



STRATEGIC ENROLLMENT MANAGEMENT MEETING MINUTES

COMMITTEE: STRATEGIC ENROLLMENT MANAGEMENT COMMITTEE

MEETING DATE: Wednesday, May 4, 2022

LOC./TIME: 10:30 a.m.-12:00 p.m.

PARTICIPANTS: Ramon L. Knox, Rebecca Opsata, Mildred Lewis, Atiya Rashada, Balamurali (Bala) Sampathraj, Dettie Del Rosario, Larena Baldazo, Derek Lee, Clifton Coleman, Suzan Tiemroth-Zavala, Janelle Tillotson, Terrance Greene, Mark Fields, Joseph Koroma, Sarah Backes-Diaz, Nia Ford, Katrina Santos, Precious Gerardo, Chris Weidenbach, Elizabeth Wadell, Jasai Martinez, Bilal Homran

ABSENT: Ramon L. Knox, Balamurali (Bala) Sampathraj, Terrance Greene, Mark Fields, Sarah Backes-Diaz, Katrina Santos, Precious Gerardo, Jasai Martinez, Bilal Homran

NOTETAKER: Hope Lane & Jessica Liu (All meetings will be recorded for notetaking purposes)

Zoom Link: <https://cccconfer.zoom.us/j/500441427>

AGENDA ITEM	GOAL/DISCUSSION	ACTION
I. Review and Approve Agenda (5 Minutes)	<ul style="list-style-type: none"> • Rebecca Opsata proposed amendment to the agenda. <ul style="list-style-type: none"> ➤ Switch Agenda Item III (Sharing Data on AB 705) and Agenda Item IV (Spring Marketing Update). • Atiya Rashada 1st, Janelle Tillotson 2nd. 	<ul style="list-style-type: none"> • Majority passes, agenda was approved with amendment.
II. Review and Approve Notes (5 Minutes) → April 20, 2022	<ul style="list-style-type: none"> • Suzan Tiemroth-Zavala 1st, Chris Weidenbach 2nd. • Rebecca Opsata notified the committee the SEM presentation for College Council will be presented next week due to time constraints. 	<ul style="list-style-type: none"> • 1 abstention, majority passes, minutes were approved.
III. Sharing Data on AB 705 (20 Minutes) → Clifton Coleman	<ul style="list-style-type: none"> • Clifton Coleman presented and discussed presentation with committee. “AB 705 Update – Strategic Enrollment Management”. <ul style="list-style-type: none"> ➤ Slide: AB 705 <ul style="list-style-type: none"> ❖ AB 705 is a law that requires California community colleges to maximize the probability that a student will enter and complete transfer-level coursework in English and math within a one year time frame. ❖ Under the new law, students cannot be denied entry into a transfer-level math and English class unless the college can prove that you are highly unlikely to succeed. ❖ terms of first math enrollment in the District. Same rules apply for English. 	<ul style="list-style-type: none"> • Presentation will accompany meeting materials for May 18th meeting.



