

Enrollment Management Advisory Committee Meeting Minutes

March 8, 2022

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	Serge Desir, Director, Office of Admissions
X	Barbara Johnson, AA/S, Enrollment Management Services*		Krystal Alvarez, Student Academic Senate		Sharon Barrios, Dean, Office of Graduate Studies*
	Connie Huyck, Executive Director, University Housing*	X	Marianne Paiva, Chair, Academic Senate	X	Tanya Morgan, community member
	Duncan Young, Associated Students President	X	Michael Dills-Allen, University Registrar, Office of the Registrar; Interim Director, Financial Aid and Scholarship Office*	X	Tawnie Peterson, Staff Council Chair
X	Jennifer Gruber, Interim AVP, International Education and Global Engagement*		Peter Gitau, Vice President of Student Services, Butte College	X	Tom Rosenow, Interim Director, Institutional Research*
X	Jerry Ross, AVP, Enrollment Management	X	Peter Kittle (Chair), Chair, English Department	X	Tracy Butts, Dean, Humanities and Fine Arts
	Steve Wildhaber, International Education and Global Engagement	X	Rick Ford, Statewide Academic Senator	X	Troy Cline, Faculty, Biological Sciences Department
X	Tammera Shinar, Dean of Student Enrollment Services, Butte College	X	Ashley Person, Student Success Advisor, College of BSS	X	Tyson Henry (Vice Chair), Chair/Faculty, Computer Science
				X	Susan Roll, Director, School of Social Work***

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

Meeting convened at 3:16 p.m.

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

- A. Agenda approved
- B. Approval of minutes of 2/1/22 meeting tabled to next meeting
- C. Introductions
 - 1. Tammera Shinar, Dean of Student Enrollment Services at Butte College
- D. Announcements
 - 1. Congratulations to Jennifer Gruber for her appointment as the permanent AVP of International Education and Global Engagement
 - 2. The recruitment of a new Director of Financial Aid and Scholarships Office was extended and re-advertised. The committee is doing first-round interviews of their next slate of candidates and will hopefully have a slate of finalists to recommend by the end of next week. We hope to have campus visits by the end of March

II. Enrollment and Admissions updates (Jerry Ross and Serge Desir)

- A. [Enrollment updates presentation](#)

B. We have final census numbers for spring. We landed at 14,119 headcount; we saw very little melt in the period right before close of census. We have our work cut out for us to try to rebuild enrollment, improving continuation and retention rates, as well as graduate and international student enrollment.

1. With transfers we had 44.5% yield rate, which is a great thing
2. Spring of 21 we had a melt of 23%, and for spring of 22 we got that down to 15%. We are pleased with the progress there. We still have a way to go to improve the pipeline; we know enrollment at California Community Colleges has been a challenge
3. Fall of 2022, we see strong first-time freshman applications and weaker transfer applications, although there are positive signs with transfers as well.
4. Admits are still coming in high; we're almost done with FTF class. We will continue to accept late applications. We are hoping that we will land at the highest number of admits since fall of 2018
5. Early signs for yield are positive: 900 IEs for FTF and transfers; this time last year we were at 475
6. For transfers, we are admitting ahead of pace; we have applied some new practices which will hopefully lead to faster processing, but we were down significantly in transfer applications
7. We are seeing positive signs for registrations for our yield event
8. Rick wanted to know regarding community colleges, is the drop fairly uniform or are there trends or patterns regarding service area versus out of area?
 - a) From a preliminary look, the drop seems pretty uniform. Chong is doing some deep-dive analysis on transfers now
 - b) Serge mentioned that this is a national trend, which precedes and is exacerbated by the pandemic
9. Peter Kittle asked whether it was a normal trend for transfer IEs to be higher than FTF
 - a) Jerry said we do typically yield transfer students at a higher rate. Also, our earlier release of admissions decisions factors into that higher IE number as well
 - (1) Serge added that last year the yield for transfers was in the 30% range, and for FTF it was 11%. We have an incredibly high conversion rate for FTF – in the 85-90% range, and we're looking at getting transfers up to that

C. Fall 2022 Yield

1. The two big yield events are our area receptions and Choose Chico
 - a) We have 4 remaining receptions which will wrap up this week
 - b) On April 9 we have Choose Chico, returning to an on-campus, face-to-face modality for the first time since 2019
2. The receptions are scattered across the state; for the remaining ones, we have a pair in Central Valley, one in Sacramento and one in LA County. We have already done receptions in San Rafael, Riverside and Santa Clara
 - a) We've had almost 600 admitted students register for these reception events overall

