

LOS MEDANOS
COLLEGE

Strategic Enrollment Management Minutes

February 15, 2022 from 2:00 – 5:00 pm

Join Zoom Meeting: <https://4cd.zoom.us/j/98758230755>

Phone: (669) 900-6833 **Meeting ID:** 987 5823 0755

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 (Assessment Coordinator), Milton Clarke (arrived at 2:20pm) (Political Science Faculty), Chialin Hsieh (Sr. Dean Planning & Institutional Effectiveness), Ryan Pedersen (Dean of Instruction: Math & Sciences), Ginny Richards (DSPS Manager), Camille Santana (Counselor), Michael Simpson (Lead Admissions & Records Assistant), Beth Ann Stone (Administrative Assistant, Sr.), Sara Toruno-Conley (English Faculty)

Participatory Non-Voting Members: Rachel Anicetti (Academic Manger Transfer Center), Dave Belman (Dean of Student Success), Jeffrey Benford (Dean of Counseling and Student Support), Dennis Franco (Dean of Instruction: CTE and Workforce Development), Rikki Hall (Admissions & Records Director) Sabrina Kwist (Dean Equity and Inclusion), Morgan Lynn (Curriculum Chair/English Faculty), Aprill Nogarr (Interim Dean of Instruction: Liberal Arts), Janith Norman (DE Coordinator), Rudolf Rose (Counselor), Eileen Valenzuela (Office of Instruction, Supervisor)

Absent: Ricci Bicomong (LMC Associate Student), Lynny Cano (LMC Associate Student), Sheena Dugao (LMC Associate Student), Nicholas Sessions (LMC Associate Student), Grace Villegas (Academic Scheduling Specialist), Julie Von Bergen (Math Faculty); and Shondra West (Administrative Assistant, Sr.)

Guests: Bill Bankhead, Louie Giambattista, Janith Norman, Maryam Portillo

Logistics Technician: Leetha Robertson – Administrative Assistant, Sr., **Note taker:** Irene Sukhu – Administrative Assistant

Meeting called to order: 2:06pm

Item #	Agenda Time	Topic/Activity	Discussion	Information Discussion & Action
1.	2:00-2:05	Welcome, Announcements and Public Comments	N. Hannum welcomed the group by initiating an icebreaker in the chat; the group responded with their favorite breakfast foods. N. Hannum opened the meeting at 2:06pm. The Tri-Chairs introduced themselves and N. Hannum reviewed the agenda with the group. Quorum was met.	I
2.	2:05-2:15	Approve Agenda– February 15, 2022 Approve Minutes– November 16, 2021	Action: M/S: C. Hsieh/C. Santana. Agenda is approved with one abstention. Action: M/S: G. Richards/C. Hsieh, Minutes are approved with one abstention.	A
3.	2:15-2:25	Constituent Representatives-Membership confirmation Update Roster	L. Robertson shared the SEM membership website . There is one vacancy in both the administration/management and faculty constituent group. Additionally, the students were included in email distribution but are not present today.	I

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		<ul style="list-style-type: none"> • Classified • Faculty • Students • Management 	C. Montoya and T. Maxwell will take the administration/management vacancy to Management Council. The call for faculty representation was announced at Academic Senate.	
4.	2:25-2:55	<p>Enrollment Realities- Enrollment Data Review</p> <p>Retention Strategies Weeks 4-16</p> <ul style="list-style-type: none"> • SS/Counseling • Instruction <p>Pain points/obstacles that we can fix. Remove barriers to students.</p>	<p><i>Enrollment Realities- Enrollment Data Review</i></p> <p>C. Hsieh presented on the enrollment realities. Enrollment, Fill rate, and FTES for spring 2022 was shared. Spring 2022 enrollment is lower than other years 2018SP – 2021SP. Fall 2021 modality by section, enrollment, fill rate, and success rate that was also shared at the Opening Day presentation was reiterated.</p> <p>All reports are posted to the Planning & Institutional Effectiveness Website under Reports.</p> <p>PowerPoint shared by C. Hsieh.</p> <p>Course Success By Discipline By Modality</p> <p>Course Enrollment by Discipline by Modality</p> <p>M. Portillo asked what the definition of course success is. The definition of course success is the number of students receiving a C or higher grade in one course. J. Norman asked if we are comparing low enrollment interventions that other community colleges are implementing, in particular for African American students. N. Hannum responded that this is the work of Guided Pathways being cohort based, high-touch with students. Additionally, other strategies are the work of the retention group. Utilizing Starfish will trigger an intervention for struggling students. N. Hannum quoted G. Olgin, “it is not an individual thing that someone does, it is helping the students transform from fight or flight mindset to the scholar mindset.”</p> <p>In the chat- C. Hsieh and R. Pedersen confirmed the question about students who dropped classes being counted in the course success: @Sara, if students dropped before census, they are not included in the denominator. If students withdraw, they are included in the denominator. @ Sara - It does, the denominator (or total enrolled) is the number of students enrolled at the census date. If a student drops after census, they are not counted as a "non-success" with students who get Ds and Fs.</p> <p>T. Maxwell shared on the retention stand point and elaborated that SSRP is working implementing holistic levels of support. Counselors and staff in SSRP and have been creating programmatic interventions to allow students to be successful. T. Maxwell also noted that they are looking at the results of the student survey that S. Kwist sent to students to learn more about the student climate and to create a welcoming and warming culture for African American students. The LMCAS resolution has helped with implementing and celebrating</p>	<p>I</p> <p>I</p> <p>D</p>