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	<ul style="list-style-type: none">▪ Example: First Math Enrollment▪ Fall 2020 + Spring 2021 + Summer 2021❖ Student Centered Funding Formula: Successfully complete a transfer-level math and English course within the academic year of the first non-special admit credit enrollment in the District.<ul style="list-style-type: none">▪ Example: First Non-special Admit Credit Enrollment at PCCD▪ Fall 2020 + Spring 2021➤ Slide: Data Limitations<ul style="list-style-type: none">❖ Most AB 705 data is during the COVID-19 pandemic, leading to uncertainty and unpredictable shifts in student circumstances, goals, and enrollment habits.❖ Students do not always correctly identify or update official goals in system.❖ It is unclear which math pathway students intend to take until they enroll in that pathway, particularly for undeclared, transfer and come CTE majors.❖ High school GPA data is incomplete.➤ Slide: Throughput Fall 2019-Fall 2020<ul style="list-style-type: none">❖ Degree & Certificate❖ Unknown: HSGPA<ul style="list-style-type: none">▪ Students Enrolled in Pre-Transfer/Multi-Term Course Sections and Completed Transfer-Level Course within 1 year: 25.0% (6/24)▪ Students Enrolled in Transfer Level Course with/out a Co-requisite and Completed Transfer-Level Course within 1 year: 83.0% (161/194)❖ Highest: HSGPA ≥ 2.6<ul style="list-style-type: none">▪ Students Enrolled in Pre-Transfer/Multi-Term Course Sections and Completed	
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	<p>Transfer-Level Course within 1 year: 18.2% (6/24)</p> <ul style="list-style-type: none">▪ Students Enrolled in Transfer Level Course with/out a Co-requisite and Completed Transfer-Level Course within 1 year: 64.8% (234/361) <p>❖ Middle: HSGPA 1.9-2.6</p> <ul style="list-style-type: none">▪ Students Enrolled in Pre-Transfer/Multi-Term Course Sections and Completed Transfer-Level Course within 1 year: 6.7% (1/15)▪ Students Enrolled in Transfer Level Course with/out a Co-requisite and Completed Transfer-Level Course within 1 year: 49.3% (69/140) <p>❖ Lowest: HSGPA \leq 1.9</p> <ul style="list-style-type: none">▪ Students Enrolled in Pre-Transfer/Multi-Term Course Sections and Completed Transfer-Level Course within 1 year: 0.0% (0/1)▪ Students Enrolled in Transfer Level Course with/out a Co-requisite and Completed Transfer-Level Course within 1 year: 38.9% (7/18) <p>➤ Slide: Throughput Fall 2019-Fall 2020</p> <ul style="list-style-type: none">❖ Transfer/Undecided❖ Unknown: HSGPA<ul style="list-style-type: none">▪ Students Enrolled in Pre-Transfer/Multi-Term Course Sections and Completed Transfer-Level Course within 1 year: 25.0% (8/32)▪ Students Enrolled in Transfer Level Course with/out a Co-requisite and Completed Transfer-Level Course within 1 year: 79.9% (151/189)❖ Highest: HSGPA \geq 2.6<ul style="list-style-type: none">▪ Students Enrolled in Pre-Transfer/Multi-Term Course Sections and Completed	
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	<p>Transfer-Level Course within 1 year: 8.7% (2/23)</p> <ul style="list-style-type: none"> ▪ Students Enrolled in Transfer Level Course with/out a Co-requisite and Completed Transfer-Level Course within 1 year: 75.7% (199/263) <ul style="list-style-type: none"> ❖ Middle: HSGPA 1.9-2.6 <ul style="list-style-type: none"> ▪ Students Enrolled in Pre-Transfer/Multi-Term Course Sections and Completed Transfer-Level Course within 1 year: 16.7% (2/12) ▪ Students Enrolled in Transfer Level Course with/out a Co-requisite and Completed Transfer-Level Course within 1 year: 53.8% (49/91) ❖ Lowest: HSGPA \leq 1.9 <ul style="list-style-type: none"> ▪ Students Enrolled in Pre-Transfer/Multi-Term Course Sections and Completed Transfer-Level Course within 1 year: 0.0% (0/1) ▪ Students Enrolled in Transfer Level Course with/out a Co-requisite and Completed Transfer-Level Course within 1 year: 50.0% (7/14) <ul style="list-style-type: none"> ➤ Slide: First Level Transfer Completion (English 1A) <ul style="list-style-type: none"> ❖ 2017-2018: 659 ❖ 2018-2019: 657 ❖ 2019-2020: 667 ❖ 2020-2021: 536 ❖ Decrease: -19% ➤ Slide: First Level Transfer Completion Overall (English 1A) <ul style="list-style-type: none"> ❖ 2017-2018: 659 (1 year) + 107 (1 year +) = 776 (Grand Total) ❖ 2018-2019: 657 (1 year) + 78 (1 year +) = 735 (Grand Total) ❖ 2019-2020: 667 (1 year) + 37 (1 year +) = 704 (Grand Total) ❖ 2020-2021: 536 (1 year) + 16 (1 year +) = 552 (Grand Total) 	
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- Slide: Transfer Level Completion Within 1 Year (2020-21 Expected v. Actual)
 - ❖ Expected (Female)
 - Asian: 136
 - Black/African American: 60
 - Hispanic/Latino: 99
 - Two or More: 19
 - Unknown/NR: 3
 - White: 39
 - Total: 355
 - ❖ Actual (Female)
 - Asian: 120
 - Black/African American: 53
 - Hispanic/Latino: 65
 - Two or More: 35
 - Unknown/NR: 9
 - White: 53
 - Total: 353
 - ❖ Expected (Male)
 - Asian: 110
 - Black/African American: 50
 - Hispanic/Latino: 51
 - Two or More: 21
 - Unknown/NR: 8
 - White: 34
 - Total: 274
 - ❖ Actual (Male)
 - Asian: 83
 - Black/African American: 44
 - Hispanic/Latino: 66
 - Two or More: 15
 - Unknown/NR: 6
 - White: 46
 - Total: 260
 - ❖ Expected (Unknown)
 - Asian: 1
 - Black/African American: 0
 - Hispanic/Latino: 4
 - Two or More: 1
 - Unknown/NR: 0
 - White: 7
 - Total: 13
 - ❖ Actual (Unknown)
 - Asian: 1
 - Black/African American: 5
 - Hispanic/Latino: 3



