LOS MEDANOS COLLEGE

Strategic Enrollment Management
Tuesday, November 15, 2022 from 3:30 – 5:00 pm

Join Zoom Meeting: https://4cd.zoom.us/j/82519130461
Phone: (669) 900-6833
Meeting ID: Meeting ID: 825 1913 0461
Passcode: 913168

Tri-Chairs: Natalie Hannum (Vice President of Instruction), Tanisha Maxwell (Vice President of Student Services) and Carlos Montoya (Vice President of Business and Administrative Services)

Voting Members: Dave Belman (Dean of Student Success), Rikki Hall (Admissions & Records Director), Syed Hussain (Adjunct Political Science Faculty), Libby Oye (LMCAS Senator), Ryan Pedersen (Dean of Instruction: Math & Sciences), Lawrence Punsalang (DSPS Assistant), Ginny Richards (DSPS Manager), Michael Simpson (Lead Admissions & Records Assistant), Beth Ann Stone (Administrative Assistant, Sr.), Sara Toruno-Conley (English Faculty), Nicole Trager (MESA Director) and Grace Villegas (Academic Scheduling Specialist)

Participatory Non-Voting Members: Nicole Almassey (Interim Academic Manager – Outreach), Rachel Anicetti (Academic Manger Transfer Center), Jeffrey Benford (Dean of Counseling and Student Support), Juliet Casey (Marketing & Media Design Director), Eloine Chapman (Sr. Web Administrator), Dennis Franco (Interim Dean of Instruction: CTE and Workforce Development), Morgan Lynn (Curriculum Chair/English Faculty), Michelle Mack (Counselor), Aprill Nogarr (Dean of Instruction: Liberal Arts), Janith Norman (DE Coordinator), Rudolf Ryan Rose (Counselor), Eileen Valenzuela (Office of Instruction, Supervisor) and Julie Von Bergen (Math Faculty)

Meeting Logistics & Support: Leetha Robertson & Irene Sukhu

Topic/Activity	Notes
Welcome, Announcements, Public Comments	T. Maxwell opened the meeting at 3:35pm and asked for public comments and/or announcements. No public comments/announcements were made.
Constituent Representatives: Verify voting members & Roll Call • Managers: Dave Belman, Rikki Hall, Ryan Pedersen & Ginny Richards • Classified: Lawrence Punsalang, Michael Simpson, Beth Ann Stone, and Grace Villegas • Faculty: Syed Hussain, Sara Toruno-Conley, Nicole Trager and 1 vacancy • Students: Libby Oye and 3 vacancies	9 of the 12 voting members were present. T. Maxwell introduced Lisa Gwyn as a regular attendee of the ISSR SEM 2.0 workgroup.
Approve Agenda – November 15, 2022 **Approve Minutes** – November 1, 2022	**Agenda 11/15/22:** M/S: R. Pedersen/S. Hussain (9-0-0), unanimous **Minutes: 11/01/22:** M/S: G. Villegas/V. Richards (8-0-1), with one abstention

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SEA Budget Update	T. Maxwell shared an update about the SEA work which was certified and submitted on time with the extended deadline. Dean Kwist and Dean Nogarr have worked on a form/template and process for how SEA requests should be vetted. It has gone to cabinet and the deans are looking at it. It will be brought to SEM after final edits are made. During this transition, the goal with the SEA budget is that it will be assumed under the SEM initiatives and focused on Guided Pathways and equity work. The tri-chairs are reviewing the budget to determine how much funding is available up to 2025.
Marketing – Webpage template and design	**Marketing – Webpage template and design** N. Hannum acknowledged E. Chapman and her work with Guided Pathways and J. Schall with work related to the branding/iconography. The conversation was targeted around norming the language around marketing, branding, and outreach. The group reviewed the degree checklist and D. Franco shared an example from another institution. Lastly, E. Chapman shared prototypes for the Guided Pathways website. First, E. Chapman shared prototypes of the pathway pillars. In supporting the pillars, the website should streamline a student's journey by showing a structured clear pathway to completion, employment transparency, and revamped support. E. Chapman shared two website examples that include testimonials in different ways; it is a proven method to start with a testimonial/student success video. **Example 1:** The page opens to a testimonial video then follows below to an accordion-like menu labeled: Your Future- possible careers and wages, How to Get There- suggested class sequences, and Get Started- registration information. Lastly, the page includes an RFI link (request for information) which will help with capturing student data. **Example 2:** (keep in mind the different views desktop vs. mobile) The page highlights a student alumni testimonial video reel. The goal is to capture students' attention by having them feel connected to the videos and personal success stories. E. Chapman shared her portfolio of student success videos for Travel Marketing and Child Development. Below the video reel, the next component consists of: Support- connection to students' success teams and tutoring information, My Plan- clear linear steps for the student to pursue an educational plan, and After LMC- include a job outlook link Suggestions moving forward are to decide on the components, decide priority of components, then create templates, and populate the components.

