

Enrollment Management Advisory Committee Meeting

Minutes

December 5, 2023

Attendees:					
	Autumn Alexis Alaniz	x	Jaime Nelson	x	Stefani Baldivia
x	Brad Zuniga-Butte College	x	Jeff Trailer		Tag Engstrom
	Charlene Armitage		Jennifer Underwood		Tawnie Peterson
x	Corinne Knapp	x	Jennifer Gruber	x	Tracy Butts
x	Dann Sargent		Jodi Shepherd	x	Tricia Douthit
	Emily Haung		Kaitlyn Baumgartner Lee	x	Jeff Logsdon
x	Feng He		Kentiner David	x	Corey Sparks
	Holly Kralj		Michael Rehg	x	Ben Duarte
x	Hossein Zakeri		Serge Desir		
x	Jaime Raigoza		Sharon Barrios		

I. Butte College Enrollment Update – Brad Zuniga

- Brad shared his document comparing Spring 24 to Spring 23 and has it broken out by credit courses.
- It also shows non-credit courses that the college is looking to further expand.
- Highlighted enrollment totals: as of 12/4 enrollments are up 7.4%
- Head count is flat right now. It's similar to last year, slightly down. That's a constantly changing number, particularly with the community college with our returning student population.
- Never know exactly how many returning students we're going to have so that can change from semester to semester.
- Often for spring they delay registering due to the holidays.
- Percent of full-time students compared to last spring is just shy of a 14% increase.
- Students are registering for more classes, which is a targeted effort.
- One of the efforts in place for fall is called Regs to Go – it's a local program at about 40 of our local high schools that allow the senior in those high schools to register before they graduate high school. They are bussed out to campus in April and May to complete orientation and register for classes that day.
- Also finalizing a new strategy with that program where we're the top 5 programs or majors, and building their schedules for those students so that it eliminates them having to pick out specific courses. Counselors are going to work with the programs to design their schedule, present them with that schedule so they can simply register in the 15 units and not have to search and find classes.
- Referred as an Opt Out Scheduling. Students can choose to create their own schedule, to not register in all of the classes. We wanted to simplify that first semester and present them with the schedule.
- Piloting in April and May.

- Starting with the following programs: Psychology, Business, Behavioral and Social Science, and are looking at Ag and STEM pathway
- If this works for half of the students, it's a great place to start and then it allows our counselors more time to work with complex unique variables.

II. MESA Engineering Program – Recruitment & Retention Efforts – Benjamin Duarte

- MESA programs start off with K – 12 trying to get students interested in the STEM fields.
- That is starting to migrate more to STEAM, so they are including arts now.
- Students who are getting assistance and K – 12 are starting to learn how to accomplish testing goals based on STEM.
- They are doing sample engineering to get their minds going towards the STEM field.
- Right now, what's very popular is the robotics programs throughout high schools. They are doing advance robotics and mechanical engineering. On the recruiting end we don't talk about specific majors or universities. We know they have options right now to get 2 free years at community college. We go into the classrooms with a lot of partner schools that we have. We are getting a lot of students who already have a year or 2 of classes. They can use those credits to graduate early
- Recruit a lot of rural California through email and phone calls, they will get sizable financial aid due to lower income. They do have a lot of interaction with the community college community and then they can transfer.
- We're not trying to negate that path but for certain majors – definitely in STEM there's an opportunity to go straight to the university and involved in the major immediately.
- We pitch peer advising, peer mentoring and peer tutoring. We are actively trying to recruit California's top 15% to come to Chico State.
- We have some of the best student coming to Chico State. We are not the big name schools, but have a lot of big talent. Having top level students allows us to share with students they we're going to have a peer mentor for you. The MESA engineering program has been doing that for since 1987.
- As Hispanic serving we've been able to tap into STEMS grants
- They're going to take difficult classes and coursework, but they will have tutors, peer monitory who are in those same classes.
- MESA has a class for the 1st year students that will learn about all the different majors in engineering.
- If we can show them if they come to the University right away instead of going through community college, there a potential advantage to that.
- Financial 1st generation low income on average the students are getting \$10,000 in free financial aid before loan amounts.
- Freshman can get a STEM summer internship for certain majors. There is assistance to prepare them so they can attempt to get an internship. They would make \$18 - \$30 an hour for the summer. That can help fund the following semester. MESA students are graduating with less than \$20,000 I debt, but a lot graduate with almost 0 debt because they are working in the internships.

