Cañada College

Strategic Enrollment Management Retreat (with notes)

January 31, 2020

What is Strategic Enrollment Management?

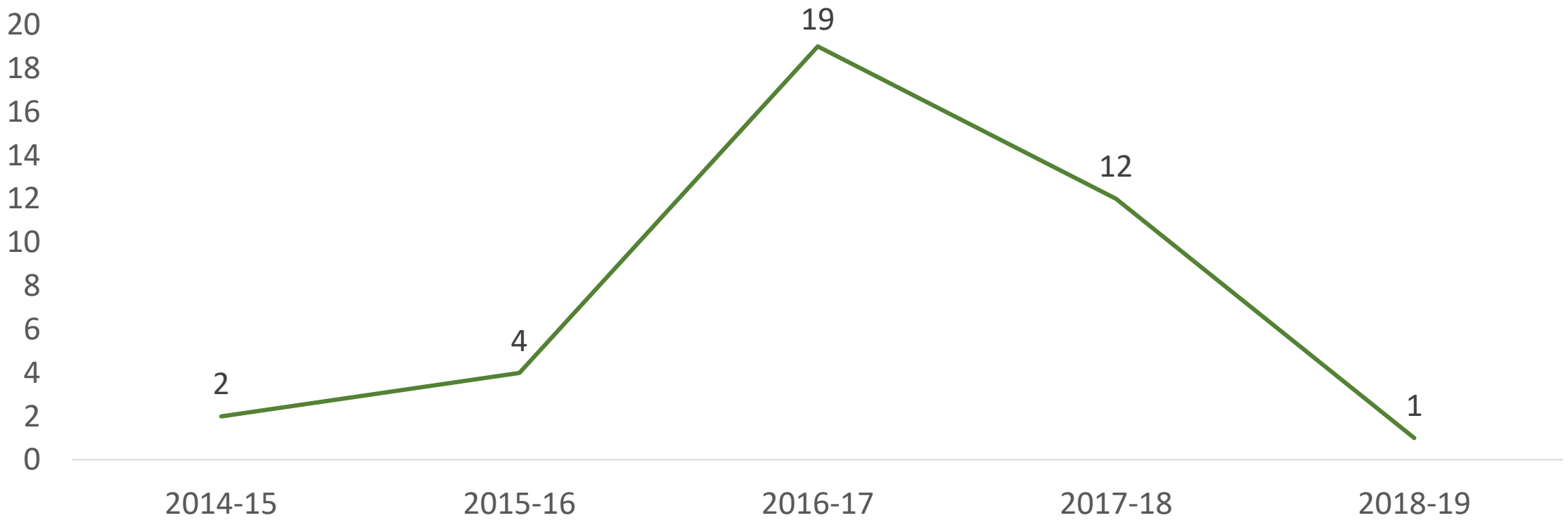
Strategic Enrollment Management (SEM) focuses on ***maximizing the probability*** that each student is able to achieve their educational goal(s) at Cañada ***within two years*** by:

- Creating and publicizing ***clear degree and certificate programs*** that remove barriers to completion in two years
- Creating and managing a ***course schedule*** focused on student completion in two years
- ***Aligning and sustaining pro-active student support services with programs of study*** to ensure effective and timely student enrollment, retention, persistence and completion.
- ***Aligning marketing, messaging and outreach*** with our programs, schedule, and supportive services and programs

