Enrollment Management Advisory Committee Meeting
Minutes

October 19, 2021

	Attendees:					
X	Ann Sherman, Vice President of Business and Finance	X	Kaitlyn Baumgartner Lee, AVP, University Advisement*	X	Sarah Blakeslee, Library Research, Instruction and Outreach
X	Baohui Song, Faculty, College of Agriculture	X	Kenneth Chapman, Faculty, Finance and Marketing Department	X	Sharon Barrios, Dean, Office of Graduate Studies*
X	Barbara Johnson, AA/S, Enrollment Management Services*	X	Krystal Alvarez, Student Academic Senate	X	Tanya Morgan, community member
X	Connie Huyck, Executive Director, University Housing*	X	Michael Dills-Allen, University Registrar, Office of the Registrar, Interim Director, Financial Aid and Scholarships Office*	X	Tawnie Peterson, Staff Council Chair
X	Duncan Young, Associated Students President	X	Peter Gitau, Vice President of Student Services, Butte College	X	Tom Rosenow, Interim Director, Institutional Research*
X	Jennifer Gruber, Interim AVP, International Education and Global Engagement*		Peter Kittle (Chair), Chair, English Department	X	Tracy Butts, Dean, Humanities and Fine Arts
X	Jerry Ross, AVP, Enrollment Management	X	Quinn Winchell, Faculty, Media Arts, Design and Technology Department	X	Troy Cline, Faculty, Biological Sciences Department
X	Debra Larson, University Provost and VP for Academic Affairs**	X	Rick Ford, Statewide Academic Senator	X	Tyson Henry (Vice Chair), Chair/Faculty, Computer Science
X	Behnam Ardakian, Student Senator, College of ECC	X	Melanie Manes, PeopleSoft Lead, Office of Admissions**	X	Steve Wildhaber, International Education and Global Engagement**

In attendance: ** = Ex-officio Members (non-voting)*   X = In attendance
                       ** = Featured Guest

Meeting convened at 3:17 p.m.

I.   Approve agenda, introductions and announcements (Peter Kittle)

    A.   Agenda approved

    B.   Minutes from 9/21/21 meeting approved

    C.   Introductions

        1.   Behnam Ardakian is here as proxy for Duncan Young, AS President

    D.   Announcements

        1.   Behnam would like to announce a student survey conducted recently, on learning modalities. In summary, the survey findings were that students preferred in-person instruction, followed by hybrid instruction. The survey is attached [here](#).

            a)   Ken asked if we could include methodology information in the information they send out

(1)   The survey was sent to all students, but responses were mostly from students in the College of Natural Sciences

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II.   Enrollment and Admissions updates (Jerry Ross)
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A.   Spring 2022 admissions: domestic undergrad admitting and yielding are underway. Intents to Enroll (IEs) are coming in pretty well; we're pacing a good bit ahead of last year and slightly ahead of the year before.

1.   This cycle is a little off because we started releasing admissions decisions earlier. The IE submission deadline is November 15, so a lot can happen between now and then

B.   Fall 2022 application cycle: the domestic undergraduate application is now open as of October 1. The CO gave campuses some flexibility on whether to extend the deadline; our deadline is December 15. For other campuses, deadlines range from November 30 all the way out to February in some cases

1.   After the December 15 deadline, we will immediately switch to our streamlined late application process for students who would like to apply but have missed the deadline

2.   We're pacing close to last year on freshman side and a little bit down on transfers, but it's too early to judge

3.   Starting November 1, we will ramp up our digital advertising for Fall 2022. We also have Chico Preview Day in early November

a)   Historically, we get up to 5,000 applications in the last 48 hours before the deadline

4.   We have admitted 821 students already. We are pacing to start releasing decisions on December 1

C.   Serge Desir will be joining us on November 8 as our Director of Admissions. Serge comes to us from the University of South Florida St. Petersburg.

D.   The Financial Aid and Scholarships Office Director search is underway, with a soft close on November 8. Mike Dills-Allen is serving as Interim Director while Dan Reed continues work on a project with HighPoint

E.   Tyson asked how we chose December 15 instead of dragging out to February as some other campuses have done. Jerry responded that last year, when we extended out to January, we did not receive a significant number of applications between December and January. We decided this year that we could close out on December 15 having received the bulk of the applications, and then immediately transition to the late application process

1.   Our website has the late application process prominently featured. We also promote it through communications and social media channels as well. This year we will likely do even more promotion

2.   Troy asked when intents to enroll usually begin coming in, in a normal year? Jerry responded that for spring cycles, intents to enroll are received in a bit more linear cadence through the application period, with an increase of perhaps 25-30% at the end. For fall cycles, which typically have a May 1 deadline, the rush is typically in the month of April

a)   Troy clarified that Jerry's email with the executive summary mentioned that we were ahead on intents to enroll over last year; however, because we are starting earlier this cycle, would we even have seen any intents to enroll yet?

