

PBC Strategic Enrollment Management Committee

MEETING MINUTES

Wednesday, May 1, 2019

Building 8 - Room 119

NEW TIME: 8:30 – 10:30 a.m.

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| **Agenda Item** | **Minutes** |
| **Kinesiology, Athletics, and Dance**  **and Building 1**  Mike Garcia, Athletic Director  Matt Lee, Program Director, KAD | See KAD Slide Presentation  Cañada has 175 full time student athletes who take 15 units/term on average; 140 of them also work part time  They currently occupy the Team House(s) where there is a small athletic training room. Not having a proper space (no showers!) is a burden on the program.  Two main reasons why KAD has seen dramatic loss (down 39% overall) in enrollments over the last 5 years: change in repeatability rules, which really impacted enrollment in Fitness classes, and their lack of a permanent facility right now while Building 1 is under construction. Also, that Dance is offered online and not face to face is problematic and could be one reason that program has seen its enrollment drop from 429 enrollments in 2013-14 to 189 in 2017-18.  Coach Garcia gave the historic perspective: in 1968 there were 13 full time coaches and teachers. A lot of them retired in the 1990s and were never replaced. Now we only have 2 FT coaches in soccer (M&W) for 7 varsity sports…Everyone else is an adjunct with a day job somewhere else. That’s problematic. It means no one is around during the summer to meet with prospective students.  JM: Senior administration recognizes that faculty and interim replacements for both Coach Garcia (who is retiring) and Matt Lee (who will have paternity leave this summer) will need to be put in place ASAP.  Growth Opportunities (Garcia): new building! Intramural Sports! Both could really help engage all students.  JC: Water Polo is an opportunity. There are no college programs on the peninsula and there are a lot of HS teams!  JS: Our athletes represent us across the state. We have won so many championships and awards. It’s great, free publicity. If we bring young people here earlier for sports they can more readily imagine coming here for college.  KE: What is the business plan for Building 1 and for the program? Does the District Office recognize that we will need to make an investment in re-growing these programs (and growing new, such as swimming)?  GM: Is everything in Program Review? MG and ML: Yes  AW: How do you do it? Your student outcomes are so much better?  TR: Student athletes are a cohort and they are required to attend full time  Garcia: We emphasize academics first, then sports; all students must get progress reports from their professors every 2-3 weeks; Nick Martin is a dedicated counselor who monitors SEPs and stays on top of their ability to transfer. This info is regularly communicated to coaches and student athletes in workshops.  Faculty also support the cohort: Jessica Kaven, Michael Hoffman, and Eric Gaspar are all aware of the unique needs of these students.  AW: It’s like Student Success Team (like we are considering in Guided Pathways) |
| **The STEM Center**  Adam Windham, STEM Division Dean  Georganne Morin, STEM Center Project Director | Dean Windham presented STEM Center slides.  Note: many of these additional services and practices are funded with grant funds. We need to figure out what can be picked up by Fund 1 to sustain it. The grants also limited the definition of STEM  Lesson: Cohorting was tough! There are legal limits – when we only have 1 section of a course, we cannot cohort it. Students didn’t necessarily know they were in a cohort – they were in class with others. It would be better to clearly message to students “you’re in a cohort and this is what it means” – regular gatherings, etc.  STEM Explorers was woven in with Colts Con and Promise and that really helped. It exposed some students who were not contemplating STEM to explore it. They added a late start STEM Explorers a few weeks into the semester – and held in on Fridays  Speaker Series – to help improve the feeling of belonging, especially for URM in STEM: women, people of color  Embedded Peer Instruction Cohort (EPIC) program – to scale it we would need to institutionalize the Coordinator and add an Instructional Aide.  DR: The model is successful in part because it targets the course, not just the students  JC: how to ensure students who need access to tutoring get it? Frequently those who need it most are least likely to seek it out  JS: Can we move money from JAMS to EPIC as a way to sustain it?  MH: It’s great how STEM is finding a way to work across silos – let’s try to copy that when we implement GP Interest Area-related services…..for example, STEM Counselors still meet with all counselors and share learning; STEM Retention Specialists are in a community of practice with other RS, Rance and Soraya work together. These are really early Success Teams!  AW: Caution: Retention Specialists are relying mostly on qualitative data to do their jobs… |
| **Campus-wide Outreach and Community Plan**  Myra Arellano and Marisol Quevedo  Update on data collection process | Data gathering template will be sent out to understand who and how each function conducts outreach. Please complete it as soon as possible. An Outreach Coordinating Team will be established. |
| **ADJOURN** |  |