



## **Enrollment Sustainability and Growth Work Group**

**September 8, 2023 | 11:00 AM – 1:00 PM**

Building 10, Room 10-468

**Members:** Deborah Baker, Alex Claxton, Manasi Devdhar-Mane, Krystal Duncan, Allie Fasth, Alicia Frangos, David Galvez, Deborah Laulusa, Alejandra Lombero, Joseph Martinez, Claudia Menjivar, Liz Morales, Monique Nakagawa, Patrice Reed-Fort, Arielle Smith, Steven Trinh, Andrea Vizenor, Tammy Wong

**Co-Chairs:** Carla Grandy and Carol Ullrich

### **MINUTES**

#### **Welcome**

Vice President of Instruction and co-Chair Cara Grandy called the September 8, 2023 Enrollment Sustainability and Growth (ESG) Work Group meeting to order at 11:10 a.m. She welcomed everyone both to the meeting. The group welcomed Arielle Smith, Acting Dean of Counseling, and Alex Claxton, currently detailing as Senior Research Analyst.

#### **Enrollment Update**

Carla presented a CSM Enrollment Update. Enrollment is up. The Board of Trustees set a goal of increasing enrollment by 15% over last fall based on headcount, and CSM is around 20% with 1500+ students over last fall. Therefore, the conversation needs to shift to efficiency and course scheduling as anecdotally, students are saying that it has been difficult to enroll in certain needed courses because everything is full or does not fit their schedule. Also, CSM has had a hard time staffing two English courses and this is a different problem in needing to figure out who will teach in-person and Dual Enrollment courses.

Full-Time Equivalent Student numbers are up, especially help by the current Promise cohort of 970 students who are taking a full load of classes. Next time, ESG would like to look at completion rates as Promise's rates are significantly higher and see what we can learn from them.

CSM's Load Rates are lower than other colleges in the District, but higher than it was previously. We need to identify course sequences and program pathways so students know what to expect and courses are not offered at the same time or in conflict with one other, resulting in course with load rates.

International student enrollment is up over last year, but lower than expected due to new visa regulations and a group of students transferring out to other community colleges in the area. According to Steven, these transfers could be due to the desire for the quarter system or that other colleges offer more in-person classes (which international students are required to take). Courses and programs advertised to International students need to be aligned and offered, especially if these are areas that International students are interested in. Arielle mentioned Math 251 as a pinch point for Fall's

enrollment and many students were unable to get this course. Carol said many of the International students will be getting their visas for Spring semester, so that should raise the numbers in Spring. Additionally, the onboarding process for International students was revamped and conducted in August, so these students should be ready to go for Spring. There was discussion about revisiting setting up a cohort for International students for a course like Math or Business and setting aside seats in courses that have been identified as demand areas for International students.

Overall, CSM is up in Enrollment metrics. As a group, the challenge is how do we make sure we have classes students need. By Divisions, almost all areas are up and getting more full-time faculty would be helpful.

Looking at Demographics, percentages are mostly up except American Indian/Alaskan Native and < Part Time (.01-5.99 units). We started at a low number for American Indian/Alaskan Native. For the < Part Time, hopefully, the number is low because more students are taking more classes.

Enrollment by City shows that local cities are all up, probably because of SB 893. Non-San Mateo County is down, and it could be because these numbers are relative to Covid times and more students were taking online courses at CSM. Practically, gas is also really expensive right now. San Francisco County, Peralta, and Chabot are also offering free college, so students may be staying in their own counties. This means we should focus on San Mateo County residents and careers within the county. There was a question about Coast numbers and if it was possible to get data on individual zip codes in the county.

The data for overlaps across SMCCCD colleges show that 2/3 of students are at CSM and other are swirling. If we could determine which classes and modalities they are taking at other colleges, we could prioritize and staff these courses and add more of them at CSM.

Currently, modality is 65 in-person courses and 35 online, with a 50/50 enrollment with online classes having a higher fill-rate. What is the drop rate for these courses? Anecdotally, Deans are saying online fills the fastest. In-person students are usually last to enroll, so don't cancel the in-person classes. Anecdotally, students are looking for late start classes but they are mostly online. Maybe we need to have two 8-week late start courses and align them with a quarter system approach. There's also issues with sequenced courses under the late-start model, so maybe focusing late start courses on non-sequenced courses.

What are the success rates in online classes? Retention and completion? Could we look at Distance Education modality next time? We aim to find an equilibrium point where we should be online vs. in-person. We also want to build pathways for students if there is a demand for evening classes and build accordingly. Since the Board approved 10 students as a minimum to continue classes, we should try more new classes with this scheduling in mind. Andrea also suggested hosting something in the evening for evening students as community engagement and figuring out how to survey them. Alex asked if there strategic evening pathways and being super intentional with this scheduling. Some CTE programs do, but they have moved mostly online in 8-week series and there is a need for in-person offerings.

The Enrollment Update presentation is posted on the website.

### **Review of Last Year's Work**

We started with four pillars: outreach, matriculation, retention, and completion.

Outreach/Matriculation became one working group, and Retention/Completion another to align work with district and college strategic goals, identify obstacles within each pillar, discuss strategies, and prioritize efforts. Carla reminded the group that we have access to EAB and its dashboard. She reviewed some of the auditing work EAB did for the application and enrollment process, and Carla will be reaching back out to them to follow-up.

Outreach/Matriculation Goals: (1) Show success of students who have moved on; (2) Complete financial aid paperwork at all HSs and educate parents about the financial aid process; (3) Market certificate programs that don't require prerequisites but lead to high wage careers; (4) Expand multilingual services and advertising – need multiple staff; (5) Update the website to make it easier to enroll; and (6) Expand YouTube and other social media outreach

There has been progress on for #2, #3, #4, and #6. High schools are taking a more active role in filling out the FAFSA forms, with some high schools including this in their advisory periods. There will also be a new FAFSA form coming out soon. Tammy compiled a list of certificate programs and considerations were discussed regarding scheduling a pathway with Program Mapper (Allie is working with this program) and marketing these programs. Spanish language documents are available on the District site for most forms, and Marketing is discussing messaging and packaging to reach all folks and different languages and ethnic groups. Monique suggested using ethnic media an outreach tool. Andrea reported that Marketing has hired an individual to handle social media outreach, and she will talk to the team about updating the website with EAB's suggestion of including a "Call-to-Action" button that is more visible and findable on the website.

Retention/Completion Goals: (1) Focus on Math/English completion in first year; (2) Create first-year schedules for students based on ACCs; and (3) Ensure engagement for all students. Arielle is working on the first year schedule based on ACCs and will present to the Deans. Also, there was discussion on who are the students who are not connected to something? Lastly, with the update to WebSchedule to be release soon, can there be a way to filter out cohort-restricted courses, as this confuses students as to why they cannot register for these listed courses.

### **Data Review**

Alex presented on Course Availability, Course Conflict Data, and 1<sup>st</sup> Year Student Review. We should be scheduling courses so that students can plan for their future and know their completion timeline. From the data, we should see what students need in terms of the courses they want and schedule in blocks accordingly. Marketing and scheduling are related. Alex will present this at the next Dean's meeting, and Carla would like him to also present at Curriculum Committee. Carla thanked Alex for the presentation.

The Course Conflicts and Availability presentation is posted on the website.

### **Next Steps**

If there is anyone the group can think of who would be helpful to our discussions, please let Carla know. Andrea will reach out to Student Assistants in Marketing to be a student representative for the group. Next meeting, we will rebalance the working groups.

### **Adjourn**

Carla adjourned the meeting at 1:00 p.m. and thanked everyone who attended.