- The student who goes to community college will add a year or 2 to their graduation.
- Engineering students graduate in 5 years.
- MESA's website: from the Chico State website \MESA Chico on the work Private and there are links that we use to share in classrooms.
- When student go to community college, they are not getting a direct path to graduate for their major. They will be taking a lot of generic classes. A lot of students don't know where they are going to transfer to. If they don't have a targeted school they won't be following the proper coursework that counts towards graduation and their specific major. That's where they fall behind.
- What's happening at many community colleges because it's free, more students are staying home and going to those community colleges. They end up taking classes to take the minimum units to fulfil the requirement to get a free education or financial aid.
- When our students come to Chico State, we put them on a path to graduate.
- We have to sell Chico in a way that gives parents the confidence that their kid's going to do well here and be successful.
- We have students going into extremely high end jobs such as Tesla and SpaceX.

III. Has Enrollment significantly changed – different EMAC recommendations? – Corey Sparks

- Cory is the chair of CAB – Curriculum Advisory Board which manages all of the GE programs at Chico State.
- Every year CAB has a process where they consider whether to put out a call for any new GE courses. As part of that we're required to consult with various groups across campus. EMAC, Academic Advising and college deans are part of those groups. Requests for information from those groups might influence our discussion about whether we should be call for new GE courses.
- The following website was shared: <https://www.csuchico.edu/ge/faculty/course-proposals/index.shtml>
- It links to pages with the feedback that they have received in the past
- CAB gets information from IR about enrollments in GE, but consolation with EMAC is sort of the big picture view of enrollment and enrollment trends. We are able to get that view from EMAC versus us monitoring semester to semester.
- Last year's feedback included 5 different points
 - EMAC anticipates no significant enrollment change for the 2023-24 academic year;
 - EMAC generally recommends adding sections of high-demand GE courses whenever possible to relieve bottlenecks rather than making a call for new GE courses.
 - EMAC encourages, in particular, providing additional sections of high-demand GE courses that satisfy more than one requirement (e.g., GE, W, major, minor, USD/GC). More sections of these GE courses, rather than new courses, help shorten time to degree.
 - Whenever the need for new courses is identified, in keeping with the second item above, EMAC recommends that CAB give special consideration to new courses that satisfy multiple requirements.

