

PBC Strategic Enrollment Management Committee

MEETING AGENDA

Wednesday, October 23, 2019

Building 8 - Room 110 (and building 8 foyer)

9:00 – 10:00 a.m.

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| **Agenda Item** | **Discussion Lead** | **Notes** |
| **Agenda Overview** | Robinson and Engel |  |
| Early College and FYE | Marisol Quevedo  Maria Huning  Carol Rhodes  Mayra Arellano | Karen presented data on Fall 2019 enrollment by students currently enrolled in HS and college: concurrent enrolled (409) Middle College (103); and Dual Enrollment (108) – these latter are contract ed courses.  Marisol explained a variety of strategies we could consider to bolster the participation of HS students in early college experience regardless of their socioeconomic status. Promise is launching “Emerging Scholars” which will identify and support potential Promise students early.  Marisol: partnership with Redwood High School (a continuation high school) is being developed. (Mayra and Dodi are working together on understanding how RHS students could be transported to campus.  Mayra: Dr. Moore and Dr. Perez presented at RWHS and these was a student panel and then students met with EOPS, Promise, a career assessment was done – for their college day. We got very positive feedback. Next year, athletics should be there too! We are looking to do college days at all of our feeder high schools to give presentations and workshops.  Paul: its critical that we help RWHS students start to perceive themselves as college students (college ready) since, as continuation high school students, they may already be struggling to complete high school.  VP Perez: these efforts to help HS and even Middle School students having a career assessment and early college exploration opportunities are critical. Let’s observe that scanning RWHS students are black and brown. Let’s be deliberate about proposing solutions to how we connect with students and ensure they can see themselves as belonging and being served by the college.  Hyla: let’s remember to get student user feedback, esp. first gen latinx students, on CRM and other tools we’re expecting them to use/be served by  Marisol: reverse transfer students – those who go to a 4-year university from HS but don’t make it – are not eligible for Promise. How can we address the stigma of the community college option? How can we work on the messages high school students and their parents get about 2-year v. 4-year college options.  Maria: Upward Bound currently supports 63 students from Sequioa UHSD – starts in 8th grade with a summer bridge to HS program here on campus – and they get info re financial aid and lots of other info. 88% retention rate. 25% of their students come to Cañada. More of our students are coming to Cañada because of our support programs and Promise. #1 major choice is Business, #2 major is Graphic Design and Digital Media. Maria is one of the few Cañada staffers who is going to middle school. College is free is an important message that needs to get to them much earlier. And that there are great jobs out there that don’t require a 4-year degree.  CSM CTE programs and learning communities are a big draw for a lot of our local high school students.  Mayra – re 4-year bound students. Gloria presented on TAG programs here and about 100+ families were really impressed by this information – they really appreciated for the message since it’s not one they’re getting. We really need to get this information out to parents better. So many students go to 4-year and don’t make it, come back.  Typically, she works with HS students to apply in Feb. But why don’t we have them apply to us NOW, at the same time as they apply to the four years? If we do that, how do we keep them engaged? They wouldn’t come until April for their orientations.  Jeanne – parents need to be included more often. At High School college nights which happen in October!  Also, if CSEA folks are asked to help with recruitment, they may be asked to be reclassified to a Program Services Coordinator. Managers need to make sure their CSEA employees are not asked to do things outside of their job descriptions.  Hyla: DM student assistants can help produce material. And when we get our peer mentors going, they can play an important role here.  Umoja and Mana from EPA and football was a huge recruiting tool at CSM learning community, Project Change that serve formerly encarcerated youth; CSM also has Puente; Hermanas at Skyline. We have Puente, but that’s it….  James: They’ve slowly recognized the importance of moving BEYOND the learning communities which reach a fraction of students – so now having a “Year 1” program for all students and weaving the learning communities into that. Learning communities result in pockets of students being served. The real question is how to serve ALL students. Their Year 1 is now morphing into FYE and Promise.  