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		<p>Juneteenth and providing African American students with culturally competent counselors for mental health wellness. SSRP is also working with UMOJA to see how to create engagement beyond Zoom. T. Maxwell stated that the diversity in the staff and faculty will need to be looked at collectively in order to address how to better retain and help African American students to be successful.</p> <p>A. Nogarr added that last year there was a cultural curriculum audit done by Academic Senate facilitated by J. Norman. The distance education equity rubric facilitated by J. Norman incorporated opportunities for reflections on course creation, pedagogy, and engagement with students. It also helped to develop support resources for students.</p> <p>Regarding the enrollment presentation, C. Montoya asked if there are there two or three disciplines that have larger numbers to do a deep dive. C. Hsieh added that deans could add more insight because most of the data is modality-based and that is a possible action- supporting his idea.</p> <p>J. Norman who is active in Academic Senate, Distance Education, and other leadership work, stated that she completed a DEI certification course and learned so much. The certification discussed Implicit/unconscious biases, which created an awareness. Based on her experience during the certification, it is glaring that LMC is not doing what other colleges are doing for their Distance Education students. J. Norman listed actions steps for strategic DEI plan that included creating inclusive climate surveys for faculty, staff, and students, holding people accountable, and supporting professional development for inclusive pedagogy. It is imperative to be strategic and intentional.</p> <p>In the chat from S. Kwist: re: Janith, 2019-2022 page 20 https://www.losmedanos.edu/equity/LMCSEPSummary.pdf, https://www.losmedanos.edu/blm/ re: surveys for faculty, staff, classified. (link for Student Equity Plan), and</p> <p>S. Kwist added that LMC struggles with anti-blackness. We need to have cohesive and consistent energy; therefore, SEM is crucial for naming best practices and lifting them up and understanding intersectionality. S. Kwist addressed the need to create best practices and accountability. J. Norman added that inclusion is practiced every second of every day in every interaction.</p> <p>N. Hannum expressed appreciation and thanked J. Norman for her passion and for holding the group accountable. N. Hannum added that a best action is the learning major career success teams to make students feel that they have individual special focused attention to help. C. Santana mentioned that faculty plays a big role in student success teams, supporting black and brown students. N. Hannum added that the faculty evaluation process is the official mechanism that faculty receive feedback on teaching and learning, specific to pedagogy, learning outcomes to ensure that they address inequities. Faculty engagement and accountability is</p>	
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		<p>needed. M. Clarke added his insight regarding the process and how AB705 might impact new students.</p> <p><i>Retention Strategies Weeks 4-16</i></p> <p><u>SSRP:</u> N. Hannum stated that the purpose of student-facing communication is to make students feel connected to campus, i.e. receiving prompts along the way via the LMC newsletter. In addition to what was shared earlier in the meeting, T. Maxwell shared additional retention strategies. Retention strategies for African American students in other departments include HBCU tours in Transfer & Career Services (TC&S); unfortunately, the company cancelled for spring but hoping to connect again in fall. Brothers of Excellence program and UMOJA were highlighted. They will be having a porch talk event that connects faculty and students together to discuss motivation and provide some inspiration.</p> <p><u>Calling Campaigns/Student-Facing Communications:</u> D. Belman shared there was an immense amount of student-facing communications around enrollment boosts that took place in December and January which were focused on continuing students. D. Belman announced that LMC was the only college in the district that had an increase of new students this spring semester. The student-facing communication group is trying to organization the outreach within different departments (ACH, marketing, etc.); this was a major project in the last month. There was a calling campaign in fall (October and November) for AB 705 and inactive ESL students.</p> <p><u>TC&S around undecided majors:</u> R. Anicetti shared that TC&S is working with Counseling department and Office of Planning & Institutional Effectiveness (PIE) to support and create new strategies around students who have undeclared and undecided majors. There are two strategies that will be launched this semester:</p> <ol style="list-style-type: none"> 1. Students who are listed as undeclared in their educational plan and have more than one semester completed- 51 students will receive phone calls, emails, and text messages by the career counselor. 2. To build a stronger culture around major discussion, every semester each student will receive an email that is tailored to their programs of study- if need help changing/updating their major. This should increase engagement of conversation. <p><u>Counseling:</u> J. Benford mentioned that the website did not include an update of different options for counseling appointments. Options include modality (in-person or virtual) and time frame (60min, 30min, and 15min drop ins.) Counseling is now offering more time frames, calling students to tailor their appointment, and adding more reason codes in SARS to help see trends. The department plans on staffing more counselors. Additionally, students who meet counselors in person, the student should still follow campus COVID-19 protocols (wear a mask) and complete a daily assessment prior to coming on campus.</p> <p>There was a group discussion about comprehensive educational plans in terms of 3SP and AB705.</p> <p>In the chat, M. Lynn cited- “AB705: The bill requires that a community college district or college maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year timeframe and use, in the placement of students into English and math courses, one or more of the following: high school coursework, high school grades, and high school grade point average. The bill also</p>	
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			<p>authorizes the Board of Governors to establish regulations governing the use of measures, instruments and placement models to ensure that these measures, instruments and placement models achieve the goal of maximizing the probability that a student will enter and complete transfer-level coursework in English and math.”</p> <p>In the chat, J. Benford added that “part of the paradigm shift involves structured support, including integrated (e.g., Engl. 100S), success teams delivering just-in-time services and information, tailored to pathways that follow students from start to completion that is pro-active, not just reactive.”</p> <p>Side note in the chat: N. Almassey asked the group to indicate their preference: “should students complete a "Placement" or "Assessment"? Appreciate all feedback.”</p> <p>Deans of Instruction Updates: <u>R. Pedersen</u>: a sub-group of the division group met to work on sequencing for the STEM degrees and built out 2 years of sequencing. These were cross-compared to find commonalities so students could have synergy between their schedules. R. Pedersen will then take these to counselors about how that informs strategic schedules and how to plan them out. <u>A. Nogarr</u>: a small group gathered during the division meeting to working on sequencing. A. Nogarr is also working with department chairs to continue the work. Regarding the pilot work Arts, Communication, & Humanities; this same sequencing pilot work was continued with the English pathway. There is a lot of work happening with Recording Arts regarding marketing plans, sequencing, and outreach to students. <u>D. Franco</u>: An email, phone call, and text message campaign was executed a week before start of spring semester for low course enrolled classes. The students were stratified based on intervention (high, medium, low touches).</p> <p>N. Hannum summarized the need for sequencing: The sequencing is sent to strategic scheduling group, informs the sequence as they are loaded into eLumen, informs the degree checklist (OAS time is available for faculty and counselors), and it informs individual department level websites and program flyers/brochures.</p>	
5.	2:55-3:05	EMP Goal Alignment	<p>N. Hannum proposed to table items 5, 10, and 11 for the next SEM meeting.</p> <p>Motion to table items 5, 10, and 11 M/S: C. Hsieh/C. Santana. Approved. #5 Tabled for next SEM meeting</p>	I/D
6.	3:05-3:15	SEA Funds Alignment to SEM	<p>C. Montoya stated that the discussion for funding success teams was initiated last year. SEA funds are a combination of other funds with added flexibility for main purpose of funding Guided Pathways. The objective</p>	I

