

College of San Mateo

Enrollment Sustainability and Growth Work Group

10-220M | <https://smccd.zoom.us/j/89521119333?pwd=UzJTZzhyNUI3ZTh4TjBCNzc0RVoyUT09>

Friday, January 27, 2023 | 11:00 AM-12:00 PM

Members: Deborah Baker, Krystal Duncan, Alicia Frangos, David Galvez, Deborah Laulusa, Alejandra Lombera, Joseph Martinez, David McLain, Claudia Menjivar, Liz Morales, Monique Nakagawa, Patrice Reed-Fort, Steven Trinh, Andrea Vizenor, **Ex officio:** Jennifer Taylor-Mendoza

Guests: Christy Baird, Silvana Grima, Khushboo Shah, Jonathan Wax, Tammy Wong

Co-Chairs: Carla Grandy and Carol Ullrich

MINUTES

Welcome

Interim Vice President of Instruction and Co-Chair Carla Grandy called the January 27 Enrollment and Sustainability Working Group meeting to order at 11:03 a.m. She welcomed everyone both in-person and online to the meeting. Carla reviewed the agenda items and stated the goal of an Enrollment Plan by June, with the mission of the group to build out this plan during these meetings.

Enrollment Update

Carla presented on current CSM Enrollment Metrics: overall enrollment; online; FTEF and FTES; headcount for first-time and international students; load; sections; and WSCH.

Enrollment is up in most categories from last Spring: overall up 16%; online up 6.5%; students taking a full load up 15%; first-time students up 88% (as a result of SB893 and marketing). The Board recognized and mentioned the 88% increase at their recent meeting.

The numbers are still down compared to pre-Covid years, and we want the numbers to get back there, but how do we service students that we currently have enrolled at CSM?

Acting Dean of PRIE Monique Nakagawa wants to double-check the international numbers and take a closer look at the data pieces to make certain of its accuracy. Student Services Program Services Coordinator (PSC) and Co-Chair Carol Ullrich noted that as of this morning, there were 115 F1-visas new to the school.

Director of Community Relations and Marketing David McLain stated that there was pressure from the Board to increase numbers, and he applauded the team effort that the numbers have increased. Carla reiterated that it has been a collective effort and good to see the increases.

When comparing Spring 2020 to Spring 2023 numbers, students enrolled in in-person day classes are up slightly, and other types of classes show similar increase. There were 70% in-person classes and 30% online in Spring 2023. There is a higher demand for online, but we need to look at success rates. One member asked if there is a way to breakdown synchronous vs. asynchronous online classes to determine the specifics of which aspect of online courses students are choosing in terms flexibility. Carla said that they've eliminated most synchronous online classes, but there are some. Online course offerings would also impact students who enroll in CSM but reside in more distant California areas.

Anecdotally, Student Success PSC Alicia Frangos said that students prefer in-person, and they like synchronous online. Carla mentioned that during Covid, there was faculty professional development (PD) for synchronous online teaching, and that it was a good model for some students. Question for PD Faculty Coordinator Susan Khan if there will be future PD offered in this area. The group agrees that there needs to be different modalities in different sections offered, as well as creativity in scheduling.

Looking at changes in demographics from Spring 2022 to Spring 2023, there are fewer less-than part-time because students are taking more units. Decreases were also seen in three groups: Black/Hispanic down 8.5%; Filipino down 1.5%; Pacific Islander down 14.1%. This echoes the disproportionate findings in Director of Equity David Galvez' Student Equity Report. There needs to be consideration of why other groups' enrollment numbers went up after the introduction of the Free College initiative, but these did not.

In terms of geographic location, there is an enrollment increase of students residing in San Mateo County (result of free tuition) and a decrease in other Bay Area non-San Mateo County populations. CSM has the Lyft program transportation option and the shuttle option. During the pandemic years, there were online and high school one-offs in concurrent enrollment from everywhere in the state. Monique asked what online classes are out-of-San Mateo County students taking? Dean of Counseling, Advising, and Matriculation Krystal Duncan pointed out that when comparing pre-pandemic numbers and the numbers are small, then the percentages look really high; we need to look at the starting value.

What data do we need to understand changes and increase enrollment? Suggestion to compare from Fall to Spring (instead of Spring to Spring) to see the impact of East Bay and San Carlos Lyft programs. Is there qualitative data? The District recently conducted a transportation survey, but no results shared out yet. Alicia also wants a survey on delivery mode, and it was brought up that any findings from these surveys cannot be implemented until 2025. David suggested to survey the shuttle riders and how services are working for them, and also survey working students vs. traditional students. Carol suggests getting data for adult education students, as there has been a decrease in non-traditional students age 25+. Cosmetology Assistant Professor Deborah Baker brought up an article that attributes a major reason for the decrease in CSU enrollment is the decrease in community colleges and a lack of students filtering into the CSUs. Carla also mentioned an article looking at socioeconomic status and its effect on the likelihood of a student registering for college within 18 months of high school. Carla would like to start a repository of articles on the ESG website to inform our conversations.

