



**Strategic Enrollment Management Minutes**

**November 16, 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:** Nicole Almassey (Interim Technology Training & Development Coordinator), Milton Clarke (Political Science Faculty), Louie Giambattista (Computer Science), Chialin Hsieh (Sr. Dean Planning & Institutional Effectiveness), Ryan Pedersen (Dean of Instruction: Math & Sciences), Ginny Richards (DSPS Manager), Camille Santana (Counselor), Beth Ann Stone (Administrative Assistant, Sr.), Sara Toruno-Conley (English Faculty), and Grace Villegas (Academic Scheduling Specialist)

**Participatory Members:** Rachel Anicetti (Academic Manger Transfer Center), Dave Belman (Dean of Student Success), Jeffrey Benford (Dean of Counseling and Student Support), Eloine Chapman (Marketing), Christina Goff (Librarian), Rikki Hall (Admissions & Records Director) Sabrina Kwist (Dean Equity and Inclusion), Morgan Lynn (Curriculum Chair/English Faculty), Sally Montemayor-Lenz (Consultant), Aprill Nogarr (Interim Dean of Instruction: Liberal Arts), Janith Norman (DE Coordinator), Maryam Portillo (Outreach), Rudolf Rose (Counselor), Eric Sanchez (Art Faculty), John Schall (Marketing), Michael Simpson (A&R Lead), Nicole Trager (Biology Faculty), Eileen Valenzuela (Office of Instruction, Supervisor), **SEM Admin Support Team:** Leetha Robertson – Administrative Assistant, Sr./Logistics and Shondra West – Administrative Assistants, Sr./Note taker

**Absent:** Julie Von Bergen (Math Faculty); Ricci Bicomong (LMC Associate Student), Lynny Cano (LMC Associate Student), Sheena Dugao (LMC Associate Student), Tamara Green (Admissions & Records Assistant, Sr), and Nicholas Sessions (LMC Associate Student)

**Meeting called to order:** 2:05pm

| Item # | Agenda Time | Topic/Activity   | Discussion Notes   |
|--------|-------------|--|--|
| 1.     | 2:00-2:05   | Welcome, Announcements and Public Comments   | <ul style="list-style-type: none"> <li>• Everyone completed a welcome icebreaker via chat to share their favorite holiday.</li> <li>• Newest A&amp;R Hire - Michael Simpson, A&amp;R Lead, was introduced to the committee.</li> <li>• The Tri-Chairs welcomed everyone to today’s meeting.</li> </ul> |
| 2.     | 2:05-2:15   | <b>Approve</b> Agenda– November 16, 2021<br><b>Approve</b> Minutes– October 19, 2021 | <b>Action:</b> M/S: B. Stone/C. Hsieh) Approval of the agenda; unanimous<br><b>Action:</b> (M/S: G. Richards/M. Clarke) approval of the amended minutes: punctuation corrections; one abstention   |

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| 3. | 2:15-2:25 | <p>Constituent Representatives-Update</p> <ul style="list-style-type: none"> <li>• Update Roster             <ul style="list-style-type: none"> <li>○ Classified</li> <li>○ Faculty</li> <li>○ Students</li> <li>○ Management</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• N. Hannum confirmed Committee membership positions to determine if any vacancy exists among classified, faculty, managers, and students.             <ul style="list-style-type: none"> <li>○ One vacancy exists with management.</li> </ul> </li> </ul>  |
| 4. | 2:25-2:45 | <p>Constituent Reps: To whom do you report and how/where to engage constituents</p>  | <p>N. Hannum asked the constituent groups to share feedback on how they disseminate SEM information and collect feedback from their colleagues.</p> <p>The questioned asked:</p> <ul style="list-style-type: none"> <li>• To whom do you report (relay) the information to?</li> <li>• How and where to engage constituents in the conversation outside of SEM?</li> </ul> <p>The responses received addressed SEM/GP information being transparent. The committee communicated their process of how information is shared among the different consistent groups:</p> <ul style="list-style-type: none"> <li>• M. Clarke UF faculty representative explained that SEM/GP information is shared with academic faculty during board meetings.</li> <li>• B. Stone Classified Senate (CS) President explained that information is also shared among classified during regular report outs at their meetings.             <ul style="list-style-type: none"> <li>○ A concern was shared about the gap between receiving information related to the different pathways and developing success teams. Classified are concerned about the impacts of the GP initiative is having on their position. This concern has been vetted to the Tri-chairs, which conversations are in the process of how best to resolve the situation.</li> </ul> </li> <li>• B. Stone shared that being transparent is essential with developing SEM/GP projects and recognizing classified roles/responsibilities that support the SEM/GP initiative outside of their regular positions. Conversations involving Local One representative is happening to ensure no labor conflicts and with preventing individuals from working out of class.</li> </ul> |