Desired Outcomes from the Retreat

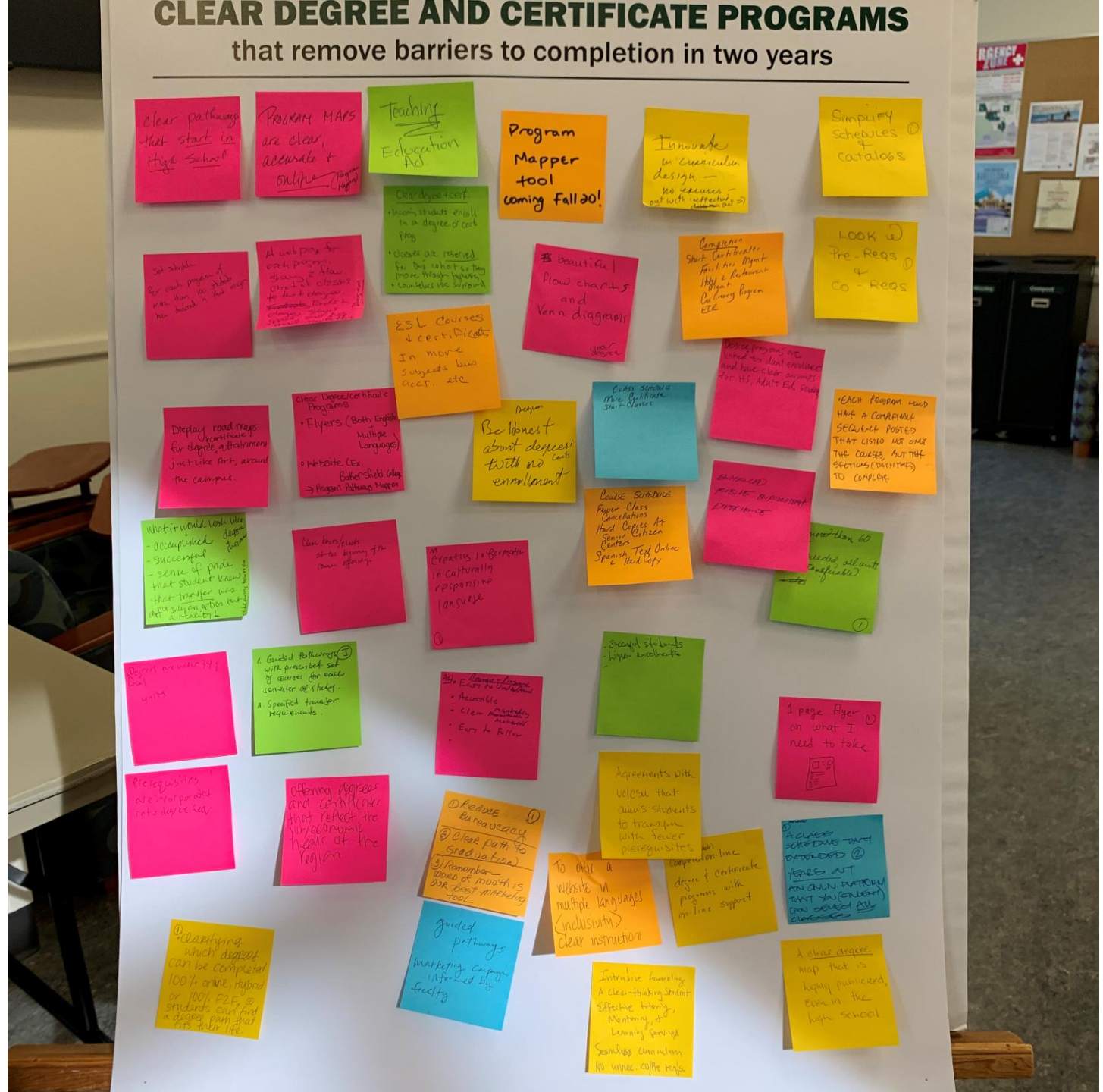
- Deepen our shared understanding of Cañada's enrollment trends and challenges.
- Articulate a shared vision for Cañada's future enrollment.
- Leverage diverse perspectives to refine and affirm the College's emerging Strategic Enrollment Management Strategies.