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			<p>is to align SEA funds to SEM to then align back to institutional processes/SGC as the budget committee.</p> <p>D. Franco asked how this looks like operationally (where staff is housed and who they report to). N. Hannum added that it started to happen- operations of professional development and learning and equity will always continue. Historically, the fund was housed with S. Kwist although it funds a lot of student services. C. Montoya that operationally it is still to be determined. A solution is to create a sub-group that proposes to the larger committee for a vote then reporting/presenting to SGC via the RAP process. The SEA funds alignment to SEM would follow the same approval process. The question is where is the alignment most effective. N. Hannum added that bringing SEA funds by legislation is for the implementation of Guided Pathways which is the mechanism by which the college will work around retention, etc. S. Kwist added that the group is in process of moving the dollars towards RAP.</p> <p>Carlos shared the Student Equity and Achievement (SEA) Program Expenditure Guidelines.</p>	
7.	3:15-3:25	<p>SEM 1.0- final year of original plan and 4 buckets</p> <p>A. Recommendation: align DE to Strategic Scheduling and use 4th bucket for Marketing & Outreach</p>	<p>N. Hannum reminded the group that SEM consists of 4 buckets: 1) Strategic Scheduling 2) Integrated Student Support & Retention (ISSR) 3) Curriculum Analysis 4) Distance Education.</p> <p>Distance Education has created the Distance Education Strategic Plan 2.0 So it is being proposed that Distance Education be co-combined with Strategic Scheduling and establish a Marketing & Outreach bucket the fourth bucket.</p> <p>A. Nogarr elaborated on why it makes sense to combine Distance Education with Strategic Scheduling. It is important to have Distance Education in the space that helps support the larger discussions and to help faculty with what they need to support students via most supportive modality.</p> <p>M. Clarke added that he supports the idea of the Marketing & Outreach bucket and asked how it coincides with what the district is doing referring to the \$10 million Interact activity. N. Hannum that this work would be complementary to what the district is currently doing but LMC would still need to implement the work, hence the creation of the 4th bucket.</p> <p>Motion: Align Distance Education bucket to Strategic Scheduling bucket and redirect the 4th bucket for Marketing & Outreach</p> <p>M/S: R. Pedersen/C. Hsieh. Approved with one abstention.</p>	A
8.	3:25-3:35	<p>SEM 2.0 Supporting the Student Journey</p> <ul style="list-style-type: none"> • Who 	<p>N. Hannum informed the group that they worked with a group of coaches, totaling 10 people (mix of faculty, classified professional, and administrators) who over a year wrote and developed the SEM plan that has been executed in the last three years.</p>	I/D

