

PBC Strategic Enrollment Management Committee

MEETING AGENDA

Wednesday, August 28, 2019

Building 8 - Room 110

NEW TIME: 9:00 – 10:00 a.m.

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| **Agenda Item** | **Discussion**  |
| **Welcome & Introductions of new members****Agenda Overview** | Robinson and Engel |
| **Follow up item:** Look at gender composition of Cañada Service Area | PRIE – data presented that show that Cañada’s service area is not disproportionately female (per US Census data) |
| **SEM Schedule and Work Plan for fall 2019**DRAFT | Robinson and EngelItems added by the Committee: Aligning and Scaling Outreach should be a standing item, as well as be given a longer amount of time to present a strategic plan towards the end of the term; ESL/ACCEL should be added to the topics considered this fall; the strategic plan for growing and sustaining the Promise Scholars program should be added to the Early College discussion; we should try to host an SEM meeting in the Community; add more about types of students (K-12, Day/evening, etc) |
| Understanding FTES trends* Presentation of research into the decline in FTES v. headcount
* An analysis of low-enrolled students by home campus and units taken
 | Engel and ClaxtonAlex Claxton presented data and analysis on FTES trends, low enrolled students – see slide deck and Sankey Charts.MP: Could we please see 10 years of data about single course takers? So we can see if external environmental or economic trends impact the % of our students taking only one course per academic year? [PRIE to return with that]GD: could we look at low unit takers *without* CBET, concurrently enrolled, and 4-year graduate students in the totals?   By September 11: Let’s go deeper on the units taken analysis but this time consider all students taken in the District – how does this change things?* All enrollees at Canada
* Accumulated units by unit types and other characteristics (rp group presentation on student types by enrollment? ~2017 rp conference)

·         By September 11: Refine analysis of low-enrolled students by running it without concurrent K-12 students, CBET students, and students who already have a 4-year degree.  Present these new results next to the other ones or discuss any changes?·         By September 11:  look at the % of students (or low enrolled students) who are taking a class here to fulfill a requirement?  Worthwhile? Pin in this for now, doesn’t seem fruitful (Glorias point) Also, she wondered why CTE programs like ECE or MEDAS didn’t explain more of this as students sometimes take a pre-req….??* 6 units or less in a year
	+ Who are they, what are they taking

·         By September 11:  VP Pérez asked us to look at 10 years of data looking at single course takers at Cañada to see if environmental or economic trends impact or help explain this phenomenon·         More on single course takers?  Will it still be 43% of headcount after we take out the above groups?  Let’s discuss.* Reach out to ESL about CBET to understand this subgroup

·         Other questions that came up on swirl:o   Look over time at the courses Cañada students typically take at the other colleges?o   Look at online v. face to face trends that can help explain which courses Cañada students take at the other campuseso   Max:  Look at whether students from Foothill-DA or other Districts are trying to fulfill a requirement here after failing at another school.  Not sure this is worth it.* Look into transfer out rates/numbers - how to get this: Maria Lara
	+ Evaluator at CSM?
1. Near the gate students - do we have transcript evaluation? Degreeworks?
	1. Maria Lara to follow up
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| **ADJOURN** |  |