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|  |  | <p>The feedback was welcomed and appreciated since the goal of SEM/GP is inclusivity.</p> <ul style="list-style-type: none"><li>• N. Almassey suggested developing a one-page newsletter with action items that differentiate from sending a standard email. Such that having monthly/bi-weekly publications available will engage the college community. N. Almassey also shared CS efforts of bringing classified together, e.g., “Meet and Greet,” to network and provide campus updates.</li><li>• N. Hannum suggested using College Assembly (CA), which currently provides campus updates. Yet, having a space during CA whereby constituency groups can share feedback related to the SEM/GP agenda items while using zoom breakroom to facilitate the discussions.</li><li>• G. Richards shared how Student Services disseminate SEM/GP information within their departments.</li><li>• M. Lynn gave feedback about SEM emerging during the COVID shut down and how it impacted faculty knowing about SEM, whereby they have limited knowledge about SEM’s functionality. Further, M. Lynn suggested taking a better initiative to provide faculty with information to keep them abreast of SEM/GP, and considering that leadership changes have impacted the progress of sharing information. Another suggestion was providing SEM information at future College Assemblies.</li></ul> <p>N. Hannum thanked everyone for their feedback. The goal becomes sustaining communication among the campus community, and having everyone’s feedback is helpful with thinking of ways how to send SEM/GP messaging out to everyone. N. Hannum likes the idea of using a newsletter using the SEM/GP agenda as talking points or report out at the College Assembly.</p> <p>The committee discussed lack of being acquainted and familiarity with the GP topic is possibly due to limited involvement with shared governance forums and COVID moving businesses services remotely, online. However, faculty involvement includes creating a space that doesn’t pose a scheduling conflict, whereby consider how to engage individuals using different outlets.</p> <p>Another idea shared by B. Stone is putting together an annual document for classified use that</p> |
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|    |           |   | <p>lists the various campus committees and the representative assigned. The intent is to create a resource that individuals can review the charges and who to contact should they have questions.</p> <p>N. Hannum shared this topic will remain as a standing agenda item.</p>   |
| 5. | 2:45-2:50 | DE Strategic Plan- 2 <sup>nd</sup> Read | <p>A Nogarr provided a DE Strategic plan update and that the document presented to the committee is a 2<sup>nd</sup> read and ready for a vote. A. Nogarr briefly shared some of the written wording within the document, and how the document was vetted among consistent groups to collect feedback. N. Hannum provided historical context for developing a strategic plan to support the increase of online courses offerings, DE professional development, and technical support.</p> <p>R. Pederson complimented A. Nogarr for developing a comprehensive plan and how little feedback is needed to improvise the plan.</p> <p><b>Action:</b> (M/S: R. Pederson/C. Hsieh); approved the DE Strategic Plan</p> <p><b>Discussion:</b> A question related to DE overseeing the badging of software. A. Nogarr provided further details to address the question by explaining what badging consists of, whereby students/faculty/staff receive badging whenever they complete a professional development opportunity. For example, whenever students/faculty receive recognition for completing professional development training, they receive a Canvas badge. Badging is useful to supplement an individual's professional portfolio or resume because they can highlight their achievements earned from training.</p> <p><b>Final Action:</b> Approval of the Strategic Plan - unanimous</p> <p><b>Next steps:</b> the approved plan will go to SGC for action.</p> <p>A request was made to agendized the faculty evaluation process for the next meeting to address student return rate and other concerns. A recommendation was made to discuss the same topic at future Academic Senate meetings.</p> |

