

LOS MEDANOS
COLLEGE

Strategic Enrollment Management Meeting - Minutes

September 21, 2021 2:00 – 5:00pm

Zoom Meeting: <https://4cd.zoom.us/j/98758230755?pwd=TWJsdE9Mem9xeHlXU0JDQ0xZbHY4dz09>

Meeting ID: 987 5823 0755 **Phone 1** (669) 900-6833

Present: 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:** Ryan Pedersen (Dean of Instruction: Math & Sciences), Ginny Richards (DSPS Manager), Camille Santana (Counselor), Sara Toruno-Conley (English Faculty), and Grace Villegas (Academic Scheduling Specialist); **Non-Voting Members:** Nicole Almassey (Interim Technology Training and Development Coordinator), Rachel Anicetti (Academic Manger Transfer Center), Dave Belman (Dean of Student Success), Louie Giambattista (Co-Chair of Academic Senate/Computer Science Faculty), Rikki Hall (Admissions & Records Director), Kristin Lima (Dean of Instruction: Career Education/Workforce Development), Morgan Lynn (Curriculum Chair/English Faculty); Sally Montemayor-Lenz (GP Consultant); Aprill Nogarr (Interim Dean of Instruction: Liberal Arts); Nicole Trager (Biological Science Faculty); and Eileen Valenzuela (Office of Instruction, Supervisor)

Guests: Bill Bankhead (Workforce Economic Development Manager), Maryanne Hicks (Nursing Department Chair), Janith Norman (DE Coordinator/Business Faculty); and Maryam Portillo (Director of Outreach)

Absent: - Voting Members: Jeffrey Bui (LMC Associate Student), Milton Clarke (Political Science Faculty), T'Sendenia Gage (Student Retention Program Coordinator), Tamara Green (Admissions & Records Assistant, Sr), Chialin Hsieh (Sr. Dean Planning & Institutional Effectiveness); **Non-voting members:** Jeffrey Benford (Dean of Counseling and Student Support), Sabrina Kwist (Dean Equity and Inclusion), Rudolf Rose (Counselor), and Julie Von Bergen (Math Faculty)

Notetakers: Leetha Robertson and Shondra West – Administrative Assistants, Sr.

Meeting called to order: 2:05

Item #	Topic/Activity	Lead	Notes
1.	Welcome, Announcements and Public Comments	Tri-Chairs	Welcome & Introductions <ul style="list-style-type: none"> • Natalie Hannum welcomed everyone to the meeting • Introductions were completed by all attendees • No public comments
2.	Constituent Representatives- Verify Voting Members <ul style="list-style-type: none"> • Review Roster <ul style="list-style-type: none"> ○ Classified 	Leetha Robertson	Leetha Robertson confirmed which voting members were present and absent, along with which seats were vacant. The total membership is 16, four from each constituent group. N. Hannum utilized alternatives to fill the vacancies since only two managers, one classified, two faculty, and zero students were present. The alternative selected to fill the vacancies for today's meeting