Krystal spoke about high school graduates choosing to attend community college because they are not ready for university or for transferring. There are so many different factors affecting the numbers of what went up or what went down. Is it because of post-pandemic, remote learning, isolation, skills lost, students easing back in? Students didn't want to be abruptly taken out of school or now abruptly brought back in. Students missed two years of high school experience in social learning and development.

The job market is also so hard and some students are opting to work instead. Also commuting and lack of affordable housing is difficult, so students are finishing their courses and moving out of state. The birthrate in the community has declined as economically, it's hard to afford to live around here, so there's a decrease in high school-aged kids.

We can't put all our eggs into the academic side. We also need to provide services and care for the holistic student. There are factors that we have no control over, but we need to identify the ones we can control and how we can improve in these areas.

Current Outreach Efforts

Carol presented on work being done in counseling, matriculation, and outreach departments. There had been many more steps for students related to vaccines up until this point, so this and other factors make it hard to get comparable data, as the process constantly changes to meet the students' or institutional needs. Spring to Fall is a good cycle to look at, and to a lesser degree, Fall to Spring.

The Student Services departments have worked together to coordinate and provide workshops in the community and online for applications and financial aid. We want students to do certain things to complete the matriculation process, so we provide an unofficial transition team similar to Promise Scholars to make the process go smoothly. The good thing to come out of pandemic is that there are a lot more modes to reach students. Kudos to the departments for getting the students here!

Super Wednesday event serviced 60 people and helped them register that night. Attendees had full access to the collective process. Similar to getting a driver's license at the DMV, there are barriers to the process, but we need to turn the conversation to how do we work through these barriers and better the process.

We currently go out to high schools, Middle College, and feeder schools and set up orientation and application workshops. There are gaps to outreach in the Coastside area. For graduates, how do we access those students and help them get through matriculation? Who are students we are missing? Where do we go to get them? How about contacting student alumni via email? David mentioned taking back the responsibility of the alumni list from the Foundation, as there has not been much done with this list by the Foundation. Can we contact students using their personal emails? There are regulations to contacting students via personal email, but faculty can ask for personal emails and permission to contact students this way at the end of a semester.

Discussion around points brought up by Acting Director of Pathways & Promise Liz Morales, CSM Student Ambassador Alejandra Lombera, and Director of Financial Aid Services Claudia Menjivar: first-generation Latinx community – fear of asking for help at workshops, and there are usually language barriers. Suggestion to have individual Spanish workshops and meetings to help them through the process. How do we make people feel welcome? Spanish-speaking meetings in high schools; Latinx

students need information in Spanish as well as English. Are we providing the right courses and training? What is it that students need to work? Culturally, Latinx families may want their kids to get skills and go out to work to help support the family. Reception on the front end is important. Maybe Students Services can look to hire student assistants who are international and domestic who speak other languages, as the influx of students because of free college was a huge load for translators this semester. We need different languages, backgrounds, and ages. CSM is hiring a full-time Spanish-speaking position for ESL and outreach with Strategic Development.

For students only seeking certificates, is the math and English assessment requirement a barrier? Carol says that it is less of a barrier since it is automated now. There are Title V regulations on certificate requirements and/or transfer. Could we list CTES and a list of certificates that do not require math or English to streamline the process?

Need to have a sense of welcoming and using vocabulary students would understand, a culturally-home feeling, and information provided in a way that is sensitive and empathetic. David volunteers to lead a smaller working group focused on a multi-lingual office. He also asked if CSM is ready to change in modes of operation depending on changing economic models, such that we offer more certificates when there is a recession or develop CTE to internship pathways when the industries are hot.

Review District + CSM Priorities

Postponed until next meeting.

Next Steps

Next meeting will take place on February 10, 2023. Future meeting dates are: March 10 and 24; April 7 (changed to April 14 due to conflicting meeting) and April 28; May 12 and 19. In addition to looking at Strategic Priorities next meeting, the group will also look at data and the disproportionality found in the Student Equity Plan, and set milestones to complete an Enrollment Plan by the June deadline. The group is okay with extending future meeting times to 1.5 hours.

There is a District liaison working with Open CCC to revamp the application process because we are not the only district complaining about the process, but no one is sure if they are asking for feedback from anyone on campus.

Adjourn

Carla Grandy adjourned the meeting at 12 p.m. and thanked everyone who attended, in-person and virtual.