to help students achieve their goals and motivate students to completion.
  - Although programs are available to assist students, some students are not prepared for transfer level Math/English and taking one basic skills courses is not enough to prepare them.
  - The influence of a student's home life could largely impact their college success.
  - Students who don't test into English 1A can take the course with a lab. (It would be interesting to survey these students and find out if they would still take the course knowing it had a lab)
  - Foundational first generation students need to understand what college is and what skills they are going to need. They need the extra support and someone to keep them accountable. It is important to find the best ways to push and motivate these students.
    - Programs like Step up offer consistent support and students are successful because of the amount of support and care given that is provided.

3. Guided Pathways – overview

4. Other?

Adjourn: 3:06.