

College of San Mateo

Enrollment Sustainability and Growth Work Group

10-192 | <https://smccd.zoom.us/j/81723354462?pwd=MXo5UkthV2llcEtCLzVseDROaGlyQT09>

Friday, February 10, 2023 | 11:00 AM-12:30 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:** Manasi Devdhar-Mane, Silvana Grima, 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 February 10 Enrollment Sustainability and Growth (ESG) Work Group meeting to order at 11:09 a.m. She welcomed everyone both in-person and online to the meeting.

The ESG webpage on the CSM website will be a repository for the meeting minutes, presentations, work products, and reporting gathered during meetings. Carla outlined the agenda and noted the formation of working groups towards the latter portion of the meeting.

Discussion of Disproportionate Impacts (DI)

Director of Equity David Galvez presented *2022 CSM Student Equity Achievement (SEA) Plan: Successful Enrollment Data Review*.

The SEA is required by the State, and using data from the previous four years, this SEA plan was submitted at the end of November/December 2022. The SEA Plan's definition of "Successful Enrollment" includes students who submitted an application in the Summer or Fall Term (of either 2020 or 2021) and enrolled in at least one credit course at CSM within one year. For example, a student who enrolled in Summer of 2020, would be captured as successfully enrolled if they enrolled in at least one credit course at CSM in Summer 2020, Fall 200, Spring 2021, or Summer 2021. Additionally, previous SEA templates only listed "Black/African American" and "Some Other Race" under the DI Student Populations heading; however, the current iteration's template is more detailed with regards to race.

Some notable enrollment findings: decrease in transfer DI for Latinx and Pacific Islanders, but their successful enrollment rates are up. Low number of successful enrollments for Foster Youth, Black/African American (Black/A.A.), Homeless, and American Indian and Alaska Native (AIAN). Acting

Director of Pathways & Promise Liz Morales wanted to know what parameters were used to define “Foster Youth;” is it currently or previously or reunified? Acting Dean of PRIE Monique Nakagawa said that it includes current and former, and the student cannot be over 25. She is not sure if there are limitations set for defining “former Foster Youth.”

For 2021, there wasn't a major change in enrollment in that these numbers didn't change that much, and there is a gap of that student presence on campus. The low numbers affect campus climate, representation on campus, and the lack of seeing your identity. There is a consistent equity gap for Black female students. Out of 1,314 successful enrollments – new students who enrolled with at least one unit – only eight were Black female students. Results from a current anti-racism survey found students not feeling represented and a lack of cultural responsiveness and relevance on campus. These are issues with enrollment specifically. Why are we not reaching higher enrollment with these groups if they applied? How do we begin to increase these numbers?

Friction points discussed: institutional barriers; data; and communication. Institutional barriers include CCC Apply being clunky and confusing, and the campus enrollment and onboarding process needs to be simplified and possibly having resources added or shifted where needed. Registrar Steven Trinh heard that CCC Apply is in the works to be redone. In terms of data, we need to see where we are losing students in the process, and which milestones are being met or not, and a live data dashboard may be helpful to have data disaggregation for DI groups throughout the enrollment process. As for communication, we need increase communication efforts and to move from an automated process to personal. There needs to be targeted outreach efforts to meet the needs of DI student populations. Side note: these enrollment numbers do not include international students as international students do not apply through CCC Apply, and this data is taken from how students self-identify on CCC Apply.

Discussion of whether CSM's enrollment issues are unique to us or similar to other community colleges. David said that our situation is unique because of our community and the foster youth and unhoused student population. There is a lot of affluence in our community and many people have been priced out of this area, and we have lost students to City College of San Francisco (CCSF). Do students feel welcomed at CSM with less representation or more at CCSF? There are discrepancies at LA Trade Tech, but not like CSM because of the community in which LA Trade Tech is situated.

What do we need to do to cultivate and establish the community we want to establish at CSM? There are now Program Services Coordinators (PSCs) helping with Umoja with programming. What is Mana doing right; what can we learn from other groups? Many of their students are in Athletics, and students support each other. We need multi-prong levels of support to increase success. What about increasing part-time student success?

Discussion between David and Interim College International Student Program Manager Manasi Devdhar-Mane, Student Services Program Services Coordinator and Co-Chair Carol Ullrich, Acting Director of Pathways & Promise Liz Morales, Cosmetology Faculty Deborah Baker, and Student Success Program Services Coordinator Alicia Frangos:

We need to really look at the specifics of the numbers with further disaggregation to find where the gaps are. Is it related to students transferring, matriculation from high schools, building positive relationships and collaborations with local high schools, outreach that understands the student population you are meeting with, and online and in-person open house and counseling options (optimizing how we operated during Covid to offer students the flexibility of how to meet based on their needs)? It shouldn't be equal programming efforts, but equitable – targeted in how we identify students, how presentations are given, making it individualized. Outreach needs to address the gaps

with a targeted way of presentation and who you are speaking to. It cannot just be generic. While we universally want to increase enrollment for all groups, but we need to target specifically as well.

Limitations at all levels of education, at high schools and at CSM. We want to help students, but there's not enough capacity with limited number of staff and budgeting. Additionally, many stakeholders are involved, and there needs to be transparency with the school districts' boards, the high school administrators, counselors, and parent community. Messaging needs to be to parents and counselors that community colleges are college options to be mentioned, celebrated, and highlighted, and to take the stigma off of not attending a four-year college. Engage with Parent-Teacher Associations that community colleges are great options with its free tuition, variety of programs, and how they can save money.

Presentation has been posted on the ESG website.

Review District + CSM Priorities | Goal + Timeline Setting

Carla Grandy asked what can we do as a group to address the different issues that have been brought up. She spoke about four pillars that make up enrollment: outreach, matriculation, retention, and completion. How can we align the work we are doing around the work of these areas? The ultimate goal is to increase enrollment and access, especially for DI populations and for increasing the number of students from the surrounding community. Carla placed members into working groups to discuss plans to meet this goal. Members from different campus organizations were placed into each group so that there would be fresh perspectives:

Group 1 – Matriculation: Manasi, Steven, and Deb Laulusa

Group 2 – Outreach: Dave McClain, Deborah, and Carol

Group 3 – Completion/Retention: Joey, Liz, Alicia, and David

Dave suggested Marketing as its own pillar, but with the number of people present for this meeting, Carla will keep the three groups as is.

Groups met and discussed topics formatted on a Google doc shared by Carla.

Dave is also interested in getting a group together to focus on multilingual marketing materials and outreach opportunities, issues around this type of a system, and the support needed for it. Alicia mentioned presentations for non-matriculating ESL students that Dave may be interested in. After the multilingual group meets 2-3 times, they could bring back their recommendations to ESG. Those who are interested in joining this group should contact Dave.

Next Steps

Carla asked each group to get together on their own between now and the next meeting to set goals and timelines to be shared back next meeting. Carla will send out the Google doc and plans for the next meeting to the larger group.

Next meeting will take place on March 10, 2023.

Adjourn

Carla Grandy thanked David for presenting and adjourned the meeting at 12:29 p.m. and thanked everyone who attended, in-person and virtual.