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| 6. | 2:50-3:00 | Pathway Adoption- 5 <sup>th</sup> Pathway | <p>S. Montemayor-Lenz updated the committee on adopting the 5th pathway: Health &amp; Public Service by explaining how the pathway was created and the intent. Committee members reviewed the latest pathway document provided by S. Montemayor-Lenz via screen sharing. The document has been circulated through all constituency groups for review and feedback. Once adopted by SEM, SGC approval is needed. S. Montemayor-Lenz suggested implementing a two-year review cycle to maintain the document's integrity and process. However, keep the process static so students can build their programs as they go through the pathways.</p> <p><b>Action:</b> (M/S: C. Santana/M. Clarke) Approval of the 5<sup>th</sup> pathway: Health &amp; Public Service; unanimous</p> <p>Further information was shared about modifications to the iconography whereby it represents the true authentic pathway model. The committee thanked S. Montemayor-Lenz and J. Schall for their commitment to developing the marketing artwork.</p>   |
| 7. | 3:00-3:10 | Pathway Iconography- Final draft approval | <p>S. Montemayor-Lenz provided the Iconography context developed by J. Schall and marketing LMC intern students. The final iconography draft was vetted through each constituency group. The iconography amendments were based on the feedback received. The final approval of iconography is needed by the committee.</p> <p><b>Action:</b> (M/S R. Pederson/C. Hsieh)</p> <p><b>Discussion:</b></p> <ul style="list-style-type: none"> <li>• J. Schall shared feedback about the experience working with students and the good work everyone completed with developing the iconography.</li> <li>• A request was made for sharing meeting documents beforehand with committee members. S. Montemayor-Lenz provided an overview of where GP support documents reside on the webpage. Yet, the website isn't a document repository of GP documents, instead it's a public navigation tool for everyone and students to access information. A solution to having documents accessible was to develop an Insite portal tile page.</li> <li>• A question was asked about the relationship between SEM and SGC, and who has the final say regarding GP, inasmuch the whereabouts of GP being housed? N. Hannum</li> </ul> |

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|    |           |  | <p>shared SGC has GP oversight. SEM is a constituency-based subcommittee tasked with delivering recommendations to GP. In contrast, GP efforts are routed to SEM to review processes/documents seeking approval. Afterward, SEM routes the information and recommendations for approval to SGC for final approval.</p> <ul style="list-style-type: none"> <li>• S. Montemayor-Lenz addressed the concern about SEM voting without the students’ presence at today’s meeting by explaining each consistency groups received, reviewed, and provided feedback, which the final draft presented at today’s meeting incorporates the recommendations by the constituency group.</li> </ul> <p><b>Final Action:</b> Approval of the pathway iconography; five (5) yes, two (2) abstentions</p>   |
| 8. | 3:10-3:25 | Guided Pathway Update and Next Steps: Instruction & Student Services | <p>N. Hannum shared the next steps for SEM/GP, which includes</p> <ul style="list-style-type: none"> <li>• working with the instructional and student services areas to collaborate and incorporate SEM/GP into practice</li> <li>• loading the programs into the eLumen database</li> <li>• developing program sequencing</li> <li>• launching the GP workbook that includes specific strategies for students to clarify and stay on the path, and ensure learning is reflected in the four (4) GP Pillars</li> </ul> <p>With the approval of the fifth pathway, C. Hsieh will begin the work of putting it together. N. N. Hannum announced learning communities are not going away instead of enhancing the process of using the four pathways in relationship with the learning communities to support students achieve success.</p> <p>T. Maxwell provided an update focused on GP strategic planning and implementing practices within student services. The Student Services Leadership Team (SSLT) team of managers meets consistently to have GP strategies sessions. T. Maxwell shared the actions taking place during the sessions; such as:</p> <ul style="list-style-type: none"> <li>• evaluating the student workbook</li> <li>• instilling resources in support of the organizational structure</li> <li>• aligning student services with GP</li> <li>• utilizing student success teams to support the GP model across and within the pathways</li> </ul> |

