

Strategic Enrollment Management Meeting Minutes

October 19, 2021 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 Present:

Administration

- Ryan Pedersen (Dean of Instruction: Math & Sciences)
- Ginny Richard (DSPS Manager)

Classified Professionals:

- Nicole Almassey (Interim Technology Training & Development Coordinator)
- Grace Villegas (Academic Scheduling Specialist)

Faculty:

- Milton Clarke (POLSC)
- Camille Santana (Counseling)

Students:

- Sheena Dugao (LMCAS)

Participatory Members Present: Rachel Anicetti (Transfer & Career Services Manager), Dave Belman (Dean of Student Success), Louie Giambattista (Computer Science Faculty), Paula Gunder (ESL Faculty), Christina Goff (Librarian), Maryann Hicks (Nursing Coordinator), Sabrina Kwist (Dean Equity & Inclusion), Morgan Lynn (Curriculum Chair), Aprill Nogarr (Interim Dean of Instruction: Liberal Arts), Janith Norman (DE Coordinator/Business Faculty), Maryam Portillo (Director of Outreach), Nicole Trager (Biology Faculty/MESA), and Eileen Valenzuela (Office of Instruction Supervisor/Articulation Officer)

Absent: Jeffrey Benford (Dean of Counseling and Student Support), Tamara Green (Admissions & Records, Sr.), Rikki Hall (A&R Director), Chialin Hsieh (Sr. Dean of Planning & Institutional Effectiveness), Sally Montemayor-Lenz (GP Consultant), Rudolf Rose (Counselor), Sara Toruno-Conley (English Faculty), and Julie Von Bergen (Math Faculty)

Meeting Logistics Technician: Leetha Robertson – Administrative Assistant, Sr.

Notetaker: Shondra West – Administrative Assistant, Sr.

Item #	Topic/Activity	Minutes
1.	Welcome, Announcements and	Meeting called to order 2:06

	Public Comments	No public comments				
2.	<p>Approve Agenda– October 19, 2021 Approve Minutes– September 21, 2021</p>	<p>Action: Agenda approved with changes (M/S: C. Santana/G. Richards)</p> <p>Action: Minutes approved (M/S: C. Santana/R. Pedersen) abstention N. Almassey</p> <p>Action: Motion amended – correct the membership of who was present based on the representation of how it reflected on the website (M/S: R. Pedersen/C. Santana); unanimous</p>				
3.	<p>Constituent Representatives- Update & Confirmation Update Roster:</p> <table border="1" data-bbox="262 544 798 625"> <tr> <td>Classified</td> <td>Faculty</td> </tr> <tr> <td>Management</td> <td>Students</td> </tr> </table>	Classified	Faculty	Management	Students	<p>The committee discussed the membership by distinguishing who are voting and non-voting members. The following changes are needed:</p> <ul style="list-style-type: none"> • Remove LMCAS J. Bui as the student representative • Add Classified Professional Nicole Almassey as a voting member serving in place of T. Gage • Add LMCAS Sheena Dugao as the student representative <p>The committee acknowledged there is one vacancy for in each constituency group classified, faculty (plus an alternate), and student representative.</p>
Classified	Faculty					
Management	Students					
4.	<p>Distance Education Strategic Plan - 1st Read (To be voted/approved for recommendations at November SEM Meeting).</p>	<p>Move item 5-6 before 4 (R. Pedersen/G. Villegas); unanimous</p> <p>A. Nogarr screen shared the DE Strategic Plan document and provided an update. A. Nogarr shared the DE Strategic Plan Google Doc weblink with everyone in chat which they were asked to review the document as a 1st read. A. Nogarr shared that the document was presented beforehand to all consistency groups; classified, faculty, students, and administrators. A. Nogarr read the goals and objectives outlined in the plan.</p>				
5.	<p>Pathway Adoption- 5th Pathway with edits Review Process</p>	<p>N. Hannum updated the attendees about adopting the fifth pathway and screen shared the latest GP document illustrating the new pathway. The change was made with the fourth pathway titled Health and Public Safety, which is the new fifth pathway called Health and Public Service. The fifth</p>				