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	L. Oye, the student representative, shared that Example 2's format was helpful, especially the sections labeled "my plan" and "after LMC." N. Hannum recommended that the next step include E. Chapman and J. Casey-Geary share the prototypes at LMCAS senate for feedback from the larger student group and the learning communities. D. Franco suggested that focus groups be completed with Hanover, which is a third-party firm that LMC has used previously with programs under revitalization. R. Anicetti shared appreciation for the examples. Receiving feedback from stakeholders would take more time. This might be an iterative process, starting with the website showing that the pathways exist and then pathway-specific pages could be developed over the semester. Content would take about 6 to 9 months. M. Lewis added that he liked the student testimonial page. He asked if there were any mock up pages that would link to either of the two examples. N. Hannum pivoted to the Marketing Director. J. Casey-Geary re-introduced herself. The website is a critical, integral marketing tool. However, there are other tools available. The strategy is to be intuit and figure out what the end user/customer needs and how they can easily find the information they are looking for. Story telling overlaid with outreach and sharing via all platforms. The messaging needs to be clear. There should be linear movement from applying, enrolled, progressed, and completed, hence "college your way." J. Casey-Geary shared an idea to highlight different employees in different parts of the campus to promote attraction to the college; a prospective student can relate to a professional who can guide and assist them. She has started working with library staff and will soon work with the Basic Needs Coordinator. The group shared their thoughts and questions for more details, specifically related to data (bounce rates, clicks per page, search engine analytics). **R. Pedersen proposed a motion to make this an action item instead of an information item.** M/S: S. Hussain/N. Trager, motion carried **Second motion is that E. Chapman take her presentation to the LMCAS senate and gain feedback to start website development.** M/S: R. Pedersen/S. Hussain, motion carried

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	Degree Checklists N. Hannum started the conversation by sharing history about degree checklists. At the previous SEM meeting, there were conflicting thoughts and ideas regarding the degree checklists. Some agree that they are important (e.g. Sally's previous work and feedback stated that the checklists are favorable) and others in the Curriculum Analysis group shared that the checklists don't provide sequencing and looks like another iteration of what is already in the LMC catalog. D. Franco shared a template from City Colleges of Chicago for Criminal Justice. The left-hand side shows the courses to take each semester and the right-hand side show what the student should be doing currently on their own. i.e. check in with advisor, prepare documents for college application, begin research on four-year schools. The only issue is the question of who will update the checklists as needed. They can tend to get put on the back burner and forgotten; then they are not useful. The group had robust discussion pertaining to how the checklists should be updated, specifically related to if program sequencing is uploaded into eLumen. R. Pedersen added that he would like to upvote the version that D. Franco shared; the key is "Achievements & Next Actions" column ties the sequence to the student service actions, making it simple for the student. M. Rodriguez shared an example of a current program flyer; it lists the required courses but not the sequence. The program flyer is a student-facing document while the degree checklist has many audiences. N. Hannum shared that the next step is to send the mock-up drafts to the group for feedback and agendize this prototype conversation for the December 6 meeting.
Formatting December 6 SEM Meeting	The group decided to use the December 6 meeting to follow up on today's conversation around website prototypes, degree checklists, and program flyers. This will be the last meeting until the first spring meeting where the marketing messaging conversation will continue.
Adjourn	Adjourn at 5:01pm M/S: G. Villegas/S. Hussain, unanimous (8-0-0)