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|    |           |  | <ul style="list-style-type: none"> <li>• working together with S. Montemayor-Lenz and the Counselors to identify GPs role and function in the counseling area.</li> </ul> <p>T. Maxwell emphasized that learning communities are not being removed; instead, the goal is to utilize their support to expand services across the student demographics to support GP eligibility.</p> <p>T. Maxwell shared GP information is regularly shared throughout the student services area in both SS and counseling areas. Student Services Division (SSD) meeting SEM/GP conversations are conducted as report-outs.</p> <ul style="list-style-type: none"> <li>○ S. Montemayor-Lenz and T. Maxwell provide roadshows to disseminate GP information for student services and learning communities.</li> <li>○ SSLT leaders meet with student services departments to foster conversations and receive feedback, ideas, and recommendations about GP. Furthermore, in December, SSLT will have an upcoming meeting to develop working strategies focused on initiating the GP process and enhancing inclusion among classified professionals to participate in the conversations.</li> <li>○ Counseling GP practices include integrating a workflow, sustaining conversations, and collaborating between student services and instruction.</li> <li>○ Student retention involvement is helping to strategize the integration of a process and operationalize it in support of students selecting GP Pathways to develop their student success team model.</li> </ul> <p>T. Maxwell concluded by explaining how student success interventions are underway whereby the plans are focused on exploring activity mapping, looking at where interventions are needed, understanding what is the role and function with incorporating GP, evaluating how much support is needed, integrating GP’s current context moving forward, and developing a comprehensive understanding of the process.</p> |
| 9. | 3:25-3:55 | <p>Report Outs:</p> <ul style="list-style-type: none"> <li>• Curriculum Analysis</li> <li>• Integrated Student Services and Retention</li> <li>• Distance Education</li> </ul> | <p><b>Curriculum Analysis Report:</b></p> <ul style="list-style-type: none"> <li>• N. Hannum gave a curriculum analysis update related to building the catalog and imputing programs into eLumen. Furthermore, developing an eLumen team to ensure the curriculum development work is being initiated and supported.</li> <li>• N. Hannum announced the new CTE/Workforce Development Dean Dennis Franco will start</li> </ul>   |

