



**Shasta College**

## **Enrollment Management Meeting**

Tuesday, April 5, 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.

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

Guest: Seth Abrahamson, Michelle Fairchild, Tabitha Peterson, Damaris

1. Review Minutes from February 8, 2022 meeting
  - Lorelei motioned and Leroy seconded the approval of the February 8, 2022 minutes. Minutes approved unanimously.
2. Seth Abramson, Research Analyst - Data Dashboard
  - Seth shared the Student Services Program data dashboard created by the Office of Research & Institutional Effectiveness. The dashboard provides statistical information on students from the 2020-21 academic year, including math and English completions in the first year and GPA data.
  - Leroy shared that he was intrigued by the drop in enrollment 2020-21 and the increase in course success rates and GPA scores. There were fewer students attending but they appeared to do better. Leroy asked Seth if he had any knowledge as to why. Seth said that was the first full year of the pandemic and most courses were online. A couple of ideas is that students that did not want to attend online, did not enroll during those semesters. Only serious students or those closer to graduation stayed enrolled.
  - Mike asked if COVID EWs could have impacted the increase GPAs. Seth reminded everyone that students that would have received Ds or Fs were able to apply for an EW which did not impact GPAs. Lorelei mentioned that some students took EWs for classes they were doing poorly in, but finished other classes. Nadia said that students are still able to apply for EWs for past semesters and wondered if the dashboard was static or if it would reflect the retro EWs. Seth indicated that the dashboard included data from

September 2020 and the information was static. Nadia said she would be interested in updated data to see how the retro EWs changed this data.

- Mike pointed out that you were able to filter out different student groups and see data specific to those groups. Seth shared that there was a decrease in the number of athletes in 2020-21.
- Seth demonstrated some of the features of the dashboard and showed the Committee how to filter the data. After filtering to show data for athletes, the data indicated that there was a decrease in the number of athletes during the 2020-21 academic year, but they had a better persistence rate from fall to spring compared to non-athlete students.
- Leroy mentioned that athletes have more than academics to motivate them to continue with our program and that they need to perform academically in order to participate in their sport. Seth mentioned that there was a GPA requirement for athletes to be eligible to play.
- Leroy asked if there was a category for the ACE program. Seth said the dashboard previous had a cohort for ACE/BOLD but was not included in the most current data. Seth mentioned that if Leroy was interested in the ACE data, he could email him and they would look at the data.
- Leroy asked if there was information on high school students and how they are performing. Seth pointed out that the overall number of students dropped in 2020-21 and high school students were a part of that decrease. According to the dashboard, high school students had higher GPAs than non-high school students and there was an upward trend of the average completed units per year among high school students. The dashboard showed that fall to spring persistence rates for high school students is lower than non-high school students. Damaris mentioned that there were more classes offered in fall than in spring for Dual Enrollment and that some courses span both semesters but are reported as fall courses. Nadia also shared that if high school students are seniors, they tend not to take a spring college course.
- Seth mentioned that all community colleges have more courses and students in the fall.
- Damaris clarified the difference between dual enrollment and concurrent enrollment. Dual enrollment students are taking college courses at their high school. Concurrent enrollment students are taking college courses on campus. She also mentioned that the enrollment process is different for each.
- The dashboard indicated that high school students in 2020-21 had higher course success rates than non-high school students. The Committee discussed that typically, high school students taking college courses are better students and some complete degrees while still in high school.
- Leroy said he was skeptical when the college first started accepting in high school students but has found that high school students do very well in his higher level composition courses.
- Seth is working on additional data for Sandra Hamilton Slane regarding student equity populations. Sandra would like to see data that shows the first time a student attempts the course versus completion during the first year. Mike pointed out that if a student does not enroll in these courses during their first year, we are automatically dinged on this metric. Some students take these courses at other schools and that negatively reflects on our numbers. We can only count these their courses from previous schools if the student requests a front-end transcript evaluation and these courses are added to

their Shasta College transcript. Also, older students typically do not complete math and English in first year as their goals and timelines are different.

- Seth mentioned that Tim Johnston chooses what filters are used on this dashboard and if there were categories the Committee would like to add, he suggested reaching out to Tim or himself with those suggestions.
- Seth reminded everyone to make sure all filters were clear prior to reviewing the dashboard as that changes the data being shown.
- The Committee members will contact Seth directly with any additional questions regarding the dashboard.

3. Michelle Fairchild, Student Success Coordinator - High School Outreach

- Michelle shared the attached presentation regarding High School Outreach during the Spring 2022 semester.
- Presentation highlights:
  - i. Counselor Connection Newsletter is digital and sent via email and on the website.
  - ii. Monthly Zoom information sessions with high school partners to highlight different programs around campus as well as dates relevant to high school counselors.
  - iii. Spring 2022 high school recruitment presentations are taking place in person with some taking place via phone or Zoom.
  - iv. PACE counselor and specialist were able to attend some visits to help PACE students with their IEP/504 specific planning.
  - v. North State Together and Shasta County Office of Education provided better access to high school student information for seniors at Anderson Union and Shasta Union High School Districts to help prepare for the visits.
  - vi. Letters created for students outlining what steps still need to be done.
- Michelle shared her gratitude to counseling faculty, support staff and high school partners for their assistance in this process.

4. Tabitha Peterson, Project Director IREPO

- Dual enrollment includes college credit courses being taken at high school campuses.
- With new IREPO grant, we will be able to build pathways and be intentional about how we build classes and pathways.
- IREPO was awarded in August focusing on rural schools and building pathways from 9<sup>th</sup> grade through year 1 or 2 at Shasta College. We want to make sure what the classes they are taking are meaningful toward their educational path.
- We are offering Canvas to participating schools.
- The grant also funded TimelyMD to provide mental health services for dual enrollment students.
- Nadia asked for the number of dual enrollment students currently enrolled. Tabitha indicated dual enrollment students count for an average 24% of our total enrollment with 382 courses currently.
- Mike asked if the grant could fund pennants for area high school gyms to promote the college. Tabitha indicated that it might be a possibility.
- Leroy's mentioned that his daughter is a junior in high school and is currently considering her options. He said that school counselors at high schools and colleges are key people and offer guidance and direction to students. Leroy said he was trusting that

there was robust dialog happening with our counselors as well as high school counselors. Tabitha said that was more true for high school seniors.

- Possibilities/focus going forward include:
  - i. Placing Shasta College personnel in area high schools.
  - ii. Increasing the high school unit limit from 11 to 15 units.
  - iii. Focus on transfer pathways for math and English to get students ready to transfer to Shasta or a four-year university.
  - iv. Stackable certificates for students that are work force focused.
- Nadia mentioned we need dual enrollment counselors in high schools, at least part time to provide a link between the high school and Shasta College.
- Tabitha said one proposal was to provide stipends to high school counselors to be representatives for Shasta College.

Meeting adjourned at 1:08 pm

Next meeting will be Tuesday, May 10, 2022 via Zoom