(1)   Our IE receipts at this time last year were pretty minimal; we did not start receiving IEs until early October, because we didn't start releasing decisions until October 1

3.   Troy referenced the slides from the Town Hall presentation, and the slide which referenced the Los Angeles area, etc. Is there a region of California in which we are currently underperforming, which might help explain lower numbers?

a)   We are underperforming in all regions of the state. We have seen the share of Sacramento and Los Angeles areas go down, and the Bay Area go up slightly, but we have room to improve in all regions

(1)   Troy mentioned that in some campuses – Northridge, others – first time enrollments are on the rise. There seems to be a disparity system-wide where larger campuses are pulling out of this enrollment flatline while smaller campuses are still struggling

(a)   It is a cause for concern. What Jerry is focused on is that, in essence, we have had an immature enrollment management operation historically, because we have been in a position where we opened the doors and people came; we did not need to modernize and adapt. We are now trying to catch up with investments in positions (Director of Marketing, Director of Data Analytics, etc.), refining our value proposition, using data to inform our decisions

III.   Below-minimum-GPA admits (Jerry Ross)

A.   [EMAC Below 2.5 GPA Admissions presentation](#)

B.   Rick had asked us to share information on how we use the multi-factor approach to admit below-CSU-minimum-GPA students. Melanie Manes joins us from the Office of Admissions, where she makes a lot of the magic happen

1.   The numbers for Fall 2021 were not significant

a)   Our CSU minimum eligibility process was altered significantly for the past couple of cycles because we are not using test scores to determine eligibility

b)   Over the past 18 months or so, we have been working with multi-factor admissions. This is built off a platform used by Cal Poly San Luis Obispo, to have a more holistic admitting process that is less dependent on standardized test scores and GPAs, and allows the use of other factors to improve equity and student success metrics

c)   For fall 2021, we admitted 26 using multi-factor process and 18 using admissions exceptions/appeal processes. We rescinded 8 admissions, and enrolled a total of 8 that were below the 2.5 GPA minimum, not a significant percentage of our new student pipeline of 1,900 first-time freshman and 1,400 transfers

2.   Jerry will work with Serge to evaluate how we might move into a fully test-blind, holistic admissions process

3.   Rick mentioned that the larger system-wide issue is the concept of basic CSU eligibility, which in the past has been 2950 index and A-G completion. We now have this caveat with 2.0-2.49 GPA with multi-factor criteria, which will differ at each campus. What does CSU eligibility mean, when an admit with 2.25 GPA will have different admissions criteria at different campuses? How can Rick as a statewide academic senator deal with the differences in defining CSU minimum eligibility?

        a)   Jerry views the 2.5 GPA (along with A-G completion) as the minimum, and then we're allowed to go below that to bring in other criteria. Melanie agreed, that her team looks at the minimum of 2.5, but that below that we can look at the gray area for local area students, foster youth, others

            (1)   We don't have a clearly defined appeals process. Historically, there has been an appeals committee, which seems to have fallen by the wayside and became a committee of one. This year, we had a committee made up of members of Admissions leadership, and we did look at and decide together for students who filed appeals. The most common extenuating circumstance was that there was a clear drop in performance in the COVID transition to online learning.

                (a)   Going forward, we would like to align campus resources so that when we do grant an exception, we have on-campus support already lined up, such as the STAR Center, etc.

4.   Debra wanted to point out that there is flexibility is for campuses that are impacted. She suggested that Rick might want to reframe his questions about CSU minimums to include not only what is happening on this campus, but also what is happening at other campuses which are impacted

5.   Song was curious whether there is a method present to track performance for the students who have been admitted by exception

        a)   We have not historically, but Jerry is working with Chong Yang, Kaitlyn Baumgartner Lee and others to set that up

6.   Rick's concerns are mitigated by the small number of enrollees – only 8. He is curious about other schools such as Humboldt, whether we know what the numbers are at some of the campuses that are also struggling with enrollment are similarly low

        a)   He is not excited about throwing out the SAT, because there has been some positive correlation with student success

        b)   Debra wanted to mention the Equity project; IR has developed a nice student success model which has identified some dependencies

            (1)   Tom Rosenow and the folks in IR have a couple of papers that identify entry GPA of at least 3.23 as a factor in whether a student graduates in 6 years