VP Perez: GP convos is really about how we restructure the good work and programs we do and have and how we scale that to serve more students  Carol: co-chairs the Guided Pathways FYE and Academic Support project team.  There are many things we are currently doing that seem to be working:  Academic Jams: Math, Word, Physics. These help students get a running start. The challenge is getting people enrolled – they happen the week before classes start in August and January. They work, but getting people there is a challenge.  Cohorts of first time students in entry classes. These also work but how you cohort them and how you get them in is crucial. Logistically it has been a nightmare. Business processes are NOT ready for this – our registration system is not set up to do this. But it works. Students bond, get connected.  Tutoring: we do both embedded students (tutors in the class) and run guided instructional sections outside of class (TA) – this really enforces the cohort….scheduling is the tricky part. Between the peer tutors schedule and the class scheduled.  Peer Mentors. This works too! As soon as students enroll, we assign them a peer mentor over the summer to help them transition to courses and campus life in fall.  College Hour: When we dropped Fridays in the schedule, there’s not a spare minute for anybody. Student life took a nose dive. Clubs, tutoring, it’s hard to get these things scheduled. Can we get one mid-day and maybe evening evenings? Make sure faculty have office hours at those times.  Counselor, Retention Specialists by Interest Areas: how student success teams might work. Let’s say we have one or more counselors and retention specialists per success teams. When a student enrolls, the minute they check that interest area box – the retention specialist gets that info right away and determines what that student might be eligibile for: Promise, EOPS, etc. The Interest Area serves as the initial sorting – but then that EOPS and Promise are the primary points of services. Or affinity groups. But Interest Area umbrellas ensure that all students are served by somebody.  Maria: collaboration across support programs could leverage and align our workshops.  James: faculty buy-in is critical. English, math, comm studies, and how those courses are themed. We’ve done a little of this with STEM (Gonzalo) – but how do we do more? And how do we change and develop curriculum in a way that’s aligned with Interest Areas or Career Exploration and how do these classes work with the peer mentors or embedded tutors?  Hyla: faculty really want PD to help them be better teachers – this could really help them connect and align with student supports. CIETL could play a role to help engage faculty in these conversations.  Jeanne – would like to hear more about JAMS, it’s changed a lot and is now expensive….what’s the purpose with no testing? How much does it cost? Could we bring this back as a future agenda item?  Carol: we’ve tried to do a Chemistry JAM – we have 3-4 sections of students who need it. Some students say don’t have time. Some say they didn’t know about it. They’ve tried doing it every other Friday in a Just In Time format – but the times were odd. SCHEDULING IS KEY. As is getting faculty engaged and bought in. Perhaps Chemistry and Physics could work together – along with Algebra – how do we package the essentials students really need to have solid before their courses start?  Dina – Could we use embedded tutors to deliver some of the JAMS content?  Carol – perhaps. Still, we’d need a college hour or time for this.  The EPIC tutor could be the Peer Mentor. Students like to see consistent faces.  Gloria: the new math supplemental courses (math 800 for math 200) the faculty is providing these supports throughout the semester – let’s look at this model and see how this works….something attached to the class that provides additional support.  Carol – yes, in that case it counts as faculty load and is baked into the schedule  Gloria: counselors are assigned to Divisions, but many are assigned to types of students (athletes, veterans, EOPS, transfer, probations, honors, Puente) – there are a lot of subgroup assignments right now. Let’s keep this in mind as we redesign how to serve groups of students.  Carol: students ask for consistent faces and supports.  Carol: summer bridge evaluation data shows that it works…  MP: The FYE and Academic Support group is where these conversations are being had…please join  QUESTIONS:  PT v. FT students?  Linked, cohorted, blocked classes – which ones? How?  Impacts of all of this on Outreach  Reverse transfer students  Bring faculty in early – how do we bring a course planning culture and alignment with all of these supports  Let’s look at the Welcome letter and make sure the families feel welcome and that the LANGUAGE is something that they all can understand…..everyone in the family are prospective students… |
| **Next Steps** | Manuel Pérez |  |
| **ADJOURN** |  |  |