

M I N U T E S

ENROLLMENT MANAGEMENT ADVISORY COMMITTEE MEETING

October 25, 2016

In attendance:

X	Terry Battle*	X	Victoria Matthews (NS senator)	X	Ann Schulte
	Kaitlyn Baumgartner Lee*	X	Jennifer Meadows		Katie Simmons
X	Betsy Boyd (Senate Chair)	X	Vu Nguyen (AS Exec VP)	X	Baohui Song
X	Rick Ford	X	Daniel Parks*	X	Chris Souder
X	Barbara Fortin		Michael Pratt (AS Pres)	X	Adam Stoltz
X	Judy Hennessey		Dan Reed		Jennifer Wilking
X	Ben Juliano	X	Michael Rehg		
X	Jeff Livingston (Chair)	X	Allen Renville (Butte College)	X	Bill Loker (Guest)

* = Augmented Members (*non-voting*)

X = In attendance

Meeting convened at 3:16 p.m.

Approve Agenda (*Livingston*)

- Agenda approved as submitted.

Introductions and Announcements (*Livingston*)

- Welcomed new member Ben Juliano, and Baohui Song and Chris Souder back for fall.
- Social Work will request program impaction approval; if approved, would begin for fall 2018 new students.

Minutes from 9/27/16 EMAC Meeting (*Livingston*)

- Correction – Page 2 Enrollment Updates, Butte College fall 2016 enrollment, first item, change steadily to steadily.
- Correction – Page 1 Announcements, Rick Ford carried the proxy for Betsy Boyd.
- Minutes approved as corrected.

Graduation Initiative 2025 Goals and Campus Plans – (*Bill Loker, Dean of Undergraduate Education*)

3:30 time certain

- The CSU Graduation Initiative 2025 (GI 2025) has established new, more ambitious graduation rate goals. Chico State’s current rates and 2025 goals are represented in the following chart:

Graduation Initiative 2025 Goals
CSU Chico

Metric	2025 Goal	Most Recent Rate
Freshman 6-Year Graduation	74%	64%
Freshman 4-Year Graduation	41%	26%
Transfer 2-Year Graduation	43%	31%
Transfer 4-Year Graduation	86%	76%
Gap - Underrepresented Minority	0	9 % points
Gap – Pell	0	10 % points

- Demands being placed on CSU by governor and CA state legislature. Encouraging transitioning more graduates to the work force to reinforce economic growth in CA. Looking to gain efficiencies in higher education.

- Potential for \$35M in one-time funding to support GI 2025 goals for 2016-17. Chico State's share would be \$1.3M. By 9/2/16, CSU campuses had to provide both long- and short-term plans, with particular focus on what could be accomplished in 2016-17 to impact four- and two-year graduation rates. Short-term prospects for success are limited. Need to identify group of students close to graduation in 4.5 or 2.5 years, and assist them to consider accelerating their graduation timeframe.
- Await decision on the \$1.3M allocation. The CA Department of Finance is still reviewing the plans.
- In addition, Chico State has received a one-time allocation of \$567,000 to support GI 2025 initiatives. The Office of the Registrar, using Smart Planner simulation data, identified 805 students with potential to accelerate graduation in 2016-17. Academic Evaluations and Academic Advising Programs staff are reaching out to students. Also considering expanding spring and summer course offerings based on student needs.
- Students will not be coerced to graduate. Also, degree standards won't be lowered for a short-term gain.
- One-time resources will be allocated effectively to support GI 2025 plans and strategies.
- Meadows asked why students are not graduating in four years. Discussion of possible reasons ensued.
- First Year Experience programs have proven success to retain students to year two. The nature of our student body is changing: demographic shifts, financial need/Pell eligible population is rising, geographic distance from family support systems, and academic preparation. There are many characteristics that make completion challenging. Creating a sense of community and connecting students to the University are key.
- Academic success can be achieved by helping students select the correct major and providing resources both inside and outside the classroom. We can do better than we are doing now. Meadows suggested that bottleneck courses have been a problem in slowing student progress. Courses and sections with high repeats are also a major problem.
- Supplemental Instruction is an important strategy to support course success and student persistence.
- Winter Session students may be eligible for a \$500 grant to support enrollment, which is similar to a program in place for Summer sessions. Part of \$1.3M may support incentivizing students to consider Winter and Summer courses to accelerate time to degree. The current mode for graduation is 9.5 semesters.
- Stoltz asked how we compare to the national average. First time (after freshman year) national dropout rate is 40%-60%. Considering data to track students that change majors and when they change. Retention rates vary by college and major.
- Underrepresented minorities have varied from 20% of students or more. Minority females have a higher graduation rate--same rate as white males. One visit to the Student Learning Center (for tutoring) increases chances of a student persisting. Statistically, engineering students do not graduate in four years due to higher unit majors. Remedial courses take up seats and instructor time. Discussion ensued.
- Graduation Initiative Team is considering strategies to impact short- and long-term graduation planning and student retention. EMAC members include: Boyd, Ford, Juliano, Baumgartner Lee, Parks, Reed, and Fortin.