	<ul style="list-style-type: none"> ○ Students ○ Management 		<p>were Dave Belman - manager, Nicole Almassey - classified, and Nicole Trigger - faculty.</p> <p>Tanisha Maxwell and Dave Belman will follow up with LMCAS to recruit student participation to become representatives at this meeting.</p> <p>Louie Giambattista as co-chair of Academic Senate will follow up to solidify the faculty membership; ask the three members currently assigned if they will continue, fill the one vacancy to replace Aprill Nogarr, and ask for faculty alternatives at the next AS meeting.</p> <p>The committee concluded there were ten positions filled, which the meeting quorum was met with eight voting members present at the meeting.</p>
3.	<p>Approve Agenda– September 21, 2021</p> <p>Approve Minutes– May 18, 2021</p>	Tri-Chairs	<p>Action: Agenda approved with the changes to add faculty to the roster section. (M/S: G. Villegas/C. Santana); unanimous</p> <p>Action: Minutes approved (M/S: G. Richards/C. Santana); unanimous</p>
4.	<p>Meeting Structure and Priorities for 2021/2022</p> <ul style="list-style-type: none"> ● 3rd Tuesday ● 2:00-5:00 ● Primary foci for 2021/2022 <ul style="list-style-type: none"> ○ One- and two-year schedule ○ Refining GP Students Success Model and organizational alignment to maximize efforts toward Vision for Success 	Tri Chairs	<p>N. Hannum provided the reason for the SEM meetings along with the meeting dates/times. As an open meeting, all are welcome to attend and encourages the campus community to participate in the conversations. N. Hannum shared that today's meeting will focus on looking at the one-two year strategic scheduling and refining the Guided Pathways (GP) student success model. N. Hannum gave a historical perspective of how SEM was developed, being that the college is in the third year of implementing the plan. The plan is to develop transparent policies, processes, and practices whereby GP and the different pathways helps to achieve the college's vision for success goals. N. Hannum shared SEM is a subcommittee of the Shared Governance Council, which gives recommendations to the college president. N. Hannum provided the reasoning for having leads oversee the four groups (Natalie Hannum – Curriculum Analysis, Tanisha Maxwell – ISSR, Janith Norman – Distance Education, and Ryan Pedersen – Strategic Scheduling), which they will provide a report at today's meeting.</p>
5.	<p>Report Outs:</p> <ul style="list-style-type: none"> ● Curriculum Analysis ● Integrated Student Services and Retention ● Distance Education ● Strategic Scheduling 	All	<ul style="list-style-type: none"> ● T. Maxwell gave an ISSR report by screen sharing a summary of goal number two, which is to promote success in improving access, engagement, persistence, and completion. T. Maxwell's summary was comprehensive in presenting the objectives and how they are connected to the GP pillars - clarify the path, get on the path, stay on the path, and ensure learning. T. Maxwell explained highlights of the work accomplished in meeting the following objectives: <ul style="list-style-type: none"> ○ 2.1 - LMC Connect with Emphasis on Early Alert - Dr. Montemayor-Lenz and Dr. Shea collaborated with engaging