- Whenever a GE class is underutilized, EMAC recommends that CAB consider removing the course from GE so the resources can be directed to an overutilized course.
- Language is general. It's not saying do X, Y, or Z. It's more like, given the enrollment landscape generally adding sections of high demand GE courses where possible to relieve bottlenecks.
- In this case, add sections, not new courses.
- Another recommendation is providing additional sections of high demand GE courses that satisfy more than one requirement rate.
- A lot of GE courses do double duty with fulfilling writing or US Diversity, or global cultures. Sometimes major courses or minor courses also do double duty with GE courses.
- That was part of EMAC's recommendation last year.
- If any new courses were to be called for giving special consideration to any new courses that do satisfy multiple requirements. It's not only GE but upper division B courses. So scientific inquiry and quantitative reasoning course at the upper division level.
- The fifth bit of information received last year from EMAC was whenever a GE class is underutilized or under enrolled, it's recommended that CAB consider removing the course from GE so the resources can be directed to an overutilized course.
- Looking at EMAC 2021-22 recommendations, essentially it the same and was just forwarded and said "How does the enrollment landscape look? Would you say that the land enrollment landscape is different enough to say something different than those recommendations?"
- Last year, EMAC said no, that the enrollment landscape hasn't changed enough to say anything different from that.
- With that feedback along with the feedback CAB received from Deans and Academic Advising, we did put out a call for courses. It was very targeted where CAB said we're not inviting new courses, but if a department or college is interested in replacing a course or has a new course idea, they could to replace a course that's underutilized. There were a few takers on that new kind of call.
- CAB would like feedback
- If a course is underutilized, are they required to teach it both semesters? Is there a way where you could just teach it in the spring or fall? That's correct. Historically, GE courses are required to be taught every semester. There were arrangements between some courses of like – we would tach this course in the fall, and this course in the spring – it would be a liked kind of thing. They both fulfill the same GE requirements. They are just different courses that the department provides.
- If you're not providing the course every semester, it's subject to removal from GE. Given the enrollment landscape and departments were figuring out staffing, CAB decided to not enforce that for 2 years.
- As we emerge out of the enrollment slump, that'll shift.
- What is considered underutilized? Is there any criteria to define that? There is not a hard and fast number that goes with what underutilized is. Varying colleges and departments work hard to match their offerings with their enrollments. It may be a writing course that has a cap of 30, but you're only getting 15. Another course has a cap of 50 but you're getting 30 but you're still not filled up. A department or college might notice those kinds of things, and that's significant for CAB. We're trying to support the departments that offer the courses that make up GE, so that why we have the current suspension of the potential removal from GE.

- One college has classes with labs and the past few semesters were not able to feed all those labs. This semester the college decided to cancel those labs. What kind of support is available for colleges – is there any financial support? No, GE does not have a budget. A better word for support would be consultation. We are less interested in CAB telling departments what to do than in finding ways to help departments offer GE that works for them.
- One of our current big discussions in CAB is trying to navigate, making sure students are checking off all of their GE requirements. One point of discussion currently is what we might do with a call this year. Rather than call for more upper division B courses, we might say we need more courses that have USD. There seems to be bottlenecks associated with that. That is the current consideration.
- Do you work with Advising? Have you done anything to promote some classes to colleges and students that they know this class is available? One student took a wrong class. I don't know who is advising them and how these things happen. The committee does include representative from Academic advising programming and Graduation Advising. Also, pathway coordinator, so upper division pathways coordinators also do advising.
- Is there any better way to improve the system in terms of student advisory? I'm not privy to all the different discussions among advising programs. A lot of work has been done on what we might call advising infrastructure in terms of making the catalog exist as a dynamic web space rather than a static document. Things about centering the DPR – Degree Progress Report. Discussions about the way that advising is moving toward really centering that digital space as an advising tool. Another dimension of that is the work that Curriculum Services is doing in terms of bringing on a new curriculum software. It could make it more seamless.
- I feel unprepared to advise students on GE. Is there a typical road map for GE? I don't feel I have the tools to tell students about GE. This is sort of outside your area of expertise. This partly has to do with the very structure of our curriculum, which changed. There was a big GE revision, several of the pathways changed, some dropped out, some merged, and we got some new ones. Also, the structure changed to where the pathways went from being both lower and upper division to just being upper division. So now we have a case where pathway coordinators are coordinating only upper division courses and all of those lower division GE courses where we serve thousands of students are served by general Academic Advising. So students are actually ending up getting their GE advising in 2 different locations, because the pathway coordinators don't have advising power over any lower division courses. This has set up an interesting dynamic that we're still trying to figure out.
- A comment about advising. The DPR of the student is confusing. You click on it and it expands to a million categories, especially GE. I think one of the major things that is missing is a very simple program that can show how to pick classes. I think changing in curriculum could be a major issue, but a bigger issue is the lack of understanding of correct curriculum – they don't know what they need to take. A Google sheet was shared that shows what students should take each semester. CAB is not the perfect audience for this, but probably Academic Advising.
- Did we give you enough on adding another course, or do you want to ask that again? My take away is a message to my own advising rep about the concerns being less about the enrollment landscape and more about how we are able to potentially better move students through our offerings.
- There will be no meeting in January. Next meeting will be the 1st Tuesday in February.