Enrollment Management Meeting

Tuesday, February 8, 2022
12:00 PM – 1:00 PM
Via Zoom

DRAFT MINUTES

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

Committee Members Present:					
x	Mike Mari – Co-Chair	x	Jun Ma	x	Susan Westler
x	Nadia Elwood – Co-Chair	x	James Kortuem	x	Desiree Lesicko
x	Jason Kelly	x	Leroy Perkins	x	Lorelei Hartzler

Guest: Dr. Kate Mahar – Dean of Innovations and Strategic Initiatives

1. Kate shared her presentation on Credit Prior Learning (CPL) & Competency Based Education (CBE). Presentation attached.
    i. After sharing her PowerPoint, Kate asked for suggestions from the Committee on how to target CPL and CBE marketing.
        1. Desiree suggested that incarcerated or formerly incarcerated students may be a possible target group.
        2. Leroy mentioned that he saw a message on a bus for another college saying "Finish what you started" and thought it was a very effective message.
    ii. Kate shared that students who have robust work experience are less likely to stay enrolled in college vs students who do not.
    iii. Kate shared that credit by exam or skills demonstration are potential ways to received CPL. Students with welding skills could complete exam to demonstrate safety understanding as well as skill.
    iv. Kate also shared another example regarding credentials earned. If a student already has a Microsoft credential, they should not have to take the courses required to get a Microsoft credential.
    v. Nadia mentioned that Financial aid and other areas would need to be lined up before we can "open the flood gates" on this process.
    vi. Kate mentioned that Tim Johnston is going to work with counselors to designate a person to walk staff and faculty through CPL procedures so they know what procedure to follow if a student comes in with military or industry certificate.

      vii.   Leroy stated that he could see resistance from people who have extensive knowledge or experience. They might question, "why would I need a degree now?"

     viii.   Kate shared that students with CPL take an average of 18 more units than those who do not.

      ix.   Mike mentioned that CBE may change the way we think about grades. Currently, grades are applied based on time spent and work completed. With CBE, you are either competent or not.

      x.   Kate said that CBE was only focusing on Early Childhood Education at this time.

      xi.   Jason said CBE sounded similar to athletics. It can be a cruel world or positive experience. Either you are competent or you're not. If you're competent, you get rewarded and can move on. For folks who are not used to that environment, it can break hearts. Students would have to keep working on the skill until they could demonstrate it.

      xii.   Nadia asked that if the Committee members had any ideas about marketing, to bring those to the next meeting so they can be shared and sent to Kate.

2. Review Minutes from 12-14-21 meeting
   - Susan motioned and Lorelei seconded the approval of the December 14, 2021 minutes with minor changes. Minutes approved unanimously.

3. Nadia Elwood: Enrollment Management Plan Goal #2 Activity M – Develop program maps for first year of study for each approved meta major.
   - Nadia shared the data dashboard created by the Office of Research & Institutional Effectiveness. The dashboard provided statistical information on students that completed math and English in their first year. The dashboard is updated through the 2020-21 academic year. Nadia walked through the student numbers for 20-21 and showed examples of how to filter and sort the information.
   - The dashboard showed that 43.1% of first year students completed English in their first year and 24.6% completed math. 20.5% completed both.
     - i. Leroy pointed out the decline during 2019-20 and inquired if that was the effect of students no longer being able to take remedial courses. Nadia said that was a possible reason. AB705 states that students can't be placed in below transfer level courses unless there is evidence they will not be successful. She shared that she hoped that the supports in place are doing a better job supporting students in transfer level courses and that high schools are doing a better job at preparing students for transfer level courses.
     - ii. Jun pointed out that during 2019-20 and 2020-21, student GPAs went up and wondered if that was because courses were moved online. He wondered if that indicated that students were doing better in a remote environment. He is currently teaching statistics classes both online and face-to-face. Students in his online course are doing better due to the more flex format. He wondered if that was true across all classes on campus. Nadia stated that this was a possibility. She also pointed out the increase in GPA could be due to the implementation of the Covid EWs that were not available to students prior to Spring 2020. Students that normally would have received Ds and Fs, were able to apply for a Covid EW which removed the Ds and Fs and didn't impact their GPA.

     iii.   Leroy stated he thought the decline in math and English completions was a "shock to system" for everyone due to AB705 going into effect. He also stated that he felt the data showed that both the College and our students have shown remarkable resilience and that we are recovering from the shock which is great news. He mentioned he understood that this was raw data and it's too early to draw any conclusions, but that the trends were positive.

     iv.   Nadia will invite Seth Abrahamson to answer any questions the Committee has regarding the data.

     v.   Mike asked if someone could speak to the Committee regarding outreach with area high schools. Nadia will invite Michelle Fairchild to speak about what high school outreach is happening at this time.