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	<ul style="list-style-type: none"> ▪ Two or More: 3 ▪ Unknown/NR: 1 ▪ White: 7 ▪ Total: 20 ❖ Expected (Total) <ul style="list-style-type: none"> ▪ Asian: 247 ▪ Black/African American: 110 ▪ Hispanic/Latino: 154 ▪ Two or More: 42 ▪ Unknown/NR: 11 ▪ White: 79 ▪ Total: 642 ❖ Actual (Total) <ul style="list-style-type: none"> ▪ Asian: 204 ▪ Black/African American: 102 ▪ Hispanic/Latino: 134 ▪ Two or More: 53 ▪ Unknown/NR: 16 ▪ White: 106 ▪ Total: 615 • Chris Weidenbach said English classes are “squishy” (classes have a wide range of English comprehension and writing skills) and the data is skewed by online learning. <ul style="list-style-type: none"> ➢ Spoke how students are squeezed into classes and there needs to be a better student ratio. ➢ Spoke of the work Laney College has done which increased student placement into English 1A (from 30 to 70% placement). ➢ Mentioned how the college pushes to get more Pre-English 1A students. ➢ Stated more intervention, improvement, and support needed for students to succeed in the class. 	
<p>IV. Spring Marketing Update (10 Minutes) →Larena Baldazo</p>	<ul style="list-style-type: none"> • Larena Baldazo presented “Marketing Update – Summer & Fall 22). <ul style="list-style-type: none"> ➢ Slide: Priority/Open Enrollment <ul style="list-style-type: none"> ❖ Targeted email blast sent to learning communities regarding priority enrollment. ❖ Posted graphic from Enrollment Services on TikTok/IG/TW/FB and included in email blasts. 	<ul style="list-style-type: none"> • Presentation will accompany meeting materials for May 18th meeting.



