



**Strategic Enrollment Management Minutes
Tuesday, September 6, 2022 from 3:15 – 4:30 pm**

Join Zoom Meeting: <https://4cd.zoom.us/j/97339919743>
Phone: (669) 900-6833
Meeting ID: 973 3991 9743

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: Nicole Almassey (Adult Education Transition Specialist), Dave Belman (Dean of Student Success), Milton Clarke (Political Science Faculty), Rikki Hall (Admissions & Records Director), Libby Oye (LMC Associated Students); Ryan Pedersen (Dean of Instruction: Math & Sciences), Ginny Richards (DSPS Manager), Michael Simpson (Lead Admissions & Records Assistant), Beth Ann Stone (Administrative Assistant, Sr.), Nicole Trager (MESA Director), Sara Toruno-Conley (English Faculty), and Grace Villegas (Academic Scheduling Specialist)

Participatory Non-Voting Members: Rachel Anicetti (Academic Manager Transfer Center), Dennis Franco (Interim Dean of Instruction: CTE and Workforce Development), Sabrina Kwist (Dean Equity and Inclusion), Morgan Lynn (Curriculum Chair/English Faculty), Aprill Nogarr (Dean of Instruction: Liberal Arts), Janith Norman (DE Coordinator), Rudolf Ryan Rose (Counselor), Eileen Valenzuela (Office of Instruction, Supervisor), Michelle Mack (Counselor)

Meeting Logistic Support – Administrative Assistants Leetha Robertson, Irene Sukhu, and Note Taker - Shondra West

Absent: Jeffrey Benford (Dean of Counseling and Student Support)

Meeting called to order: 3:15 pm

Item #	Topic/Activity	Notes
1.	Welcome, Announcements Public Comments	<ul style="list-style-type: none">• N. Hannum welcomed everyone to the first SEM Meeting of the Fa22 semester.• Several announcements were shared about upcoming events, such as:<ul style="list-style-type: none">○ Latinx heritage month 9/15 – October○ MESA speaker panels○ Puente events○ Transfer & Career events○ Dreamers conference

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2.	Constituent Representatives: Verify voting members & Roll Call <ul style="list-style-type: none"> • Managers: Ryan Pedersen, Rikki Hall (Backup for Chialin), Ginny Richards (Sabrina Kwist backup), Dave Belman (Backup for Carla) • Classified: Nicole Almassey, Michael Simpson, Beth Ann Stone, and Grace Villegas • Faculty: Milton Clarke, Nicole Trager, Sara Toruno-Conley, 1 vacancy • Students: 4 vacancies 	<ul style="list-style-type: none"> • Membership attendance was confirmed to establish a quorum and determine the number of constituent vacancies. <ul style="list-style-type: none"> ○ Managers: two of the vacancies were filled by Rikki Hall as the replacement for Chialin and Dave Belman as the replacement for Carla. ○ Classified: all seats are filled ○ Faculty: one vacancy remains unfilled until the proposed newest member is approved by the Academic Senate (AS). ○ Students: Libby Oye, LMCAS Senator, has joined the committee to fill one vacancy. T. Maxwell will follow up with LMCAS regarding filling the remaining three seats.
3.	Approve Agenda– September 6, 2022 Approve Minutes– April 19, 2022	<ul style="list-style-type: none"> • Agenda approved – (M/S: B. Stone/G. Richards); unanimous • Minutes approved – (M/S: M. Clarke/B. Stone); unanimous
4.	Summer Activities <ul style="list-style-type: none"> • SEM 2.0 Updates • Update to co-facilitators 	<p>T. Maxwell and D. Franco provided a PowerPoint presentation focused on the SEM 2.0 summer activities completed by its members. The presentation included the following items:</p> <ul style="list-style-type: none"> • SEM 2.0 summer meeting schedule – the group members meet over the summer (June-July) to discuss the project goals, resources, activity tasks, project deliverables, and the intended enhancements to support students. The committee members also attended an SEM 2.0 Academy in Irvine. Moreover, the members continued to have follow-up meetings throughout the summer to solidify best practices. • SEM Logic Model was shared with everyone as the next topic of discussion. T. Maxwell provided context about the model covering the following items in the figure below:

