

PBC Strategic Enrollment Management Committee

MEETING AGENDA

Wednesday, October 30, 2019

Building 8 - Room 110

9:00 – 10:00 a.m.

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| **Agenda Item** | **Discussion Lead** |  |
| **Agenda Overview**  Revised meeting agenda for the balance of the year | Robinson and Engel |  |
| Moving towards a Plan   * Setting clear goals for the Strategic Enrollment Management Plan | Robinson and Engel  Robinson notes:  STEM students have issues with completion within two years. So, which areas should we focus on and how should we develop this strategy for   * Moving to one-year schedule * How can we better create our schedule to benefit students and so they can take a look at their goals and how long * Be mindful of the population that we serve so that some students can take come at varied times- what about Friday evening classes, Saturday classes and how can we be more creative with the scheduling * This is the ideal of where we are working to meet * How do we have the difficult conversations about how we better serve students * What does it mean if students don’t want to get degrees/certificates? * What about online instruction and how do we teach about online? * How are we addressing Promise Scholars and their needs? * Why are we creating barriers for students- when there is a P.E. requirement to graduate? But, what will be the impact of change in the standard? * How do we count employment before a degree/certificate is earned? * Many of our students are from working class families and many are struggling to take anymore classes due to costs? * Can we work harder to get in front of the legislation so that we don’t have to be told what to do- but colleges lead the discussion? * So many students are helping to support their families- so how can we move them through so they college and allow them to make Canada College their first choice? * Message has been an ESL college- and that is hindering our progress and image * Students complete programs- how do we shift to degrees and certificates * Is the schedule hindering completion? * We need to reset our goals for our scorecard and determine what is our goals are now and in modern day? * Perhaps we should look at it all differently?2 year/3 year/4 year goal? * Need to be as transparent as possible and it should be helpful once we have the program mapper. * Do we have a rationale for those areas that will take longer to complete and be transparent about those possibilities? | Claxton notes:  Moving towards a plan   * STEM majors are unable to get out * What about part time students - what is this messaging * Need one year schedule   + What classes are offered when   + And in what semester * We need to not be the limiting factor for 2 year completion * When do we offer courses   + Night/weekend/summer * Support services schedule   + Fridays and saturdays?   + Online/on call * There will be exceptions, but we are setting up an ideal   + Figure out how individual areas support * For degrees we need to consider low load   + E.g., small number of majors means few students in high level classes * Online may not have equal access   + Teaching and taking online courses as problems * Evaluate courses for ADT vs AA   + Why is our AA harder to get than the ADT * **Are more degrees being granted due to ADT?**   + Interdisciplinary studies for students in STEM   + **2 PE courses is limiting for local AA**      - This is a local decision     - Removing this barrier does have a cost * Anticipate requirements from state so we aren't so reactionary * This committee examines these questions and brings them to the decision makers * **What about increasing FTES?**   + Fixing structural issues and increasing partnerships increases enrollment   + What data/variables should we be considering * What about career education?   + Students are hired out before award attainment     - How do we tie enrollment leading to job attainment for "completion" * Restructuring allows for better marketing * We can't ignore the issues presented by SCFF * A majority of first time students are working class   + Most full time students have EFC of 0 indicates low income, * Friday morning community partners are coming to Canada * Winter Intersession   + Paired with Summer to get 12 unit main term to 30 |
| Early work on schedule optimization   * Lines of inquiry * Analysis of degree completers | Karen Engel, PRIE  Alex Claxton, PRIE  Student types   * We are still on the hook for all these student types when it comes to success metrics   + But do we need to include them in SEM planning?       Set up buckets for 1, 2, 3, and 4 year    Make sure to note that the two years has assumptions and lay those out   * Full time |  |
| **Next Steps** | All | PRIE will edit the goal statement to accommodate concern that we can’t sustain all degree and certificate programs.  Address GM concern re enrollment (FTES) as an explicit goal. If this strategic approach and set of goals will address our drop in FTES, need to be explicit about how and set our metrics (numerical goals) accordingly.  PRIE to look at impact of local degree requirements may be in excess of AD-T requirements – is this a disincentive for earning local degrees?  Have AD-T’s increased the number of degrees conferred?  When creating the new College Scorecard: yes, keep 100% (2 year completion) goal metric. Also include 150% and 200% completion rates. |
| **ADJOURN** |  |  |