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- ❖ Open enrollment: Text message about open enrollment launched (sent to all applied). Linked back to Laney.edu.
- ❖ Email blasts sent out and social media posts launched.
- Slide: Web
 - ❖ The Summer/Fall schedule has been added to the tiles on the Laney.edu homepage and is also on the classes page.
 - ❖ First tile now showcases degrees and certificates.
 - ❖ New banner above the headers to call out open enrollment.
 - ❖ Mentioned there is ~200 to 300 clicks a day searching for classes.
 - ❖ And ~75 clicks a day to the Summer/Fall class schedule on the Laney.edu webpage.
- Slide: Projects-Folger Graphics
 - ❖ Poster prints to arrive this week. Goal is to display around campus and with community partners.
 - ❖ Mailer officially launches next week (59,500 Oakland residents).
 - ❖ Mailer prints given to Community Christian Church & Food Services as well as Brightstar.
 - ❖ Both pieces of artwork can be used for social/web.
 - ❖ Mentioned the printed flyers arrive today and will be waiting for more from the District.
- Slide: Check out the Material
 - ❖ Images of the poster and mailers.
 - ❖ Thank you for CTE for supporting this campaign!
- Slide: What I'm Promoting
 - ❖ Currently promoting: Open enrollment, CTE Career Expo & Open House, Employment Services events, open Dance classes, Health Services events, ASLC newly elected student gov/ASLC scholarship deadline extension, Coffee in the Quad.



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	<ul style="list-style-type: none">❖ Reminder to committee and Laney Community: P.S. Log your events on Laney.edu.<ul style="list-style-type: none">▪ Explained the Events page helps inform what facilities requests have been approved, etc.➤ Slide: Roots Giveaway (Help expand Laney’s social media reach)<ul style="list-style-type: none">❖ Comment to Win❖ We asked students to share what motivated them to follow both Laney’s Instagram as well as Roots.❖ Two winners selected❖ Thank you to Ramon, for helping work with Roots on building the prize packs!❖ Will continue to send Roots team graphics for scoreboard.➤ Slide: President Besikof Podcast<ul style="list-style-type: none">❖ New podcast in the works.❖ Soft launch in mid June 2022 on Peralta radio channel, inspired by CCPRO.• Janelle Tillotson brought up a suggestion for the Laney Class Schedule webpage to directly link to the Campus Solutions live schedule instead of the old web.peralta.edu webpage.<ul style="list-style-type: none">➤ Larena Baldazo explained she will need to speak with the District about it.<ul style="list-style-type: none">❖ Stated she will relink the Search for Classes button from the Peralta District to the main Laney webpage.• Chris Weidenbach mentioned that there are students who are confused with the link.<ul style="list-style-type: none">➤ Confused how and where to register or enroll for classes.• Larena Baldazo mentioned she hasn’t received any student complaints regarding confusion of the webpage.<ul style="list-style-type: none">➤ Easy find and redirect from any Laney webpage by clicking the “Enroll Today @ Laney” button on the banner.➤ Directs student to the iEnroll Laney webpage that provides guides, videos, and	
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	<p>other resources of how and where to start enrolling at Laney College.</p> <ul style="list-style-type: none">• Mildred Lewis spoke and shared the iEnroll Laney webpage.<ul style="list-style-type: none">➤ Was a collaborative effort with enrollment services, Larena Baldazo, and other areas.➤ Mentioned the page could be redundant as it repeats the enrollment information/process that is also on the Peralta District’s webpage.<ul style="list-style-type: none">▪ But can be a helpful one-stop guide when students are on the Laney College website and looking for information on how to enroll.• Chris Weindenbach commented that students may still be confused on how to find and use the resources on the iEnroll webpage.<ul style="list-style-type: none">➤ Students can be confused of where to click to apply to Laney College or where to enroll for classes.• Nia Ford said the “Apply Now” with its all caps and white font background looks clear and understandable from her perspective.• Elizabeth Wadell suggested using the terms “Register and Enroll” instead.• Rebecca Opsata commented she was surprised that the images on the iEnroll page were clickable and link embedded.<ul style="list-style-type: none">➤ Can see how students would be confused on this webpage as suggested by Chris Weindenbach.<ul style="list-style-type: none">▪ For examples student may also view/think the “Apply Now” square was only an image and not a clickable link.• Janelle Tillotson agreed that student may find the webpage confusing.<ul style="list-style-type: none">➤ There are non-linked images and videos on the page that be indistinguishable to the hyperlinked ones to students.➤ Suggests changing it to look more like buttons rather than using hyperlinked flyers.	
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	<ul style="list-style-type: none"> • Chris Weidenbach commented on the Class Schedule webpage on the Laney Website and stated that student may not find it useful to scroll 20+ PDF pages to look for classes and plan their school schedule. • Larena Baldazo responded she will include the link to the live class schedule page/search engine on the iEnroll Laney webpage. • Elizabeth Wadell agreed the enrollment page needs to be simpler and the redirecting links can confuse and lead students down a rabbit hole • Rudy Besikof spoke of the changes and redesigns made to the Laney website. <ul style="list-style-type: none"> ➢ Changed the top banner to remove the issue with scrolling. ➢ More action focused. ➢ Will need to continue to develop ways to improve the functionality of the website. • Mildred Lewis said she will take the suggestions and revisit the team to revise the iEnroll webpage. 	
<p>V.Membership Update (5 Minutes) →Ms. Hope</p>	<ul style="list-style-type: none"> • Hope Lane reviewed the SEM committee membership. <ul style="list-style-type: none"> ➢ Some members' terms are expiring so will need to speak to the Senates for continued appointment or new appointees. ➢ In addition, there are members who haven't attended the committee meetings and will request for new appointments. ➢ President Rudy Besikof will take the place of the VPSS Co-Chair for the committee due to the vacancy. 	<ul style="list-style-type: none"> • Hope Lane to reach out and find new appointments for the committee.
<p>VI.Meeting Times 2022-2023 Discussion (5 Minutes) → Co-Chair Rebecca Opsata</p>	<ul style="list-style-type: none"> • Rebecca Opsata suggested changing the meeting time of the SEM Committee. <ul style="list-style-type: none"> ➢ Reasons for the possible change is due to the difficulties this past semester to meet quorum. • Chris Weidenbach stated he prefers the meeting time to remain the same. <ul style="list-style-type: none"> ➢ Elaborated that time change can throw everyone's schedule off and still doesn't solve the issue of not meeting quorum. 	<ul style="list-style-type: none"> • Rebecca Opsata will create and send out a survey/document to committee members to determine new possible meeting time for the Fall 2022 semester.



