**Enrollment Management Committee**

**10/25/2010**

**Meeting Memory**

Present: Laura Demsetz, Bev Madden, Marsha Ramezane, Anna St. Amand, Andreas Wolf

Absent: Mike Mitchell, Kevin Sinarle

1. **EOPS FOLLOW-UP - BEV**

 10/5/10 Enrollment Management Committee – follow-up:

**Question**: What happens with the students that do not qualify for EOPS?

**Response**: EOPS provides a list of these students to the Multicultural Center counselors for further support. What is the process to support these students?

**Reference:** *EOPS has multiple requirements that students must meet to be eligible – reference pg 34 of current CSM Catalog. The Multicultural Center (MCC) is open to serve all students – reference pg 37 of current CSM Catalog.*

**Findings:**

I met with Sylvia, Arnett and Roger of Counseling Services on Monday, October 4 (Sylvia and Arnett provide direct support to students via the Multicultural Center):

Sylvia and Arnett are not actually provided a list. EOPS does maintain a list of ineligible students; however, some of these students had only inquired because of the book service and did not express an interest in or want any other service. Those who are seeking other support services such as counseling are then referred to MCC on an individual basis. Referrals are also made to MCC via Roger/Krystal in Counseling services or ESL faculty or other basic skills faculty.

**Additional:**

* John and Tami (EOPS staff) begin their intake process in November for spring semester.
* Currently 226 students in EOPS; year-end number will be greater as they admit new students for spring.
* There were 68 students ineligible for EOPS in Fall 2010; some of these students were referred to the MCC (see above).
* Some students that have completed the maximum 6 semesters are also referred to MCC for additional support to complete their educational goal.
* When EOPS has reached the maximum enrollment students are referred to MCC; AB540 students (they’re NOT eligible for EOPS or financial aid) are also served by MCC.

Group discussion: there is an interest in establishing learning communities to support underprepared students to be successful. Currently we have a CRER 120 course that targets basic skills/underprepared students. The CRER 120 is a great vehicle as it is fully transferable yet designed to teach students how to be students (along with other invaluable information to support student success).

1. **STUDENT SUCCESS MATH PROPOSAL – ANDREAS**

Andreas introduced the group to the Math Boost project, a proposal currently making its way through the committee process and request for funding. The concept was tried out last year through two venues, Bret Pollack did a “math boost” for incoming football players. Cheryl Gregory did a “math boost” for PEP students in May 2010. The results were that most students placed into a higher math course after going through the math boost review. The project proposal has a two year time frame and requires that 1 - students take the math placement test, 2- students are invited to try and place higher by going through the Math Boost workshop, a workshop designed to provide individual math review, 3-after 24 hours of math review students take placement test again, 4 – the students enroll in the subsequent math course. The assumption is that most students will place higher and shorten “time to degree.” As part of the proposal, it is essential that students enroll in the appropriate math class at the conclusion of the project. The success of the project will be measured by the students’ successful completion of the math course.

1. **NEW ACTION STEPS TO EMC PLAN**

From Bev - As discussed here is the update for 3.2.3:

**3.2.3 Create targeted marketing collateral to support underrepresented and unprepared groups as identified in EMC 4.1.5.**

Resources Estimated:

Current staff resources will be appropriate.  Costs for marketing will be dependent on the marketing strategy deployed such as, TV ads, radio ads, web ads, print pieces etc.

Outcomes/Deliverables:

3.2.3 Targeted marketing pieces (advertising and promotional pieces i.e. could be print, web, TV, radio as determined) that clearly communicate the CSM program and/or offering to potential students as identified in EMC 4.1.5.

Proposed Leads:

Marketing (B. Madden) and the appropriate staff/faculty that support the targeted population (for example: online learning may be a committee group that represents the curriculum and student support services; Accounting may just be accounting faculty, etc.)

Timeline:

Ongoing (\*may be tied to targeted semesters or happen all year long – tbd).

 For your reference:

**Costs** (*these are averages for color print pieces; pricing depends on product, quantity and timing*!)

         Postcards - $.20/30 per piece depending on quantity

         Brochures - $.75/1.00 per brochure depending on quantity

         Bookmarks or other smaller pieces - $100 per 1,000

         Advertising and Promotion

o   TV/Radio - $1,000+
(\*lots of variables: self produced, contracted etc.)

o   Print Ads - $150+
(\*depending on the venue, size of ad etc.)

o   Movie Screen - +/- $3,600

(\*most require minimum 12 week run; maybe additional costs for creation etc.)

o   Web Ads - $500+
(\*online ads via Google/Facebook depend on daily minimums, frequency of run, amount of activity, etc.)

**4.1.5 Develop collaborative programs that integrate student services and instruction to increase retention, persistence, and success of CSM’s underrepresented and underprepared students.**

**One example of this action step is the Math Boost Project.** (Andreas will work on the wording of this action step)

**3.1.1 Action step** – Andreas will be working to convene a THINK TANK group (ongoing advisory group\_ to initiate this action step. It is important that this THINK TANK transfer information to the Committee on Instruction because it is this group that translates curriculum and program ideas into action.