



## **Strategic Enrollment Management Committee**

### **Minutes**

**September 26, 2017**

Attending: Sue Orchard, Brendan Glaser, Dani Trimble, Chad Meadors, and Wendy Hall.

#### **Housekeeping**

The International Programs initiative has been added to our shared folder.

#### **Non-Academic Supports Initiative**

Dani Trimble summarized the non-academic supports initiative: how we quantify retention vs. enrollment is a big part of this initiative. This initiative is more of a retention effort. They are having conversations about how to bundle or package non-academic services to students, including ways to provide a student coaching model for students (such as in TRiO program) who are not enrolled in specific programs. Outside of specialized programs, students may have limited interaction points. The point of the initiative is more about packaging than adding new services. Need to engage at-risk students at the right time for them.

Need to a) consolidate our campus retention efforts and b) find better ways to track students (re: impact of specific retention efforts on individual students). For example, we know that our retention calls work. However, we don't really know why. What are students experiencing? What barriers were addressed? Chad noted that we used to do retention calling, but we haven't done it in a long time (stopped in 2009). Need to look at a CRM or other process for capturing this information. Other elements include creating a one-stop solutions center, etc. (might involve some additional staffing—we are using an AmeriCorps position for this in 2017-18). Would look at both internal and external barriers. Low and high-touch.

There has been an increase in the use of the Academic Early Warning system, but we've had issues with being able to react in a more proactive way. There are human resources issues regarding managing student barriers when they're not part of a special program (the students who just come to class and leave, and don't interact with anyone). Focus is on students who are in biggest jeopardy (i.e. who are in danger of losing their financial aid). Have been focused more on first-year students, but we don't have anything set up for returning students (due to lack of staffing resources). Need to look at how we can build a cadre of students to help support this effort since the need cannot be

realistically met with staffing.

Need to work to identify interventions that are lower cost and will touch everyone, as well as developing higher touch interventions that will impact the more at-risk students. Don't have the resources to address needs for all students. Primarily focus is the students who have a non-academic barrier that is external—such as child care or transportation issues.

We have a lot of this already, it's more a matter of expanding it to serve more students (how can expand services without funding?) Goal is 35 quarterly FTE (through retention). Need staffing – in addition to AmeriCorps person – and CRM system to help us track the impact of our interventions.

### **Worker Retraining Funds**

LCC was offered eight additional Worker Retraining FTE this year, \$28,960 remain after mandatory expenditures have been accounted for. If we accept these FTE, needs to be used in such a way that enrollment is supported. Will have at least some resources to devote to marketing, etc. this year. Since Worker Retraining students are only eligible for Prof/Tech, it would be appropriate to do some marketing in this area. The downside of not making our goal is an adjustment to our allocation next year.