

**Enrollment Management Committee**

March 19, 2018

1:00pm – 2:30pm
Boardroom

**Notes**

Participants: Angelina Hill, Paul Chown, Jolene Gates, Danny Walker, George Potamianos, Joe Hash, Mickey Jarvi, and Jessica Frint (support)

The meeting was called to order at 1:04 by Angelina Hill.

* Angelina Hill informed the committee of an email from Tiffany Schmitcke suggesting we change the spring drop for non-payment date from the second Wednesday to the first Wednesday in December. This would be the week before finals. She asked for thoughts from the committee. The committee requested additional information and Angelina agreed to bring more data to the next meeting. Paul Chown will research to confirm how much time the business office needs for these changes.
	+ Automated texts were discussed as a way to notify students about drops. It was discussed that it has been done in the past by a marketing team that is no longer available, but there is funding available for this.
* Angelina Hill stated that she, Joe (Hash?) and Dave (Bazard?) attended a Guided Pathways workshop in Sacramento where they learned about what other colleges are doing to implement Guided Pathways. She informed the committee that a template was sent to colleges to put in their plan and it is due at the end of the month. She informed the committee that the agenda items were the key pieces from this template that were the most related to the Enrollment Management Committee.

For each of the 14 aspects of the Guided Pathways Self-Assessment, we are to:

1. Select the Time Periods that you plan to address this particular key element.

SPRING 2018 - SUMMER 2019

FALL 2019 - SUMMER 2020

FALL 2020 - SUMMER 2021

FALL 2021 - SUMMER 2022

1. If we select Spring 2018-Summer 2019, we are to answer the following questions (2500 word limit):
2. OUTLINE PLAN FOR EACH SELF-ASSESSMENT ELEMENT THAT WILL BE ADDRESSED IN THIS TIME PERIOD.
3. WHAT EXISTING EFFORTS OR INITIATIVE (IF ANY) WILL BE ALIGNED AND INTEGRATED TO MAKE PROGRESS ON THIS ELEMENT?
4. OUTCOMES: INDICATE WHAT SUCCESS WILL LOOK LIKE AS A RESULT OF THESE EFFORTS.

Consider the following aspects of Guided Pathways, which semesters we should address them, and if in spring18/summer19, how we will answer the questions under (2) above. Our goal is to get to full scale implementation, but we have discretion to determine how that will best look for us.

Intersegmental Alignment

Top of Form

College engages in systematic coordination with K-12, four-year institutions and industry partners to inform program requirements.

Top of Form

Suggested full scale implementation: Coordination between high school feeder district(s), four-year institutions, and industry partners is occurring across the college, with strong partnerships and pipeline alignments across the various partners.

* SPRING 2018 - SUMMER 2019
* Student onboarding component, started with High-schools
	+ Aligning more with general academic goals
* CTE Summit, where high-school and CR instructors and administrators discuss articulation and dual enrollment.

Guided Major and Career Exploration

College has structures in place to scale major and career exploration early on in a student’s college experience.

Suggested full scale implementation: Programs of study have been clustered into broad interest areas (meta-majors) that share competencies. Foundation and/or gateway courses, career exploration courses, workshops and other scalable structures are designed to help students choose a major early on. Cross-functional teams including instructional, counseling, and student support faculty and staff from different departments and divisions collaborate on clustering programs.

* The committee could not determine action being taken this summer/semester and will be looked at next year.

Proactive and Integrated Student Supports

College provides academic and non-academic support services in a way that is proactive and aligned with instruction, so that all students are explicitly engaged in these services.

Suggested full scale implementation: The college has been able to scale ways in which proactive supports are provided to most students. The college is able to track in which program each student is, and how far away students are to completion. Student progress is monitored; mechanisms are in place to intervene when needed to ensure students stay on track and complete their programs of study. There are several regular structures that allow for support services staff, counseling faculty, and instructional faculty to meet, collaborate, and discuss ideas, the challenges students face, and ways to improve coordination and supports.

* Needs feedback from counseling and advising.
* To address in Spring 2018 and future semesters
	+ 30 unit check-in, advisors check in with current students
	+ Embedded counselors in divisions
	+ Retention alert?
* The committee also discussed holding workshops before the semester begins focusing on student success; Social Sciences, Humanities, etc.
	+ How to be a better math student, etc.
	+ How to read a text book, how to log in on computers
	+ What to expect
	+ Expectations for essay exams

Integrated Technology Infrastructure

College has the technology infrastructure to provide tools for students as well as instructional, counseling, and student support faculty and staff to support planning, tracking, and outcomes for Guided Pathways.

Suggested full scale implementation: The college has in place technology tools to support planning, implementation and ongoing assessment of guided pathways, including: academic planning; placement; advising; tracking; completion outcomes: career counseling, including employment and salary information; and transfer and bachelor’s degree attainment data. College has the capacity to manage and connect course scheduling with student needs and default schedules. The technology infrastructure supports integrated reporting, auditing, and planning processes.

* The committee could not determine action being taken this summer/semester and will be looked at next year.
	+ Datatel/Ellucian student planning program? Need to re-evaluate
* There was a broad discussion on contextualized math for CTE students. Requested to revisit.

The meeting was adjourned at 2:30 pm.