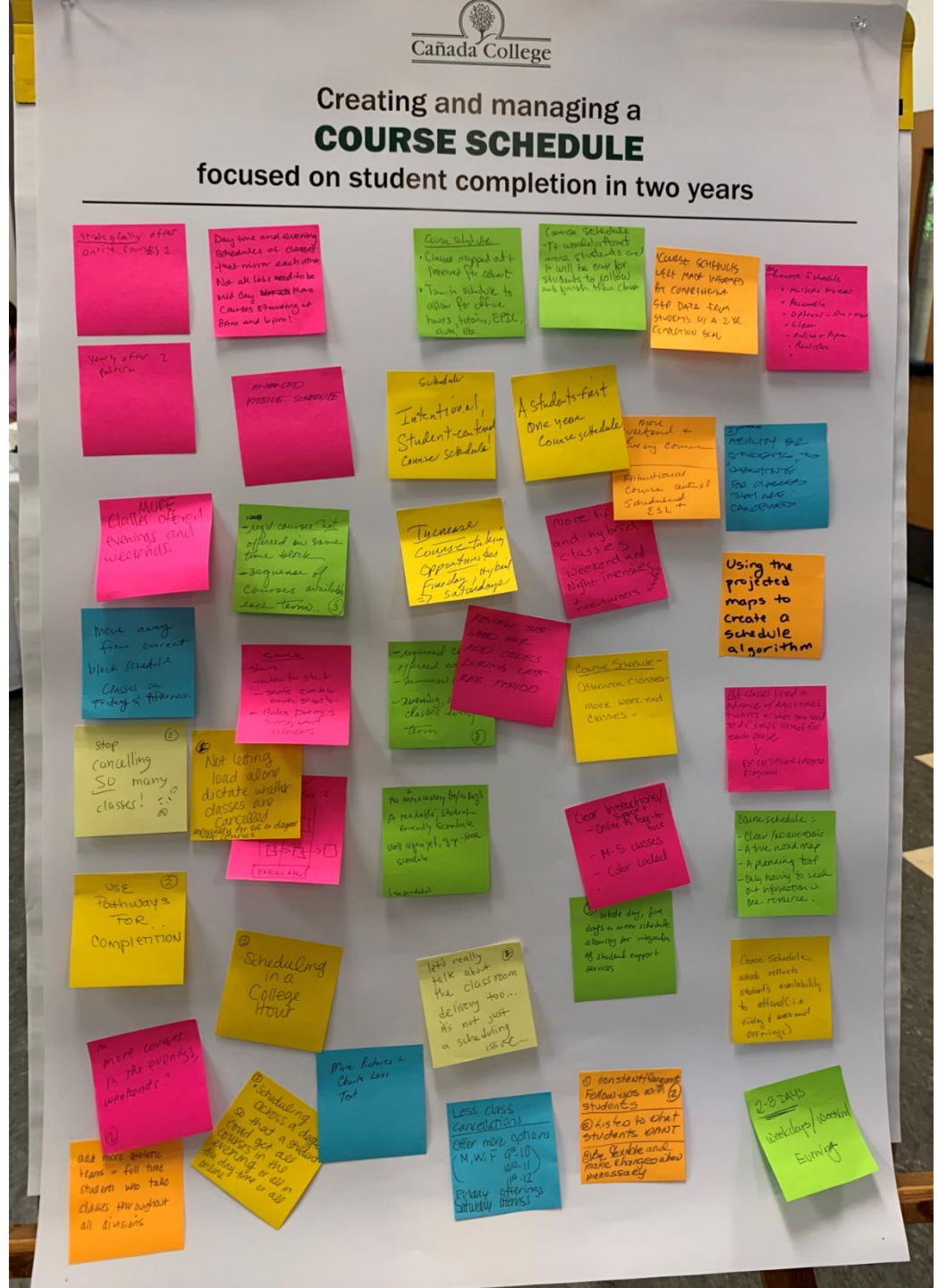
8 students, on average, complete an Associate Degree within two years of their first term (with no incoming transfer units)



Envision the future

(see posters with individual vision statements by each of the 4 proposed SEM “pillars”)

