



Strategic Enrollment Management Workshop
Tuesday, April 4, 2023 from 2:15 – 5:00 pm

IN PERSON ONLY - Pittsburg: L109 and Brentwood: BRT-135

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), Roseann Erwin (Brentwood Center & Distance Education Librarian), Mary Grigsby (LMCAS), John Gutierrez (LMCAS), Rikki Hall (Admissions & Records Director), Syed Hussain (Adjunct Political Science Faculty), Connie Konsavage (Admissions & Records Assistant, Sr.), Ryan Pedersen (Sr. Dean of Planning & Institutional Effectiveness), Lawrence Punsalang (DSPS Assistant), Ginny Richards (DSPS Manager), Michael Simpson (Lead Admissions & Records Assistant), Sara Toruno-Conley (English Faculty) and Grace Villegas (Curriculum Management Specialist)

Participatory Non-Voting Members: Nicole Almassey (Academic Manager – Outreach), Rachel Anicetti (Academic Manager 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), Louie Giambattista (Curriculum Chair/Computer Science 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)

Guests: Department Chairs, College Community and IEPI SEM Coaches – James Todd and Bryan Ventura

Meeting Logistics & Support – Leetha Robertson & Irene Sukhu

SEM Workshop: Combined SEM and Department Chair Workshop

Topic/Activity	Notes
One-Year Schedule: <ul style="list-style-type: none">• Concept presentation• Feedback from Chairs and SEM Members• Introduction to Data packet• Feedback on data needed for moving forward	<p>R. Pedersen stated that the one-year schedule is one of the top goals for SEM this year. He reiterated that the scheduling process will change from fall to spring to a heavy spring scheduling process that will schedule for all three semesters. The first draft of the schedule will go live on 04/17 so students can view it but won't be able to register until their registration dates. He also shared important scheduling dates to note for the rest of this semester and OAS retreats over the summer (tentatively Tuesdays, June 6 and June 20). Ryan shared useful tableaus that contain data for scheduling: Section Offerings Dashboard, Section Enrollment Dashboard, and Section Success Dashboard. Several challenges about data include getting data in one place, connecting scheduling data to sequencing and course mapping, and utilizing demographic data to schedule with an equity lens. As a possible solution to assist with getting data in one place, R. Pedersen shared a spreadsheet of filtered data that was downloaded from Tableau. The spreadsheet contains columns of number of sections, enrollment, fill rates, FTES, FTEF. FTEF/FTES, productivity, and success rates which can be sorted by semester and department with subtotals. The group completed an activity about a Scheduling Data Wish list related: long-term data wish (part of annual scheduling), short-term data wish (this semester for spring 24), program/sequencing data idea, and an equity data idea. The share out included: 1) Nursing offers a 5- or 6-unit class that is divided over two days. However, per a student survey, it was decided to change it to 1 day and offer bigger block scheduling. 2) A challenge is trying to figure out a balance of offering in person, hybrid, f2f classes. There was a suggestion that there be a pop-up window for student to check all that modalities that they prefer, rather sending a survey. 3) The schedule should offer short-term courses and having different start times to accommodate all students. 4) Another suggestion is tying schedule needs and</p>

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	preferences to the students' educational plan- to gather data that shows when to offer classes based on student needs.
<p>Faculty Engagement in SEM and Guided Pathways- Core Team</p> <ul style="list-style-type: none"> • Introduce SEM Coaches • Activity: Faculty mentor role as member of the Core Team Model 	<p>D. Franco summarized that one of the goals of SEM 2.0 is to create student success teams. He introduced the SEM 2.0 coaches that attended in person: James Todd the VPSS from Sierra College and Bryan Ventura the Director of Research from Cypress College. D. Franco shared a brief history of the previous work done on student success teams. Currently, the proposal consists of a 5-member team: instructional dean, student success coach, counselor, student ambassadors, and a faculty mentor. He shared the responsibilities of the student success coach (program coordinator). Melina Rodriguez is the current student success coach who participated in a pilot and continues the work. The student success responsibilities and core team model proposal went to SGC for the first read. SEM 2.0 team was asked to do a roadshow at all three senates and come back for a second read and approval. The activity today is guided around the faculty mentor position. It would not necessarily be a department chair but rather a faculty member in the pathway. After completing the gallery walk and Muro board, that information was distilled down into team member responsibilities; it is an iterative process that will allow for different versions over time. The group completed an activity about the faculty mentor role description. T. Maxwell provided next steps: second read at SGC, roadshow at the senates, will include J. Benford and counselors to develop the counselor role of the core team model, work on the roles for student ambassador and instructional dean, review professional development needs for each core team member, recruit by spring and start the professional development process in the summer for a launch in the fall. Please provide feedback to SEM 2.0 tri-chairs.</p>
<p>SEM 2.0</p> <ul style="list-style-type: none"> • Pulse Check on SEM 2.0 status • Update on Recommendation to SGC of Success Coaches and Core Team Model 	<p>James Todd shared an informational brochure that Sierra College developed. He shared that Sierra College has set-up an intensive and intentional student support system that is functioning collaboratively across the college. The college brand is Sierra Supports which is a proactive support network. Sierra College has 9 metamajors (pathways). He shared data related to enrollment/attrition. The data showed that many students start but do not complete. He discussed the student experience: connection, entry and engagement, progress, completion, and workforce and transition. Their focus was the culture change (shifting from access to case management) using a village approach. They also focused on the student experience and building relationships. It was important to curate a system of care with clear and timely communication. He reiterated that persistence from fall to fall and students getting to their third semester is a big milestone. The connection of the student experience begins with outreach to feeder high schools. He shared a specific proactive strategy related to counseling and getting students into a full comprehensive educational plan by the end of their second semester, which is helpful towards persistence rates into the student's third semester. Sierra College developed flags in the Starfish module, as an early alert system. Flags include basic needs, counseling support, mental health, etc. They have also developed data dashboards that can be shared with faculty and interest areas. Part of the work is dependent on support specialists (the orchestrators); their roles assisted with the case load of students to ensure they reached momentum points/milestones. The support specialists help with running proactive campaigns: ten per semester, contact DI students each semester, support needed flags, and degree and certificate completion flags. Lessons learned include focusing on a few things you can do well, especially with students at the beginning of their journey, focus on equity and implementing a race-conscious approach, ensure warm referrals (not simply referring students to resources but to people i.e. Caring Campus), invest in the relationships of your teams, and build clear student data and definitions. Review the plan and make changes annually. Bryan</p>