                (a)   If the probability is less, the students need more support

7.   Deb recently received data around systemwide first time freshmen for Fall 2021 versus Fall 2020. There is a system response of lowered enrollment. Some of the commuter campuses which had historically done quite well are trending in the other direction

        a)   Only 3 campuses in the system are showing stable enrollment: CSULA, Monterey Bay and San Jose State. All other campuses are showing declines

        b)   Campuses with declines of 10-11% include Bakersfield, Channel Islands, Humboldt, Sonoma, Stanislaus. Chico State is coming in at around 9% decline

        c)   There are 10 campuses that are under target for 20-21 FTES. The list includes Humboldt, Sonoma, San Francisco, Maritime and others

IV.   Discussion of modes of instruction (Debra Larson)

        A.   Debra wants to know what are the connection points between enrollment and modes of instruction. With that question in mind, some bigger thoughts are:

1.   We are demonstrating signs of stabilizing from the pace and fluidity that the pandemic presented

      a)   We are more in the space of living with the pandemic

      b)   We had to rapidly respond between March 2020 and May 2021. We began transition work from March 2021 and the fall 2021 schedule build

            (1)   We've now learned a lot about our pinch points, a lot of inequities and other areas of concerns. We have also seen a lot of successes and silver linings

2.   In fall 2021, we have 8.3% of class sections being taught as Chico Flex; 51% of our sections are in-person; and 41% of sections are online

      a)   For spring 2022, we are 6.1% Chico Flex; roughly 68% in-person and 26% online. We are thus having a natural return to in-person learning at Chico State

3.   For fall 2022, our thought is that Chico State is a residential campus, and we will maintain our in-person activities. At the same time, we have learned a lot about the appropriate and enhancing use of technologies. They can provide greater access, greater affordability, and the ability to reach a non-traditional body of students

      a)   We've been building capacity and competencies in this period of time, and have upgraded classroom technologies. Clare Van Ness and Daniel Grassian have been trying to enhance the campus's understanding of online programming, stateside and self-support; we can begin to imagine what makes sense to try to access a student body that is not residential

4.   Debra is beginning to set up a strategic framework and process to gather input and create a vision for Chico State. She does not have a succinct elevator pitch right now, but she and her team will get something drafted, and will start a consultative process to which everyone will be invited

5.   Tyson is concerned that a wholesale or large move to fully online, or even Hy-Flex, could potentially damage the Chico experience. He understands that moving to Hy-Flex could potentially increase enrollment, but we could be shooting ourselves in the foot; we could become the campus that people don't like because every class is Hy-Flex

      a)   The survey that was mentioned earlier suggests that students prefer in-person learning

      b)   If we are doing something that decreases student interest, then enrollment will decrease

      c)   He has heard from Debra and Ann Sherman that we are moving in the Hy-Flex direction, but hasn't seen data that it is successful. He is concerned that we are making these decisions on intuition

            (1)   Debra pointed out that Tyson's concerns are also based on his intuition. Faculty Development is looking for Chico Flex assessment fellows, to assess the efficacy of Chico Flex over the Fall 2021 semester. In the meantime, there are anecdotes flying all over the place

                  (a)   For College of Business, about 40% of their courses for Spring will be Chico Flex. We have course match students from other universities that are taking some of these classes – there are about 60 students

                  (b)   There are faculty that are really developing their expertise in this mode of instruction

6.   Rick wanted to answer the question as to why mode of instruction is important to EMAC. The Strategic Enrollment Management Plan, which is expired, will need to address such things as student mix, grad/undergrad, etc., and mode of instruction will be a critical factor in what Chico State wants to be. There are widespread concerns that transitioning to greater hybrid/online instruction will dilute the Chico State brand

    a)   Debra said that faculty have the responsibility to determine mode of instruction as the schedule is being set. The purview of curricula is well understood, however at the same time we have faculty that are very curious about establishing some different programming, such as degree completion programming, online graduate programs, and others. It is the purview of faculty to make these choices

        (1)   Jerry wanted to touch on the SEM plan. The one we had is so far out of date that we are not beholden to it. We have settled on, with Cabinet, a dual-track process. We will focus on growth, but not with such a detailed view as growing certain modes of instruction, freshman vs. transfers, etc.; we will focus on growing enrollment however we can. While this is ongoing, the University will have these conversations about strategically growing certain programs, modes of instructions, and other elements

7.   Rick mentioned AB 927, which makes permanent the ability of California Community Colleges to offer certain bachelor's degree programs. As we struggle to decide what our role is, that change promises to potentially represent a tsunami washing over California higher education. The theory is that community colleges would only offer certain degrees that do not compete with universities, but the reality is that there are not currently checks and balances built into the system