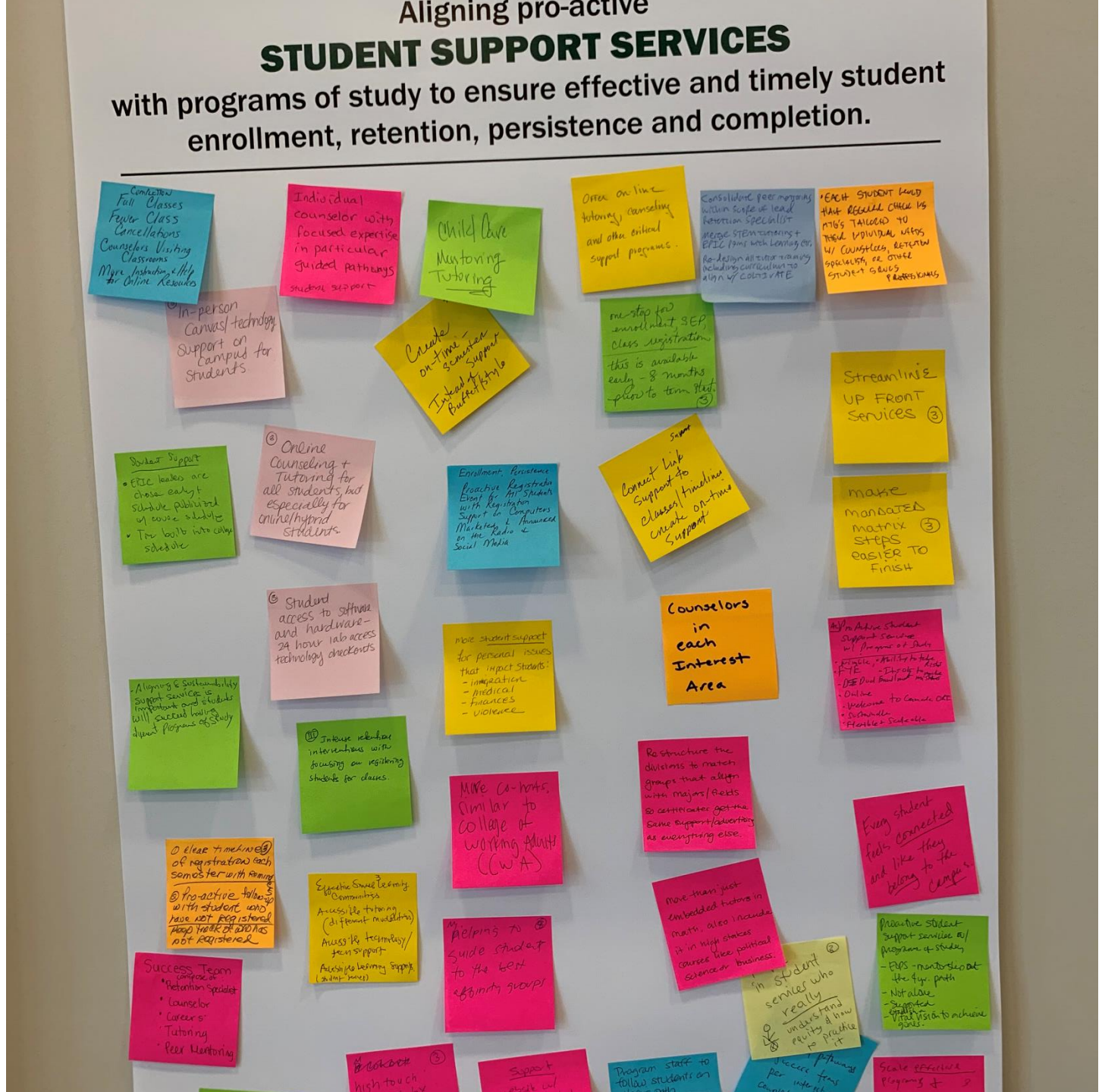

CLEAR DEGREE AND CERTIFICATE PROGRAMS
that remove barriers to completion in two years
Clear pathways that start in High School
PROGRAM MAPS are clear, accurate + online
Teaching Education Ad
Program Mapper tool coming Fall 20!
Innovate in curriculum design — no excuses — out with ineffective
Simplify schedules + catalogs
Clear degree + cert.
• learning students enroll in a degree or cert prog
• classes are reserved for this cohort so they move through together
• counselors the surround
Set schedule for each program of more than 100 students has declared in that major
At web page for each program, show a flow chart of classes to that degree
beautiful flow charts and Venn diagrams
Completion Short Certificate Facilities Mgmt Hdy & Restaurant Mgmt Culinary Program ETC
LOOK @ Pre-Reqs + Co-Reqs
ESL Courses + certificates In more subjects bus acct. etc
Degree programs are linked to dual enrollment and have clear onramps for HS, Adult Ed. students
Display road maps for degree, certificate, attainment just like Art, around the campus.
Clear Degree/certificate Programs
• Flyers (Both English + Multiple Languages)
• Website (Ex. Bakersfield College → Program Pathways Mapper
Be honest about degrees! with no enrollment
Class schedule More Certificate Short Classes
• EACH PROGRAM WOULD HAVE A COMPLETE SEQUENCE POSTED THAT LISTED NOT ONLY THE COURSES, BUT THE SECTIONS (DAYS/TIMES) TO COMPLETE
What it would look like
- accomplished degree
- successful
- sense of pride that student knew that transfer was not only an option but a reality!
Clear tests/exams at the beginning of the course offering
Creating information in culturally responsive language
Course Schedule Fewer Class Cancellations Hard Copies At Senior Citizen Centers Spanish Text Online & Hard Copy
Enhanced Mobile Enrollment Experience
Degrees are under 34 local units
1. Guided Pathways with prescribed set of courses for each semester of study.
2. Specified transfer requirements.
Accessible
Clear Monitoring Materials
Easy to Follow
- Successful students
- Higher enrollments
1 page flyer on what I need to take
Prerequisites are incorporated into degree req.
Offering degrees and certificates that reflect the job/economic needs of the region
① Reduce Bureaucracy
② Clear path to graduation
③ Remember — WORD of mouth is OUR best marketing tool
Agreements with UC/CSU that allows students to transform with fewer prerequisites
To offer a website in multiple languages (inclusivity) clear instructions
Competition on-line degree & certificate programs with on-line support
A CLASS SCHEDULE THAT EXTENDED 2 YEARS OUT AN OWN PLATFORM THAT YOU (STUDENT) CAN SELECT ALL CLASSES
① clarifying which degrees can be completed 100% online, Hybrid or 100% F2F, so students can find a degree path that fits their life.
guided pathways
marketing campaign informed by faculty
Intrusive Counseling A Clear-thinking Student Effective tutoring, Mentoring, + Learning Services
Seamless curriculum No unnec. co/pre reqs.
A clear degree map that is highly publicized, even in the high school