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		<ul style="list-style-type: none"> • Why • When 	<p>LMC will go out for SEM 2.0 opportunity, which will be a group of coaches taking on specifically supporting the student journey. This is work that has been implemented by ISSR. T. Maxwell highlighted that with S. Montemayor-Lens' leadership, the goal has been to identify what happens in the student journey in 15 unit increments. The themes around the student journey is important when thinking about how to operationalize support teams.</p> <p>The application is due on the 02/21 and will acceptance results will be known in early March.</p> <p>In the chat- N. Almassey asked who gets picked for the team and how are they chosen- we need to ensure equitable opportunities for all. N. Hannum mentioned that those who were chosen are aware and they have been asked ahead of time because it is a voluntary item. N. Hannum also encouraged the group to attend division meetings that might help with conversations that might be missed.</p>	
9.	3:35-3:45	Comprehensive Program Review Template	<p>C. Hsieh asked the group for feedback on the Comprehensive Program Review template. This is to ensure that the program review template is in alignment to the board policy. Please refer to the resource documents on page 6.</p> <p>SEM group- Please see C. Hsieh's email from February 15 with the Word document attached.</p> <p>Please email C. Hsieh, N. Hannum or L. Robertson with your feedback.</p>	I
10.	3:45-4:00	Guided Pathway Update and Next Steps: Spring Schedule of Activities	#10 Tabled for next SEM meeting	I
11.	4:00-4:30	<p>Report Outs:</p> <ul style="list-style-type: none"> • Integrated Student Services and Retention • Distance Education • Strategic Scheduling & Curriculum Analysis <p>Division Meeting Report Outs</p>	#11 Tabled for next SEM meeting	I
12.		Meeting Adjourn	<p>M/S: G. Richards/R. Pedersen unanimously approved adjournment at 4:37pm</p> <p>N. Hannum stayed after the meeting for anyone who wanted to address concerns or ask questions.</p>	

Spring meetings: March 15 and April 19