Meeting adjourned at 1:01 pm

Next meeting will be Tuesday, March 8, 2022 via Zoom

What is Credit for Prior Learning?

- Credit for Prior Learning is an important strategy to assist California Community Colleges in achieving the goals of the Vision for Success

- CPL is a transparent and equitable process for earning credit for skills and knowledge learned outside of the classroom

CPL Foundational Principals

PRINCIPLE 1 The learning that unfolds throughout the life of a learner has value and should count toward credentials, future education and/or employment.

PRINCIPLE 2 Competencies and associated pathways should be discoverable, transparent, and portable (and at scale).

PRINCIPLE 3 Recognition and validation of learning should be automatic, pushed out to learners, and not overly complex.

PRINCIPLE 4 To solve for the complex challenges of recognition of learning, system-wide structural changes and redefinitions of stakeholder roles are required.

The "Why" of Credit for Prior Learning

It's good for students!

◦ Validates our students lived experiences

◦ Students who earn CPL are roughly twice as likely to complete a degree than those who do not

◦ Students can save an average of 6-10 months in time to degree completion compared to their non-CPL peers (and therefore save money!)

The "Why" of Credit for Prior Learning

It's good for colleges!
- Promotes quality, integrity and equity in the award of credit
- Makes programs more accessible to more students without certificates or degrees
- Increased degrees & certificates awarded (students more likely to complete)
- Increased enrollment for colleges (students accumulate more credits through coursework at the institution)

Title 5 § 55050 - Credit for Prior Learning

The governing board of each community college district shall adopt and publish policies pertaining to credit for prior learning. The policies shall **be transparent and accessible to all stakeholders**, published at least in college catalogs. Procedures for students to attain credit for prior learning shall include, but not be limited to, credit by examination, evaluation of Joint Services Transcripts, evaluation of student-created portfolios, evaluation of industry-recognized credential documentation, and standardized exams.

All Community College Governing Boards shall adopt and publish policies pertaining to credit for prior learning (CPL) by December 31, 2020

Policies and procedures shall require that a student, upon completion of their ed plan, shall be referred to the college's appropriate authority for assessment of prior learning. This is especially true if the student

- is a veteran or an active-duty member of the armed forces,

- holds industry-recognized credentials,

- requests credit for a course based on their prior learning.

Common avenues for CPL

Military Training

Industry Training (including industry recognized credentials)

State/federal government training

Apprenticeships, internships, work-based learning, or other industry-based experiential learning

Validated volunteer and civic activities (e.g. Peace Corps)

Potential learning for justice involved students

Types of Assessment

- Evaluation of Joint Services Transcripts/ACE Recommendations

- Evaluation of industry recognized credentials

- Portfolio submission

- Skills demonstration

- Credit by Exam

- AP Tests

- CLEP

- IB Exams

- High School Articulation

Making it happen on our campus

https://www.shastacollege.edu/counseling/credit-for-prior-learning/

Where does CPL already exists on your campus?

Faculty and campus task force and CPL committee?

What are the policies that need to be developed and implemented at your campus?

What are the "mechanics" behind learning recognition (how will you identify it on transcripts? How will you work with Financial Aid, etc.)?

How will you market CPL internally and to external partners?

Two critical initiatives: CPL and CBE

Credit for Prior Learning and Competency-Based Education Definitions

Credit for Prior Learning (CPL) awards and evaluates eligible credit to students for previous collegiate-level learning gained outside of a recognized college classroom. Types of people who would benefit include:

Military Veterans   Tradespeople

Competency-Based Education (CBE) allows students to earn credentials by demonstrating mastery through multiple forms of assessment, often at a personalized pace. Types of people who would benefit include:

Health Professionals   Working Parents

Shared central tenets:
- Giving credit where credit is due
- Validate learning however it is achieved
- Mastery rather than time on task
- Flexibility

CBE Focuses on Mastery of Competencies

Credit Hour Model…

based on **seat time** originally designed to determine faculty pensions and not as a measure of learning.

Credit Hour is current basis for awarding financial aid, faculty workload & degree completion.

"*Cracking the Credit Hour*" *by Amy Laitinen*

Competency Based Education… moves beyond seat-time focusing on **mastery of learning exercises**, through activities and experiences that align with clearly defined programmatic outcomes.

Hours will vary, but the **learning is fixed**.

Often fully online modules.

Flexible academic calendar term options.

Competency-based education pilots

- Culinary Arts Management
- Technology & Logistics
- Business Administration
- Child Development
- Kinesiology and Wellness
- Early Childhood Education
- Automotive Technology

Vision Resource Center

https://visionresourcecenter.cccco.edu/

❖Communities

❖CCC Credit for Prior Learning

(includes tool kit, webinars, crosswalks and great tools)

Kari A, Alexis R, Carie P, Kate M….. Resources on campus!