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	Ventura shared data/graph related to momentum points to completion by ethnicity. At Cypress College, 13 out of 100 Latinx students complete a certificate, degree, or transfer within three years. Cypress College applied for a Title V grant that assisted with additional support for Guided Pathways. Currently faculty are focusing on applying best practices for equity in the classroom and completing a communication plan to students. Communication plans are important when scheduling different types of communication to students to not inundate students with many emails, surveys, etc. to avoid de-sensitizing students to listening. To connect with students, student workers can help with developing the language content for communication. Discuss with students the workforce possibilities of their major/degree interest, relying faculty expertise.
Review of SEM Plan – Year 3 <ul style="list-style-type: none"> Progress of Goals and Objectives for 4 areas of focus (pg. 17) SEM Evaluation Process (pg. 21) 	N. Hannum shared that SEM 1.0 initiated in spring 2019. She introduces an activity to reflect on the initial established goals and objectives. The activity consisted of completing a Likert scale to score progress on the goals and objectives. The share out included Brentwood reporting that most areas are in progress (Aprill and Ginny to distill discussions at the Brentwood Center). P. Wilkins shared that many are in progress- some are doing things and some aren't. She shared that there are some levels of disconnect. N. Trager shared that she felt that there were a lot of "unmet" and crushed by how many goals and objectives there were. Her group had a student voice (M. Grigsby) at the table which was helpful in understanding a different perspective. One of the goals that was met was Distance Education. They offered more courses that are aligned to BEOI and now POER. The Distance Education goal is still in an iterative process. N. Hannum admitted that the evaluation process of SEM has not been completed. The group will take the feedback from the activity today to take a deeper look at the SEM structure.
Guided Pathways Workplan Review (Due June 6, 2023)	N. Hannum will email the work plan template to the SEM group for review and will be placed on the next SEM agenda.
Aligning SEM/GP to Disproportionately impacted students <ul style="list-style-type: none"> Impact strategies 	R. Armendariz provided a summary of information and data that was shared at the College Assembly (the day before). She shared common themes related to needing clearer crosswalk, a shared language/glossary (acronyms, terms, etc.), and needing strategies to improve specifically how to highlight male African American students at the center of the college's work. An important message from the College Assembly is updating current priorities that would integrated in current SEM work. P. Ralston reiterated doing a few important things at a time and do what we plan to do with great intention (a thoughtful re-check). The workshop ended at 4:40pm.

SEM Meeting

The items below weren't completed.

Item #	Agenda Time	Topic/Activity	Notes
1.	5	Welcome & Announcements, Public Comments	

Strategic Enrollment Management Workshop
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2.	2	<p>Constituent Representatives: Verify voting members & Roll Call</p> <ul style="list-style-type: none"> • Managers: Dave Belman, Rikki Hall, Ryan Pedersen & Ginny Richards • Classified: Lawrence Punsalang, Michael Simpson, Grace Villegas, and Connie Konsavage • Faculty: Syed Hussain, Sara Toruno-Conley, Roseann Erwin, and 1 vacancy • Students: Mary Grigsby, John Gutierrez, and 2 vacancies 	
3.	3	<p>Approve Agenda 04.04.23</p> <p>Approve Minutes 03.21.23</p>	
4.		Adjourn SEM Meeting	