

PBC Strategic Enrollment Management Committee

MEETING AGENDA

Wednesday, August 28, 2019

Building 8 - Room 110

NEW TIME: 9:00 – 10:00 a.m.

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| **Agenda Item** | **Discussion** |
| **Welcome & Introductions of new members**  **Agenda Overview** | Robinson and Engel |
| **Follow up item:** Look at gender composition of Cañada Service Area | PRIE – data presented that show that Cañada’s service area is not disproportionately female (per US Census data) |
| **SEM Schedule and Work Plan for fall 2019**  DRAFT | Robinson and Engel  Items added by the Committee: Aligning and Scaling Outreach should be a standing item, as well as be given a longer amount of time to present a strategic plan towards the end of the term; ESL/ACCEL should be added to the topics considered this fall; the strategic plan for growing and sustaining the Promise Scholars program should be added to the Early College discussion; we should try to host an SEM meeting in the Community; add more about types of students (K-12, Day/evening, etc) |
| Understanding FTES trends   * Presentation of research into the decline in FTES v. headcount * An analysis of low-enrolled students by home campus and units taken | Engel and Claxton  Alex Claxton presented data and analysis on FTES trends, low enrolled students – see slide deck and Sankey Charts.  MP: Could we please see 10 years of data about single course takers? So we can see if external environmental or economic trends impact the % of our students taking only one course per academic year? [PRIE to return with that]  GD: could we look at low unit takers *without* CBET, concurrently enrolled, and 4-year graduate students in the totals?    By September 11: Let’s go deeper on the units taken analysis but this time consider all students taken in the District – how does this change things?   * All enrollees at Canada * Accumulated units by unit types and other characteristics (rp group presentation on student types by enrollment? ~2017 rp conference)   ·         By September 11: Refine analysis of low-enrolled students by running it without concurrent K-12 students, CBET students, and students who already have a 4-year degree.  Present these new results next to the other ones or discuss any changes?  ·         By September 11:  look at the % of students (or low enrolled students) who are taking a class here to fulfill a requirement?  Worthwhile? Pin in this for now, doesn’t seem fruitful (Glorias point) Also, she wondered why CTE programs like ECE or MEDAS didn’t explain more of this as students sometimes take a pre-req….??   * 6 units or less in a year   + Who are they, what are they taking   ·         By September 11:  VP Pérez asked us to look at 10 years of data looking at single course takers at Cañada to see if environmental or economic trends impact or help explain this phenomenon  ·         More on single course takers?  Will it still be 43% of headcount after we take out the above groups?  Let’s discuss.   * Reach out to ESL about CBET to understand this subgroup   ·         Other questions that came up on swirl:  o   Look over time at the courses Cañada students typically take at the other colleges?  o   Look at online v. face to face trends that can help explain which courses Cañada students take at the other campuses  o   Max:  Look at whether students from Foothill-DA or other Districts are trying to fulfill a requirement here after failing at another school.  Not sure this is worth it.   * Look into transfer out rates/numbers - how to get this: Maria Lara   + Evaluator at CSM?  1. Near the gate students - do we have transcript evaluation? Degreeworks?    1. Maria Lara to follow up |
| **ADJOURN** |  |