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**Enrollment Management Committee**

**1:00 pm - 3:00 pm on September 15, 2022**

Zoom link: <https://ccsf-edu.zoom.us/j/82946273253>

**DRAFT MINUTES**

**Members Present**: Geisce Ly (Admin Co-Chair), Wynd Kaufmyn (Faculty Co-Chair), J Carlin, Edie Kaeuper, Monika Liu, Edgar Torres, Colin Hall, Arlette Marcial Santana, Heather Brandt, and Lydia Jian

**Alternates Present**: Mandy Liang, Amy Coffey, Steven Brown, Mitra Sapienza, Colin Hall

**Resource Support Present:** Lisa Cooper-Wilkins and Pam Mery

**Guests Present:** Erin Denney, Fanny Law, Simon Hanson, and Velma Quan

**Upcoming Meetings:** 10/20, 11/17, and 12/15

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| **No.** | **Items** | **Discussion/Outcomes** |
| 1. | Welcome and Introductions | Geisce noted that today is the first business meeting this academic year. We held a listening session on 8/18 to get input about what the EMC should focus on this year. Three admin members this year are J Carlin, Edie Kaeuper, and Monika Liu. Faculty members are Wynd Kaufmyn, Edgar Torres, and Joe Reyes. Classified members are Colin Hall and Arlette Marcial. Student members are Heather Brandt and Lydia Jian. |
| 2. | Approve April 21st May 19th Minutes | Since there was no quorum on 5/19 (chaired by Pam Mery) and today is the first official meeting this year, the 4/21 and 5/19 minutes were reviewed, and edits were made. Motioned by Steven to approve the 5/19 minutes, seconded by Edgar. Motioned by Wynd to approve the 4/21 minutes, seconded by Steven. |
| 3. | Approve May 19th and today’s agendas | Since there was no quorum on 5/19, the 5/19 and 9/15 agendas were approved. Motioned by Wynd, seconded by Edie. |
| 4.  | Student Support Strategies Ad Hoc Committee | VC Lisa Cooper Wilkins shared the following. This ad hoc committee met on 9/8 and will again on 10/13. Another postcard campaign outreach effort is underway—thanks to Colin’s continued support behind-the-scenes to identify taglines. The three working groups—Student Services (Reboarding), Technology/Virtual Tools, and Student Engagement Plan—will resume their work. The three main objectives of this committee are: (1) Improve communication (particularly how best to text students using Signal Vine and notify students about student debt matters; (2) Strengthen outreach and in reach efforts, particularly how best to refer students about various services, programs, and support; (3) Continue to improve our registration system from a technology standpoint. This ad hoc committee will continue to collaborate with the EASE working group to improve operational logistics. Also, will be more focused on purposefully preparing for next semester especially for students who have not been on campus or have been on campus for a long while. We will have better and more signage to be more student friendly. With students needing to upload their COVID vaccination info at the point of registration, this has resulted in students not being able to register for their classes. We need to provide more clarity and guidance to students before and during registration so that they don’t get discouraged and therefore give up attempting to register. It would be good to provide how-to tutorials, trainings, and handouts to faculty, staff, and students. How can we better support and assist our students of color to improve their campus interface and experience? Need to look at tracking our students when messages have been sent out to them so that we can better understand the impact and outcome from a customer relationship management angle. |
| 5. | Data Analysis Ad Hoc Committee  | There was no report. |
| 6.  | Fall Enrollment1. Waitlist
 | Current credit headcount is about 16,400; last fall was 17,700. Credit enrollment comparison now is 42,200, which is about a 3,700 drop from Fall 2021. As for noncredit headcount, currently it’s 6,300 vs. 7,500 from Fall 2021. However, Fall 2021 figure is an end-of-term figure, and Fall 2022 figure should continue to rise with open-entry/open-exit enrollment. It is difficult to get good comparison data on noncredit enrollment based on changes in student attendance methodologies. Nonetheless, we are working on getting faculty to submit positive attendance hours in attendance+. The Office of Instruction will provide waitlist information for chairs to better understand and manage schedule development. More discussions are needed to address how best to connect waitlist info to this committee’s objectives with regards to budget implications, enrollment management, and short and long-term impact.  |
| 7. | Pandemic-Period Enrollment and Persistence in California community colleges | The UC Davis Wheelhouse Center for Community College Leadership and Research released their latest white paper titled “Pandemic-Period Enrollment and Persistence in California community colleges.” Using rich administrative data from the State Chancellor’s Office that tracks each student longitudinally, this analysis examines how the onset of the pandemic affected student enrollment duration. Data are disaggregated by student characteristics and college campuses to understand variable impacts and equity implications. This document was shared to provide context and comparison data across the state. Systemwide enrollment overall declined by 14% and persistence declined by 5%. We need to self-reflect and think about why our enrollment has continued to decline. |
| 8.  | Spring 2023 Schedule Development | Due to limited time, we will continue this conversation at the next meeting, particularly around strategic enrollment management with regards to relying on student data and demands about class times, modalities, locations/centers, faculty preferences/workload, etc.  |
| 10.  | EMC Objectives for 2022-23 | Wynd shared the three objectives from last year for initial discussion and revision. Due to limited time, Wynd will convene a workgroup (including Edie, J, Heather, and Simon) to draft revised objectives for more a more vetted discussion on 10/20. When looking at data, we can only realistically look at the data that we currently have.  |
| 11. | Future Agenda Items | Getting data for informed decision-making |