- (1) At last year's drive-in movie event, we received feedback that students wanted to hear more from us. This time we had participation from Financial Aid and Scholarships Office, Housing and Orientation, virtually
- (2) So far the attendance has been at about 50% of registered students. Serge suspects that LA and Sacramento will have stronger show rates
- (3) For those students who attended, they have been engaged, active participants. Feedback we have received is that these receptions have been positively influencing student likelihood to submit an IE. We are seeing a spike in deposits
- b) The expectation is that we will continue doing this in coming years
- 3. Choose Chico registrations are outperforming the past 4 years except 2020
 - a) There is no such thing is going back to "normal," and one of the aspects of our new normal is to have virtual options to allow students from across the state to participate, even if they can't join an in-person event. With this in mind, we will have virtual Choose Chico events on April 2nd, featuring the more popular "next steps" presentations: Housing, financial aid, Honors, transfer success and a Spanish-language component
 - (1) We are encouraging students to do both the virtual and in-person events; students who take care of the "next steps" informational components on April 2nd can then spend more time with their Colleges, doing tours, etc.
 - (a) As of this week we are at 1,400 total registrants, and are anticipating registrations of about 3,000. For the in-person event, we have about 600 students registered, and for the virtual event we have 550 registrations. These two populations overlap considerably
 - (b) For the Spanish-speaking event, we have about 15 registrations and we're trying to get that number up with targeted outreach to those who have indicated their primary language at home is Spanish
 - (2) Almost all of the CSUs selected April 9 for their yield events, and the fact that we have gotten strong registration numbers for ours will hopefully bode well for our ultimate yield rate. We are one of about a third of the campuses that have a completely in-person event
 - b) Serge is hoping that next year we can do an event that is more specific to transfer student populations

III. Impaction (Jerry Ross, Susan Roll)

- A. [Campus Impaction presentation](#)
- B. Enrollment Management has been engaged in conversations for over a year about the removal of campus impaction for First-time Freshmen and Transfers, as well as from the Bachelor's in Social Work program. We discussed making a change last year, and decided to wait a year
 - 1. We are going through the official process laid out by the Chancellor's Office, some of which is by statute and some of which is CO policy
 - 2. In January, we submitted our proposal, which received preliminary approval from the Chancellor's Office. This kicked off a series of steps, including public hearings

- a) We scheduled 3 public hearings with notice published in 3 newspapers, as is required. We did the hearings over Zoom as was allowed by the CO due to public health concerns. We did not have any attendance at the 3 hearings
 - b) In addition, we met with Staff Council, now EMAC, and will be meeting with AS Government officials. We will collect all feedback received, and will submit to the Chancellor's Office in mid-March. The Chancellor's Office then provides their answer later in spring
- 3. Changes would take effect for the 2023-24 year
- 4. We will be able to admit both inside and outside our service area down to the CSU minimums
- 5. Doing this change in impactation is important as we head toward the national demographic enrollment cliff which will begin around 2024-25
- 6. To address enrollment issues, we have deployed new resource and staff to modernize enrollment management, as well as deploying our recruiting staff differently
- C. Social Work Impactation
 - 1. The School of Social work needed to declare impactation years ago, and it has everything to do with the requirement for BSW majors to do internships. There is a finite number of internship spots in this geographic area, and thus there is an external constraint
 - a) We declared impactation several years ago, and didn't realize quite how badly it would hurt our numbers. We went from over a hundred majors to about 45 majors
 - b) We have a lot of demand for both the Bachelor's and Master's programs. Our Master's program is the largest on campus
 - (1) We are looking at ways to open more field placements
- D. Tyson wondered what the program's ideal number of students would be, and Susan suggested that a sweet spot might be 75-80 students
 - 1. Tyson mentioned a myth he had heard that once a program declares impactation, people quit coming there; Susan agreed that that was exactly what happened, the myth is true. It tapered down, it wasn't a complete drop the next year
- E. We are proposing to keep Recording Arts and Nursing as impacted programs, because of space and equipment limitations in those programs
- F. Our Phase II submission to the CO will happen on March 18. We welcome any feedback we receive between now and then, and will package it up for that submission
- G. Peter asked whether there was a perceptual shift amongst prospective students if we remove impactation, and Jerry said that there was some likelihood of this. On the CSU website and on Cal State Apply, we are listed as impacted, and this could discourage some students. However, in general, we don't really have an application problem (we get plenty of applications), we have an enrollment problem. We still would like to expand the top of the funnel, though
 - 1. This will also allow us to strategically market ourselves as having the openness in our majors that some other campuses might not have
- H. Rick commented that it seems like we still have a little discretion in the 2.0-2.5 GPA group, so we could manage if we get too many FTF applications. Is there similar wiggle room with transfers? Jerry said that at the transfer level, we will have more flexibility in admitting lower-division transfers. However, there is a trade-off in that the student will not have completed that Associate's degree
- I. Tyson commented that there are 7 CSU campuses where every major is impacted. Are they having trouble with enrollment?