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	<ul style="list-style-type: none"> • Hope Lane agrees with Chris Weidenbach and added it will make it harder to search for new appointees for the committee. <ul style="list-style-type: none"> ➤ Hard to find interested and available people when the meeting time is not set/determined. • Rebecca Opsata said it can benefit the committee to see if the members' availability for the Fall 2022 semester. <ul style="list-style-type: none"> ➤ Can current members continue to meet at the same time? (New time obligation conflicts in the Fall 2022 semester?) ➤ Are there other times where more members can attend the meeting to meet quorum? ➤ Will send out a survey with suggested times for current members to vote on. 	
VII. Review Data List Collected at Last Meeting (5 Minutes) → Co-Chair Rebecca Opsata	<ul style="list-style-type: none"> • Did not discuss at the meeting. Will review when committee meeting for the new semester. 	<ul style="list-style-type: none"> • To discuss at the next meeting.
VIII. Updates/Other (5 Minutes)	<ul style="list-style-type: none"> • Larena Baldazo updated the Laney.edu Class Schedule webpage with the suggestion from today's meeting. <ul style="list-style-type: none"> ➤ Included the link to the Peralta Class Schedule Search Engine/Database. 	<ul style="list-style-type: none"> •
IX. Adjournment	<ul style="list-style-type: none"> • Janelle Tillotson 1st, Larena Baldazo 2nd. 	<ul style="list-style-type: none"> • Meeting adjourned at 12:05 p.m.

UPCOMING SEM COMMITTEE MEETINGS

- **May 18, 2022 (Last Meeting of Semester → Meetings resume Sept. 2022)**