Enrollment Updates (Renville, Fortin, Stoltz)

- Butte Community College Enrollment
 - Winter and spring 2017 continuing student registration begins on 10/31/16; hoping to retain a larger number of students from fall. Collaborating with Chico State Office of the Registrar to recommend Butte College enrollment to our students on wait-lists for general education courses.
- Fall 2016 census enrollment
 - Enrollment Update handout distributed (attached): Striving to achieve the resident FTES target of 15,197. New student enrollment was 4,908, short of the 4,975 goal due to fewer new transfer students. Graduate Studies was only two short of their new student goal.
 - Headcount was 328/1.9% over fall 2016. Livingston expressed concern for headcount growth greater than tenure track faculty growth.
- Spring 2017 enrollment planning (see handout)
 - Registration by appointment for continuing students ends this week. Enrollment is trending 1.3% over spring 2016. New student estimate 1,050. Need to enroll more new transfer students.
 - Registration appointment date/time is based on number of units completed; not based on student success/GPA.
 - Ford proposed we study the effectiveness of enrollment limits during priority registration. The CSU Chancellor's Office does not mandate this procedure/business process.

- Fall 2017 enrollment preview
 - Admissions application opened 10/1/16 and remains open through 11/30/16.
 - Preview Day hosted 1,477 visitors, of which 704 were students.
 - FAFSA for 2017-18 opened on 10/1/16.
 - Admissions is visiting community colleges and conducting On-The-Spot Admission programs.

Fall Semester Meeting Dates and Topics (Livingston)

- Livingston proposed shifting the 11/15/16 meeting to 11/29/16, and cancelling the 12/13/16 meeting, and would therefore be the last meeting of fall semester. Drew Calandrella is available on 11/29 and will discuss enrollment planning. Stoltz will also provide a spring new student estimate and fall 2017 admission application overview. Ford proposed the meeting be held on 12/16/16 to allow admissions applications data to be more accurate. Livingston will revisit the schedule and consult with Calandrella, and possibly Mike Ward to discuss enrollment and tenure track faculty projections, to consider if they are available to meet with EMAC on 12/6/16. *Note: Following the meeting Livingston realized 12/6/16 would not work with his schedule so the meeting was rescheduled to 11/29/16.*

Update from Statewide Academic Senate (Ann Schulte)

- Quantitative Reasoning Task Force is proposing increasing the admissions entrance requirement to four years of math to align with the English course requirement. Share all concerns and questions with Schulte. (Task Force report attached)
- Meeting next week will address tuition increase and letters from student groups as well as student access to take a fourth year of math. Ford reported it would not necessarily be math but also quantitative reasoning.
- The Statewide Senate voted for four years of math and/or quantitative reasoning. The quantitative reasoning component has not been fully approved by Senate. Nuances and adjustments to the report are different than the original proposals. Earliest this would impact new student admissions eligibility is 2020.

Other

- No items

Meeting adjourned 4:45 p.m.

Respectfully submitted, Terry Battle, EMS AAS Retired Annuitant

Action Items:

- Reconsider enrollment limits currently in place during Priority Registration:
 - Enrollment Limits:**
 - Undergraduate students with less than 90 projected units may enroll in up to 16 units during the appointment period. Projected units include units completed and units in progress.
 - Undergraduate students with projected units of 90 or more may enroll in 17 units during the appointment period.
 - Post-baccalaureate students may enroll in 17 units during the appointment period.

Add/Drop Period Enrollment Limits:

- Undergraduate students may enroll in up to 21 units. Students wishing to add more than 21 units must fill out the [Undergraduate Petition to Enroll in More than 21 Units](#). Petitions can only be turned in once the **Add/Drop Period** has begun.
- Post-baccalaureate students may enroll in up to 21 units, except Graduate students may enroll in up to 18 units. Students wishing to add above their limits must petition with the Graduate Studies Office.