V.   Butte College enrollment updates (Peter Gitau)

A.   Peter Gitau started at Butte College in January. He saw that there has been an estimated loss of about 1,000 FTES per year since 2015. Some of that can be attributed to the many tragedies that the area has experienced, but it is pretty troubling. Headcount is also declining rapidly

1.   Since January they have been working to reverse that trajectory. Today they have leveled that, and have increased by 2%. The growth has come from returning students, likely as a result of a massive marketing campaign to outreach to those students; new students; and dual enrollment. Dual enrollment is a low-hanging fruit

    a)   As far as gender, we are still behind on male enrollment, but we had more males than females respond to the returning student marketing campaign

2.   Peter performed a comprehensive audit of enrollment process, from application process and communication, orientation, to matriculation and enrollment. What does the student experience, and what barriers do they experience?

    a)   There is a one-stop-shop Reg2Go process, which worked well during COVID

    b)   He saw that there are students who leave the website without getting their questions answered. They launched a chatbot which has been very helpful

    c)   They received funding to conduct a re-engagement campaign, which includes book vouchers for students. They contracted with an outside vendor to connect with this group of students, which is difficult to convert. They had about 400 students that took advantage of the book vouchers

    d)   Participation in dual enrollment has increased by 10%. This is great because these students become part of the Chico State pipeline

e) They are also increasing their events and community engagement

f) They have enhanced summer/fall marketing, which had not historically been a large part of enrollment management

g) Additionally, they are securing a CRM to enhance processes. They are also beginning to deepen their focus on the specific marketing of academic programs

h) Jerry and Peter have been speaking about increased collaboration, where students who do not meet Chico State requirements will be encouraged to attend Butte College, which can ultimately increase the pipeline back to Chico State

3. Rick was curious about what service area applies to the dual enrollment program. A more difficult question is, what are the complications involved in the pipeline from Butte to the CSU

  a) The service area question involves MOUs, and being very careful not to step outside the service area

  b) For the second question, we may need to step a little further outside the Butte/CSU question and begin marketing higher education as a whole, because potential students may not see the value

    (1) We can improve the warm hand-off of students between Butte and Chico State, so that students who are accustomed to the smaller environment of Butte aren't lost when they come to Chico State

4. Jennifer Gruber was interested in the percentage mix of online and in-person. They started to message early on that 60% of classes are in person; they have tried to stay at at least 50% or above

  a) For some students, the hybrid model works very well due to the complicated circumstances of their lives

  b) We need to align our support services to make sure we are serving remote students as well as in-person students

VI. International Education and Global Engagement (Jennifer Gruber)

A. Due to lack of time, this agenda item will move to the next meeting

VII. Additional discussion of AS student survey discussed in the Announcements (group)

A. At the end of the meeting, Ken emphasized that we should be very cautious in using the data, since the sample size is not random. The sample size was 210 students, and is very science-oriented due to the respondents

B. Connie also expressed concern that, since the survey has gone out, that students will feel that they expressed their opinion and nothing was done. She wants to make sure students don't feel disenfranchised

  1. Tyson wanted to emphasize that the survey represents *something* being done, before we implement a sea change which could really affect the Chico experience

C. Tracy, although coming from a College which has not invested heavily in Hy-flex, wanted to point out that this pandemic has blown the doors off of the barn. People have had an opportunity to evaluate their work and learning situation and decided that we didn't have to continue doing things the way we have always done them. Students have options; we can't just force everyone back in the

barn because some students just don't want to go back to that. There is a lot of diversity of need, in terms of living situations, money situations and other circumstances

D.   Tyson pointed out that the learning might not be as good in online environments; Tracy responded that SETs indicate that not all in-person learning is effective either

E.   Mike Dills-Allen mentioned the anecdote that they reached out to students who had certified in the fall that they were online students only, and got a massive response from students who were online in the fall and wanted to be in-person for spring

    1.   Ken is looking at data from his online MBA program, looking at distribution of grades in comparable classes to the in-person MBA. This is a baby step in comparing online to in-person learning. The students in online programs did a little better than the in-person classes. Tom Rosenow is looking at performing this kind of data analysis for the Equity effort

        a)   Tyson pointed out an anecdote about people cheating/using google/ taking tests with their friends. Mike also pointed out that grade change policies, including No Credits, also cause some false positives

VIII.   Upcoming meeting

A.   November 16, 2021

    1.   Via Zoom teleconference

Meeting adjourned at 4:55 pm
Respectfully submitted,
Barbara Johnson, AA/S, EMS