			<p>individuals from student services, SSLT, counseling, and instructional areas with having robust conversations about understanding guided pathways. T. Maxwell informed the group that a draft model of a student success team is underway which they have been instrumental in creating student success interventions and enhancing the overall student experience.</p> <ul style="list-style-type: none"> ○ 2.2. T. Maxwell provided highlights about developing a robust first-year experience and the inclusion of AB705. The workgroup was tasked with looking at the student experience across all pathways, creating interventions needed, and identifying missing items to strengthen the student service areas, such as examining relevant course offerings, evaluating the assessment process, and discussing a roadmap to a culture shift. Inasmuch, the counseling group has developed a resolution to add a fifth pathway and suggest bridging industrial technology into the existing business GP. The AB705 Lunch to Learn (new name to come) is a cross-functional team that includes English, ESL, and Math. The type of work conducted by the group included student services and instructional representatives looking at streamlining, onboarding, and implementing AB705 as it relates to the assessment processes. ○ 2.3 – Beyond the First Year Experience includes the work conducted in mapping out the career experience. Inasmuch, the counseling work is instrumental with the use of Ed Plans. The work of student services/SSLT helped eliminate enrollment barriers for students, improve the student experience, address technology challenges related to admissions application and enrollment processes, and further enhance communication methodologies among students. <p>T. Maxwell thanked everyone who contributed to the work, including student services, counseling, instructional units, and Dr. Montemayor-Lenz. N. Hannum asked how individuals can participate in the ISSR conversations, which T. Maxwell shared that having time at the College Assembly is beneficial for all consistency groups to receive information and participate in the discussion tailored to ISSR's, SEM and GP work.</p> <p>A. Nogarr provided a DE update related to the SEM plan by screen sharing the objectives and the work completed by the group. A. Nogarr shared contributors helped update the DE SEM strategic plan with the development of establishing five goals. Aprill shared the highlights of the five goals</p> <ul style="list-style-type: none"> ○ goal one (1) focuses on promoting principles of excellence in the delivery of DE by establishing a culture of pedagogical reflection
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			<p>and a commitment to implementing best practices for distance education course design that support students as they enter in stay on their educational path.</p> <ul style="list-style-type: none"> ○ goal two (2) strengthen employee professional development in DE by assuring faculty, classified professionals, and managers receive instruction and support with course design ○ goal three (3) enhances DE student success by integrating students' support programs and services provided in the distance education environment to foster success, retention, persistence, and completion across the GP pathways. ○ goal four (4) ensures sustainable DE infrastructure by maintaining minimum standards for instructional technology to support delivery of and access to distance education. ○ goal five (5) Marketing and Messaging of LMC's DE by promoting a clear and consistent message about distance education pathways and the support services available for current students, community members, and critical stakeholders <p>The committee meets regularly for anyone interested in joining DE or who would like to participate in the conversations. More information about the meeting date and time to come since the committee leadership is transitioning to Janith Norman as the newest DE chair.</p> <ul style="list-style-type: none"> ● N. Hannum gave a curriculum analysis update explaining the objectives that included <ul style="list-style-type: none"> ○ 3.1 expand general education offerings which Cindy McGrath and the GE committee members were instrumental in developing a new GE model that allows more course to become GE certified ○ 3.2 complete a robust degree certificate and transfer requirement review and integrate articulation processes between departments. Eileen is helping with reviewing programs and cross referencing the data to update the local, state, and eLumen systems. Other items addressed with the meeting the objective include utilizing the eLumen system to build out the department program infrastructure, working with the counseling department to help with restructuring course offerings, and working with TLC, CTE, and other committees to build upon the curriculum analysis components. ○ 3.3 utilizes DE to support students in completing English and math requirements. This objective is accomplished by participating in the robust conversations related to AB705; reviewing English
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			<p>sequencings (ENGL 95); analyzing the assessment process; utilizing data to understand services that are beneficial and needed, e.g., face-to-face vs. online course offerings, tutoring services, scheduling, and enrollment; partnering with adult education (Catherine Fonseca); examining the cohort cycle as it relates to CSLO/PSLO assessments; reviewing the program review process; looking at curriculum development; and maintaining conversations across the campus that influences curriculum analysis.</p> <ul style="list-style-type: none"> ○ 3.4 partners with adult education to ensure students complete their math and English requirements. <p>Anyone seeking to get involved with curriculum analysis work is welcome to participate on multiple committees; curriculum, Teaching and Learning, Planning, General Education, CTE, and AB705 Lunch to Learn.</p>
6.	If is predictable, it is preventable: One- and Two-Year Scheduling	Committee	<p>Ryan Pedersen gave an update and provided a demo focused on strategic scheduling. The update covered what transpired over the summer which included a retreat focused on discussing and seeking feedback about developing a yearly schedule and the process of creating a prototype. Inasmuch, R. Pedersen provided a comprehensive illustration covering the use of the prototype to develop a strategic schedule. The goal of the presentation was to demonstrate how to collect the data elements, collect feedback from the group about the prototype to add/remove elements, and discuss the interaction of the departments' roles with developing a yearly schedule. R. Pedersen screen shared using English since it has a large curriculum framework that includes a mixture of elements that helps demonstrate several different scenarios when planning a strategic schedule. The demonstration included how to utilize the tool starting with Fall 2022 semester, considering the courses will include several sections, face-to-face, online asynchronous, online synchronous, hybrid, and various timeframes. R. Pedersen used Tableau to filter English data to determine the class type and fill rates when building out the one-year schedule. After determining which courses to offer, R. Pedersen showed everyone how to use the data when utilizing the scheduling tool to determine how many sections to offer for the year. The committee members asked several questions related to fill rates. R. Pedersen answered the question illustrating data results from previous semesters would help determine which classes are better to offer and consider the types of</p>