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|  |  |  | <p>soon and is tasked with supporting the initiative of working with Eileen to build the programs in eLumen, which includes work program sequencing.</p> <ul style="list-style-type: none"> <li>• N. Hannum shared that the articulation subgroup meets regularly and oversees degree pathways.</li> <li>• R. Hall shared what has transpired to support curriculum advancements whereby several tasks have been completed:             <ul style="list-style-type: none"> <li>○ coding classes in the Colleague database to meet program requirements,</li> <li>○ reprogram degree audits that incorporate changes to programs (ADTs),</li> <li>○ implement the new GE model by revamping the local pattern to match it,</li> <li>○ address revising the liberal arts degrees.</li> </ul> </li> <li>• Tech review manages the curriculum review process for approval, then funnel curriculum analysis through the eLumen/instructional process. M. Lynn recommended addressing the gaps impacting the effectiveness of the curriculum workflow as it relates to using eLumen and the approval process after curriculum. M. Lynn shared the curriculum committee involvement by highlighting the broader participation in the tech review process, and she thanked everyone for supporting the efforts.</li> </ul> <p><b>ISSR Report:</b><br/>During the Tri-Chair report-out, T. Maxwell provides a comprehensive overview. T. Maxwell also shared that the division's strategic initiatives are comprehensive and everyone in student services supports having a conversation on how to implement the process.</p> <p><b>DE Report:</b></p> <ul style="list-style-type: none"> <li>• A. Nogarr shared DE efforts to pursue meeting strategic plan objectives and outcomes             <ul style="list-style-type: none"> <li>○ collaborative discussions are ongoing</li> <li>○ brainstorm to address SP goals</li> <li>○ work on marketing SP across different platforms: colleges, class, schedule building</li> <li>○ develop DE messaging to students in support of the pathways,</li> <li>○ coordinate DE opportunities to enhance everyone's to access resources (PD, technical support, DE support) for both faculty and students.</li> </ul> </li> </ul> |
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|    |           |  | <ul style="list-style-type: none"> <li>• A. Nogarr shared District Office is developing a District DE process to support all the campuses, which LMC DE has contributed to the discussion.</li> <li>• A. Nogarr and J. Townsend encourage everyone to attend the District DE Town Hall meeting.</li> <li>• DE will seek funding, and A. Nogarr welcomed feedback and suggestions on what funding should be used to support DE resources made available to everyone.</li> <li>• DE will examine aligning diversity, equity, and accessibility resources while strengthening DE communication across student services areas.</li> </ul> <p>A. Nogarr thanked the DE team for their good work of creating a comprehensive plan and implementing DE strategies.</p> <ul style="list-style-type: none"> <li>• N. Almassey addressed what DE services are needed based on her role serving in an OCA that provides Canvas support.</li> <li>• Provide technology that meets the needs at the beginning, midterms, and at the end, more so for products that produce student success. In addition, ensure administrators and faculty needs are met to produce productive work.</li> </ul> |
| 10 | 3:55-5:00 | <p>Strategic Scheduling:</p> <ul style="list-style-type: none"> <li>• Modality Summary</li> <li>• Spring Summary</li> <li>• FTEF Allocation Model Progress</li> <li>• One- &amp; Two-year schedule process update</li> </ul> | <p>Ryan explained how useful the modality summary is with scheduling future enrollment classes. It has information related to teaching modalities offered and the statics of how each modality is used. Whereby online classes numbers are high in usage, partly due to the transition to an online environment during COVID.</p> <p>Ryan facilitated a conversation about strategic scheduling by asking everyone to think of and make recommendations as it relates to the modality summary analysis:</p> <p><b><u>Feedback:</u></b></p> <ul style="list-style-type: none"> <li>• Considering the summary report regarding students’ preference for online classes, a question was asked regarding the notion of whether to offer more face-to-face classes             <ul style="list-style-type: none"> <li>○ Ryan shared that the goal is to look at the summary and develop a dynamic schedule that's beneficial for all students, whether to offer more asynchronous</li> </ul> </li> </ul>  |