1. Jerry mentioned that many of those campuses saw a significant increase in applications, so they may not have an enrollment issue. However, they may have gotten higher targets from the CO. Also, those campuses are often in dense population centers, which helps their numbers
2. Rick supports this move and feels in some ways that it was overdue
3. Tyson is in favor of removing campus impaction, but is not optimistic that it will make much difference
4. Peter is in favor as well, especially after hearing the Social Work experience

IV. Campus Advising and Retention Specialists program (Kaitlyn Baumgartner Lee, Ashley Person)

- A. [CSU Graduation Initiative 2025 Briefing Document: Focus on Advising](#)
- B. [Graduation Initiative 2025 Advisory Committee – Recommendations and Reflections](#)
- C. [Graduation Initiative 2025 Equity Goals and Priorities – November 2021](#)
- D. We have been in multiple iterations of Graduation Initiative. In 2019-20, one of our priorities started with improving advising practices to maximize coordination and ensure each student experiences meaningful points at critical milestones
 1. A key focus has been our implementation and rollout of our Salesforce component, Chico State 360, to provide a common system of engagement for advisors to utilize, share notes, etc.
 2. Academic Affairs in particular put in a large investment to create equity across the Colleges with the establishment of a group of professionals, through hiring, reclassing folks, etc. that we called the College Advising and Retention Specialists (CARS)
 - a) We have a lot of coordination now across Student Affairs and Academic Affairs in our advising priorities
 - b) Our presentation given at Tipping Point describes the way students have typically experience advising, with a lot of ping-pong from department to department
 - c) In 2020-21, we conducted the hiring of many of these professionals, at SSP III classification. Student Affairs invested in a Training Coordinator position, housed within Academic Advising Programs, to conduct the training of these individuals
 - d) We also piloted the launching of paraprofessionals within Colleges
 - e) In 2021-22, we have recently completed a pool hiring of College/major advisors as well as backfill Academic Advisors within AAP
 3. This represents a multi-year effort across divisions
 - a) These positions report to their Associate Deans, but also have a dotted-line reporting structure to the position Kaitlyn serves in for better information sharing. The group meets monthly, and Kaitlyn also meets with the Associate Deans monthly to identify barriers and work on GI 2025 areas of focus
 4. There was a direct call to action from President Hutchinson in May 2021 to hone a laser focus on closing equity gaps that have been very persistent on this campus
 - a) We have action and inquiry teams, in which many of you have been involved
 - b) The system convened a Graduation Initiative Advisory Committee, on which Betsy Boyd represented Chico State, which issued a formal report
 - c) In November 2021, we received a systemwide Equity Goals and Priorities List. The executive summary calls out a focus specifically on cultural shifts in holistic advising and support services. Our student demographic is far more richly diverse, and we need to be responsive to that