		<p>pathway includes an educational strand: early childhood, manufacturing changed to advance manufacturing, consider adding electrical instrumentation, process technology, and transportation/auto. Louie suggested adding informational technology under two STEM areas: business manufacturing and transportation. It hasn't been determined in past practice to consider adding programs under two pathways, which L. Giambattista explained why information tech would fall under both. N. Hannum will share the feedback with Sally and align the terminal degree under business manufacturing and transportation and keep computer science AST under STEM. N. Hannum shared bringing back the document as an action item at the next meeting.</p> <p>P. Gunder asked questions about where to position ESL on the chart. ESL teaches language (world languages), English, and communication skills (SPCH), therefore belonging under arts humanities and communication. Natalie shared that further enhancements of the pathways to include other ideas from the community college are worth having future discussions and considering the idea of adding a marking scheme for GP; more so, how students can understand using GP as a guide.</p> <p>The committee continued to discuss the iterations of developing the GP document, considering that the final proposal request by Louie will be added before everyone votes on it next week. Considering the document doesn't represent the institution as a whole. There was a recommendation to add a header for ESL for arts/humanities and communication. This addition changes the taxonomy of the document.</p>
6.	Pathway Iconography	Tabled discussion for November meeting
7.	Pathway Pilot Project Expansion/Integration Update	A. Nogarr gave an update sharing how the pilot began in Spring 2021 and the rationale for developing the pilot to identify and support cohort students in the art, humanities, and music department whereby to contact students as an outreach method to support programs. The retention team was able to look at the analysis of those students close to completing their programs in support of art majors to participate in activities that would encourage them to complete courses/programs towards earning their certificates and degrees.

		<p>A. Nogarr shared that the English department is also engaged in the pilot pathway model and taking steps to help students complete their degrees/certificates. The departments are excited about the retention work and its outcomes.</p>
<p>8.</p>	<p>Report Outs: Curriculum Analysis Integrated Student Services and Retention Distance Education</p>	<p>R. Anicetti gave a curriculum analysis update covering the articulation components, sharing the work completed by the articulation team (transfer, curriculum, and office of instruction). The work includes reviewing articulation courses among universities and updating policies and procedures about the articulation processes. It was shared having transfer representatives on the tech review committee has been helpful when looking at the curriculum.</p> <p>M. Lynn shared changes made in the English Department with eliminating and adding prerequisite courses that would benefit the students when enrolling into classes. Further, M. Lynn suggested increasing English 100 course units to 4.0 and its impacts across the departments because they would have to change their requirements to reflect the change, e.g., program award units. M. Lynn welcomes feedback from everyone considering that colleges across the state offer English composition for more than 3.0 units. Feedback provided was that students might select the option to take a 3.0-unit English course at other colleges. Comments posted in the chat were shared with the group. The conversation concludes with how English classes are structured to become a 4.0 unit course.</p> <p>T. Maxwell gave an integrated student service and retention (ISSR) report. In looking at the student, first-year experience, SSLT worked on which departments and how departments impact the students' journey and identified where to implement a student success team model. The outcomes discovered are having additional strategy sessions and how to integrate the voices and work from various student services with addressing the operationalization of the student success model. The bulk of the work examines what happens in the students' experience from application to registration. In addition, S. Montemayor-Lenz and T.</p>

		<p>Maxwell have been completing roadshows with departments to share and seek feedback related to the pathway.</p> <p>A. Nogarr gave a distance education report sharing that the strategic plan was updated. J. Norman also shared what was discussed at the 4CD distance education planning meeting regarding funding.</p>
9.	<p>Strategic Scheduling: Feedback to Model Process and timeline for other SEM Committees to roll up their scheduling needs so it is integrated into a scheduling model</p>	<p>R. Pedersen facilitated a work session focused on strategic scheduling, in which everyone participated in different workgroup activities. The first activity included documenting everyone’s feedback about the scheduling tool. A Google document was used to capture everyone’s feedback focused on how SEM subgroups to share information about what is needed to make decisions about strategic scheduling, what is needed from strategic scheduling, and ideas about the timeline when departments should complete strategic scheduling.</p> <p>The second activity considered integrating the work into strategic scheduling by building a project calendar for collecting input surrounding the 1-year schedule from the subgroups. Everyone was placed in zoom breakout rooms based on their SEM subgroup and were asked about:</p> <ul style="list-style-type: none"> · What actions are needed to move towards a two-year scheduling <p>The groups met until the conclusion of the meeting and provided a brief synopsis of what transpired in the breakout room discussions. The documented information will be collected and compiled to discuss further the outcomes and strategies for creating the two-year schedule.</p>
10.	Meeting Adjourn	4:21