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|  |  |  | <p>or synchronous classes.</p> <ul style="list-style-type: none"> <li>○ One suggestion is to examine the data and determine practices for the college to support offering a variety of student enrollment outcomes that meet students' needs</li> <li>● Have the schedule available to everyone in advance before student enrollment.             <ul style="list-style-type: none"> <li>○ G. Villegas shared producing an earlier schedule for department chairs to begin the process causes complexity with timing and when the schedule is due to instructional breaks.</li> </ul> </li> <li>● Create a dynamic schedule coupled to decisions made in real-time whenever classes are canceled or added.</li> <li>● Look at dynamic scheduling and questioning it based on developing a comprehensive schedule and examining how FTES impacts departments.</li> <li>● Develop a schedule to look at prioritizing schedule for the year</li> <li>● Look at face/face (low enrolled) classes, more so to meet the student's needs.</li> <li>● Have a conversation about the competing priorities; more so to have the scheduling information and budget reports together to review.</li> </ul> <p>SEM's goal is to work as a subgroup towards enhancing the decisions around scheduling, whereas developing a guidebook with practices that will help produce a comprehensive schedule.</p> <ul style="list-style-type: none"> <li>● Involve all consistency groups more so to seek recommendations that will help build a robust schedule.</li> <li>● Address the challenge of moving past the theoretical practice of creating the schedule. Nevertheless, COVID caused complexities that changed the make-up of the current schedule in which enrollment is impacted, and a strategic plan is needed to help sustain community colleges.</li> </ul> <p>Considering how to create best practices to adopt into the future and addressing does online courses help meet students where they are. The college is moving past a theoretical model and using FTEF/FTES to build up enrollment. In past practice, the schedule was rolled over, whereby the SEM group came up with theoretical approaches that could become operational.</p> |
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|  |  | <p>In summary, having future dynamic conversations and taking notes is ideal, considering the draft of a decision tree, reviewing programs, classes, and student completion rates.</p> <p>Ryan facilitated a second discussion about using a super schedule. Ryan shared the super schedule intent is to use search parameters to create a schedule block that demonstrates how students can take face-to-face classes that meet on certain days, by campus and meet GE requirements.</p> <ul style="list-style-type: none"> <li>• A recommendation is to see a block schedule that includes face to face classes, allowing students to utilize student support services on campus during open hours.</li> </ul> <p>In addition, to creating a super schedule, the groups are to engage in addressing the following operational topics:</p> <ul style="list-style-type: none"> <li>• What will a super schedule look like from a marketing perspective</li> <li>• Develop a plan on how to use the super schedule</li> <li>• How will counselors help to engage students using a super schedule when advising students</li> <li>• What types of schedules are important for marketing, coordinating outreach, and counseling?</li> </ul> <p>The members were placed in breakout zoom groups to develop actionable steps to create a super schedule.</p> <p>The group reported out what was discussed in the breakout rooms:</p> <ul style="list-style-type: none"> <li>• Short-term vs. long-term use of building a super schedule, whereas the first attempt was short-term to develop a schedule for student use. More so, use the schedule to evaluate what works, and areas that’s need improvement to set parameters when building future schedules.</li> <li>• Maximize the ambassador idea by reaching out to students before registration at least three weeks before November registration for Spring 2023.</li> <li>• A breakout group demonstrated what they developed based on meeting the needs of a</li> </ul> |
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|   |      |                 | <p>non-traditional student that worked during the day, whereas their classes were during the evening and online. The group prioritized having the student complete both Math/English courses during their first term and other requirements for the year by maximizing the schedule to fit their needs by avoiding courses that pose any overlaps.</p> <ul style="list-style-type: none"> <li>• Another group reported that M/W and T/Th block generate challenges for students to attend all day; 9 am-10 pm. Whereas creating a day vs. evening schedule is a suitable option when considering the number of courses to take during this block.</li> <li>• Ambassador currently calls students whenever an application is submitted to welcome students to the college. In thinking about the schedule, using it to address the types of options students seek, either synchronous, asynchronous, hybrid, or mix block, being that the students can access a scheduling tool online that helps them build the student's schedule.</li> <li>• Alternate schedule based on day, evening, weekend was discussed in another breakout group.</li> </ul> <p>A request was for everyone to continue to develop different variety of super schedules. Ryan asked the J. Schall and E. Chapman if they can work with the deans (Ryan and Aprill) to tease out the strategic marketing plan. Alternate schedule based on day, evening, the weekend was discussed in another breakout group.</p> <ul style="list-style-type: none"> <li>• Another suggestion regarding the super schedule is to build one that aligns with the GP programs and iconography, making it easier for students to identify building a schedule based on the iconography grouping.</li> <li>• Follow up with the counseling department regarding the use of the super schedule. The question was asked about knowing the counseling role with building ed plans and schedule usefulness.</li> </ul> <p>Ryan concluded by thanking everyone's participation in completing the super schedule exercise.</p> |
| 1 | 5:00 | Meeting Adjourn | 5:12 pm  |