courses that meet GE and transfer. There was a concern about how students build their schedule based on how departments offer classes in which students are top-heavy in taking certain classes on a particular day and how certain classes fall within similar timeframes. Using Tableau data will help determine which courses are filling, which the department can pose the question if those classes are scheduled at a different day and time will students enroll. Determining fill rates for CTE classes is useful in planning out the schedule to offer certain classes during a particular semester. Working with counselors can help with understanding how students plan their schedule because counselors receive feedback directly from the students. SEM is a place where concerns are approached in how departments are scheduling classes. R. Pedersen's demonstration looked at planning a schedule for Spring 2023 and the sections to offer using the data focused on tackling methodologies to address how to reschedule low enrolled classes. The tool summarizes the number of load offered for the semester and year and the different types of modalities being offered. Questions were addressed from the chat, such as the need for a one-year schedule and how it works with meeting the college goals. It was shared that a one-year schedule will help STEM students since their classes are based on course sequencing, which will help them plan better. R. Pedersen addressed the question with an example that the one-year scheduling helps to develop real-time Ed. Plans. A question was proposed to the group about what type of information SEM subgroups should collect that is beneficial for departments to determine what class to offer; sections, modality, time of day, and other items. One suggestion is to look at the course history and future curriculum updates to understand the impacts or what impacted the class offering. Another suggestion is considering the need to offer hybrid courses in relation to transitioning individuals back to return to campus and looking at why online courses may fill higher than face-to-face during post COVID. High flex is another option to consider when transitioning to a post COVID environment. R. Pedersen asked the group what elements they should look for and asked them to share feedback when developing a proposed schedule. A suggestion is to consider developing a space for departments to discuss course offerings across disciplines and look at the schedule in terms of the time of day, modality of offering, CSU breadth requirements, location (LMC/Brentwood), and map which courses (GE) are offered online. Today's topic intends to move away from a roll-over schedule from the semester and build a schedule that meets the students where they are. Today's conversation

focuses on methodological steps to move forward with yearly scheduling and redefine the Ed. Plan process. Overall, having an efficient schedule helps free up FTEs and creates time and space for campus discussions. Considering the role of SEM and consider which of the items are attainable and how we're structurally and operationally going to accomplish it meeting the student needs. Developing yearly scheduling helps free up departments' availability to focus on other tasks and initiatives. The conversation continued with how departments can complete the task of making transformational and not transactional changes. For example, transactional is creating a semester-by-semester schedule when classes are offered and who teaches it. Whereas transformational consists of conversations, such as at this meeting and building a strategic schedule when building a schedule that meets the students' needs by identifying the types of courses available to meet requirements for the year. R. Pedersen will create the tool used in today's meeting for each department so they can begin manipulating data to see what a proposed yearly schedule would look like. Inasmuch, moving forward using program mapper will help determine how departments want students to complete their programs as the first stage of the strategic scheduling; however, this is the work that will occur after building the program piece of eLumen.

Homework: Provide feedback on structuring the SEM meeting and think of two or three actions to take back to the department or committee involved by moving an agenda forward regarding strategic scheduling and guided pathways.

- T. Maxwell shared some examples such as utilizing the college assembly to engage everyone in SEM and GP conversations; adding more support around Career mapping and exploration; and T. Maxwell will offer a listening roadshow to have constructive constructions with student services employees.
- More ideas were shared in the chat about how the information will be discussed amongst other committee groups and departments.
- J. Norman shared having a discussion toward thinking about DE making transformation changes instead of transactional.

In addition to add to the homework, N. Hannum asked everyone to look at their webpage and determine does it address the GP Pillar - clarify the path.

			Determine whether the page makes sense, find broken links, have other looks at the page for feedback.
7.	Meeting Adjourn		<p>S. Montemayor-Lenz closed out by sharing that everyone is doing great work, acknowledging the process can be exhausting; however, the work help benefits the success of students.</p> <p>Matrix organization is a term that is a simple way of how we organize roles and functions, not in a centralized way but across pathways together. N. Hannum gave an example of a counselor working with workforce developments as a cross-functional task. There are other areas, such as learning communities, that are cross-functional and support matrix organization.</p> <p>SEM and GP work are in draft form and everyone can add feedback to make changes. It's evolving and a process to understand what works best for LMC.</p> <p>Meeting adjourn at 4:59 pm.</p>