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		<table><tr><td rowspan="2">SEM LOGIC MODEL</td><td colspan="3">PROJECT GOAL <i>Why is your SEM project needed? What is the overall aim?</i> To integrate intentional, proactive, equitable, and accountable awareness, knowledge, and skills of employees that maximize the network of support services for students in and out of the classroom to achieve their academic goals.</td></tr><tr><td>RESOURCES <i>To complete our activities, we will need the following RESOURCES:</i></td><td>ACTIVITIES <i>To complete our project, we will carry out the following ACTIVITIES:</i><ul style="list-style-type: none">- Analyze and redesign student communication calendar to distribute information communication across college departments (Outreach, Marketing Director, Success Teams)- Develop Training model for success coach coordinators- Study session of SIG process analysis reports- Study session of success team model drafts- Development of 12-month student ed planning and registration calendar- Align success team benchmarks to GP performance indicators</td><td>DELIVERABLES <i>Our activities will produce the following DELIVERABLES:</i><ul style="list-style-type: none">- Workflow document of college roles and student intervention from application to completion of 15 units (Clear definition of department responsibilities and when "warm-hand-offs" take place)- Recruitment and staffing of "success team" roles- **Something around Starfish/CRM development**- New Success Coach 12-month work plan and resource manual- 12-month comprehensive student support, activities, and events calendar: including department involvement</td><td>IMPACT <i>Once completed, our deliverables will lead to the following IMPACT:</i><ul style="list-style-type: none">- Increase student term to term persistence in year one- Decrease time to degree completion- Increase student sense of belong and identity at institution- Increase ease of warm hand-offs when referring students from one professional to another- Students feel confident in knowledge of steps to take in meeting persistence goals- Increasing touch points with the college- Increased awareness of LMC pathways through completion of education plan</td></tr></table> <ul style="list-style-type: none">• The next steps shared by T. Maxwell consisted of explaining who the co-chairs are (T. Maxwell and D. Franco). In addition, the next steps with SEM 2.0 are increasing faculty representation, confirming student success team (SST) membership and their role and function, developing a student success team professional development/training plan, and determining a recommended phase-in timeline for implementation.• A brief history of SST's completion work was presented by T. Maxell, thus sharing their great work and future plans to initiate the student success model.<ul style="list-style-type: none">○ A question was asked about persistence as it relates to the SEM logic model, whereby determining the data for students that are and are not persisting. T. Maxwell shared data was used to distinguish a population of students in which SEM 2.0 could focus on enhancing retention.	SEM LOGIC MODEL	PROJECT GOAL <i>Why is your SEM project needed? 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5.	SEP Plan Update	<ul style="list-style-type: none">• S. Kwist shared the Intentional Student Equity Plan document and is seeking feedback from the consistent groups. S. Kwist covered the items within the document such as defining equity,								

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		<p>covering the EMP goals and objectives, stating requirements related to implementing the equity plan, focusing on the equity plan highlights of the work that’s currently being completed, sharing the EP study questions to consider when instituting the initiatives for GP college success. S. Kwist’s presentation covered changes with the student equity plan moving from 1.0 (2018-22) to 2.0 for 22-25. The updates to the plan include writing prompts for the members who volunteered to help with the development of enhancing the student EP. Data is being collected and used as part of the SEM 2.0 updated plan focused on inequities among populations and ending with an evaluation component. S. Kwist introduced the members assigned to sections that they are updating within the plan:</p> <ul style="list-style-type: none"> • R. Pedersen’s and J. Norman’s section focuses on enrollment. They shared findings based on students that apply but do not enroll within a certain gender and ethnicity. R. Pedersen and J. Norman had much dialogue about resolving the situation. They also meet with student services departments to brainstorm the perspective issue, current practices, and potential solutions. Several themes were discovered in having the conversations tailored towards how to enhance institutional practices and innate interventions that can support students overcoming enrollment barriers. <ul style="list-style-type: none"> ○ A. Nogarr shared the team (Morgan, Nicole, Candice, and Myles) discussion focused on the English/Math transfer level. Much of their conversations focused on AB705 requirements as a challenge for students. However, the students’ voice is needed to understand the need of what limit their success in completing transfer level English and math. Nevertheless, looking at AB705 data, the workgroup developed initiatives with expanding support services for a particular student population. One of the challenges discussed was supporting 1st year students by recognizing the barriers and eliminating them to help with completing their 1st semester with success. ○ R. Anicetti shared the group's focus on transfer velocity and the use of looking at disaggregated data focused on how many students transfer within a three-year timeframe for certain populations. This helped to recognize transfer deficiencies. The working group added written summery of the systemic barriers whereby to increase transfer rates and faster transfer. This is an area of improvement that the group is excited to implement strategies discussed that can promote student transfer.
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		<ul style="list-style-type: none">S. Kwist summarized the intentionality of the draft and asked everyone to read the draft and provide feedback. S. Kwist provided questions to consider upon review of the document: what is the data point the team wants to shift? How do we hold ourselves accountable from a systems culture, policy, and process perspective? How do we understand the phenomena from the perspective of those (students) who are experiencing it?
6.	Meeting Format and Themes	<ul style="list-style-type: none">Item 6 tabled for the September 20th meeting. N. Hannum shared for the next meeting have members discuss meeting format; dates and times along with themes. Inasmuch, developing project-based assignments for the SEM members to complete.
7.	Adjourned 4:43pm	Action: Approved (M/S: N. Almassey/N. Trager); unanimous