5. What this points to is that many of these efforts point to advising as being the vehicle of everything that's great and everything that is troubling about a campus's ability to work on bureaucracy, work on pace and movement, gets revealed
 6. We wanted to have Ashley spend some time describing her work in the two colleges she has worked in, showing how we can ensure that students have a more seamless experience even though Colleges have different needs
- E. Ashley was an undergraduate here, then did some advising at San Diego State and UC San Diego before coming back here. She worked in the College of Agriculture, in a student success position, although she had no background or experience in Ag
1. She evolved their program, which had a long history of working with FFA, high schools, doing recruitment, retention and career placements
 - a) She would connect with professors, sit in on classes, learn more about supplemental instruction and other retention efforts
 2. When the position opened at BSS, she realized that she could take these things she had learned in the smallest College and translate them to the biggest College
 - a) This position can connect with the entire lifecycle of the student career, using the modern advising model to maximize student success
 - b) When she arrived at BSS, she used the listening and learning tools she had employed at the College of Ag. They formed an Advising Committee, which developed a plan to supplement faculty advising to provide additional support for students
 - (1) There is an on-the-ground approach in BSS, with a SSP II and SSP IBs to give students the support they need
 - (a) The desire was for BSS students to all be able to find an advisor when they need one. This, coupled with proactive outreach, reduces the need for damage control because we can connect with students in time to correct any errors
 - (2) We reach out to students during orientation, and we help to make sure that their first semester sets them up for success
 - (3) Each staff advisor is embedded within one or two programs, giving them the area expertise
 - (4) The team created a BSS Advising web page, with links to the success centers, centralized tutoring, mentorship and other campus advising
 - (a) Mentors were connected with incoming students over the summer before entry, to reduce melt and provide support through the first semester. Outcome data show that both mentors and mentees had higher GPAs than their peers within BSS, enrolled in more units and had better retention rates
 - c) We are training faculty so that they can feel confident in their advising of students. With some diligent effort, the team was able to get all advisors onto Chico State 360
 - d) We created liaison relationships with Financial Aid and Academic Advising Programs.

- (1) Analysis by the AAP liaison, Anna Flores, showed that returning students register really late in the cycle and thus have a difficult time getting the classes they need to be successful. We now save seats for returning students for the courses that are historically troublesome
- e) There is now a department dashboard within CS 360 to help identify students near probation; students who haven't yet seen an advisor; as well as how many students a particular advisor has met with
- f) We were able to use the department dashboard to see courses where lots of students are struggling, and apply Supplemental Instruction to those courses
- 3. Kaitlyn underscored the level of support and continuity that this group has provided, including doing activities such as COVID vaccine calls, etc
 - a) Tracy added that she is very appreciative of the work that her CARS has done in HFA
 - b) Rick had a question about reinstated students- who is doing the outreach, and is the funding used for both the outreach and the reinstatement?
 - (1) The document with the CSU equity priorities referenced that funding had already been given
 - (2) Enrollment Management has looked at students coming back from Planned Educational Leaves, using CS 360 to perform outreach and invite students to come back.
 - (3) We are looking at : what is the full student journey, what are their barriers, utilizing Natl Student Clearinghouse data to invite students not already enrolled at another university
 - (4) Rick asked if the reinstatement of the students would be College-specific, or would it come from the advising community? Kaitlyn pointed out that the big engine departments like Enrollment Management are very helpful in design, but a lot of times the best person to deliver the information is the person that the student trusts. Now is a good time to have these discussions
 - c) Rick had a second question re: adding Supplemental Instruction. What the Math department found is that attendance at SI sessions is an issue. Ashley estimated that about 30% of their students utilize SI, and they rely heavily on faculty to advertise and encourage those programs. They also have tutoring in an effort to reach struggling students

V. International graduate recruitment and admission process (Tyson Henry)

- A. Tabled to next meeting

VI. (not on agenda) COVID enforcement update (Mike Dills-Allen)

- A. Of our 14,119 students, 11,606 have entered their booster information
 - 1. 1,045 students out of compliance. Those students have lost access to WREC
 - 2. On March 21st, REGS will refer all non-compliant students to Student Conduct, Rights & Responsibilities
 - 3. On March 28th, all non-compliant students will have a registration hold placed
 - a) There was initially a plan to drop students, but Mike, Daniel, Marianne and others really pushed to avoid that due to the massive workload. The President agreed,

and so we're switching to a proactive approach of not letting folks register rather than letting them register and dropping them

b) The hold will be on their Student Center, Message Center, email and a Blackboard notice. This is not just for COVID, they are trying to apply that across the board when a student has a hold

VII. Election process for next year's EMAC officers (Peter Kittle)

A. We will need to elect new officers, in two meetings from now. For those who are faculty, please consider chairing this committee next year

VIII. Upcoming meeting

A. April 5, 2022

1. Via Zoom teleconference

Meeting adjourned at 4:49 pm

Respectfully submitted,

Barbara Johnson, AA/S, EMS