Cañada College
Creating and managing a
COURSE SCHEDULE
focused on student completion in two years
Strategically offer online courses 2
Day time and evening schedules at classes that mirror each other. Not all labs need to be mid day. More Courses standing at 8am and 6pm!
Course Schedule
• Classes mapped out + reserved for cohort
• Tour in schedule to allow for office hours, tutoring, EPIC, clubs, etc.
Course Schedule
- It would attract more students and it will be easy for students to follow and finish their class
COURSE SCHEDULES WELL MADE WEARMED BY COMPREHENSIVE SEP DATA FROM STUDENTS W/ A 2 YR COMPLETION GOAL
Course Schedule
• Multiple Modes
• Accessible
• Opinions - Dos + Mod
• Clear
• Online + Paper
• Realistic
Yearly offer 2 pattern
ENHANCED MOBILE SCHEDULE
Schedule
Intentional, Student-centered Course schedule!
A students-first one year Course schedule
more weekend + evening course
Intentional Course centered Scheduled ESL +
MORE Classes offered evenings and weekends.
- regd courses not offered in same time block
- sequence of courses available each term. (3)
Tuesday Course-taking opportunities Friday, Hybrid Saturdays
more lip and hybrid classes weekend and Night intensives
Using the projected maps to create a schedule algorithm
Move away from current block schedule
Classes on Friday & Afternoon
Schedule
- when to start
- make sure to avoid conflicts
- Make pairings
- required classes
- summer
- evening, classes every term (8)
REVIEW THE NEED FOR ADD CODES DURING LATE REG. PERIOD
Course Schedule -
Afternoon classes -
more weekend classes -
All classes listed in advance of registration
Stop cancelling so many classes! (2)
(1) Not letting load alone dictate whether classes are cancelled especially for GE or degree
No unnecessary fire/no days
A readable, student-friendly schedule
Well organized, gap-free schedule
(schedule)
Clear Instructions/ support
- Online vs face-to-face
- M-S classes
- Color coded
Course schedule:
- Clear/no avenues
- A true road map
- A planning tool
- Only having to seek out information in one resource.
USE Pathways FOR COMPLETION (2)
(2) Scheduling in a College Hour
(1) Whole day, five days a week schedule allowing for integration of student support services
Course Schedule which reflects student's availability to attend (i.e. Friday & weekend offerings)
let's really talk about the classroom delivery too... it's not just a scheduling issue...
More courses in the evenings, weekends? (1)
(2) Scheduling across a degree so that a student could get all courses in the evening or all on the day time or all online
More Pictures & Charts Less Text
Less class cancellations
Offer more options (M, W, F 9-10, 10-11, 11-12)
Friday offerings
Saturday offerings
(1) constant/frequent Follow-ups with students (2)
(2) Listed to what students WANT
(3) Be flexible and make changes when necessary
2-3 DAYS
Weekdays/Weekend
Evening
add more athletic teams = full time students who take classes throughout all divisions

Aligning pro-active

STUDENT SUPPORT SERVICES

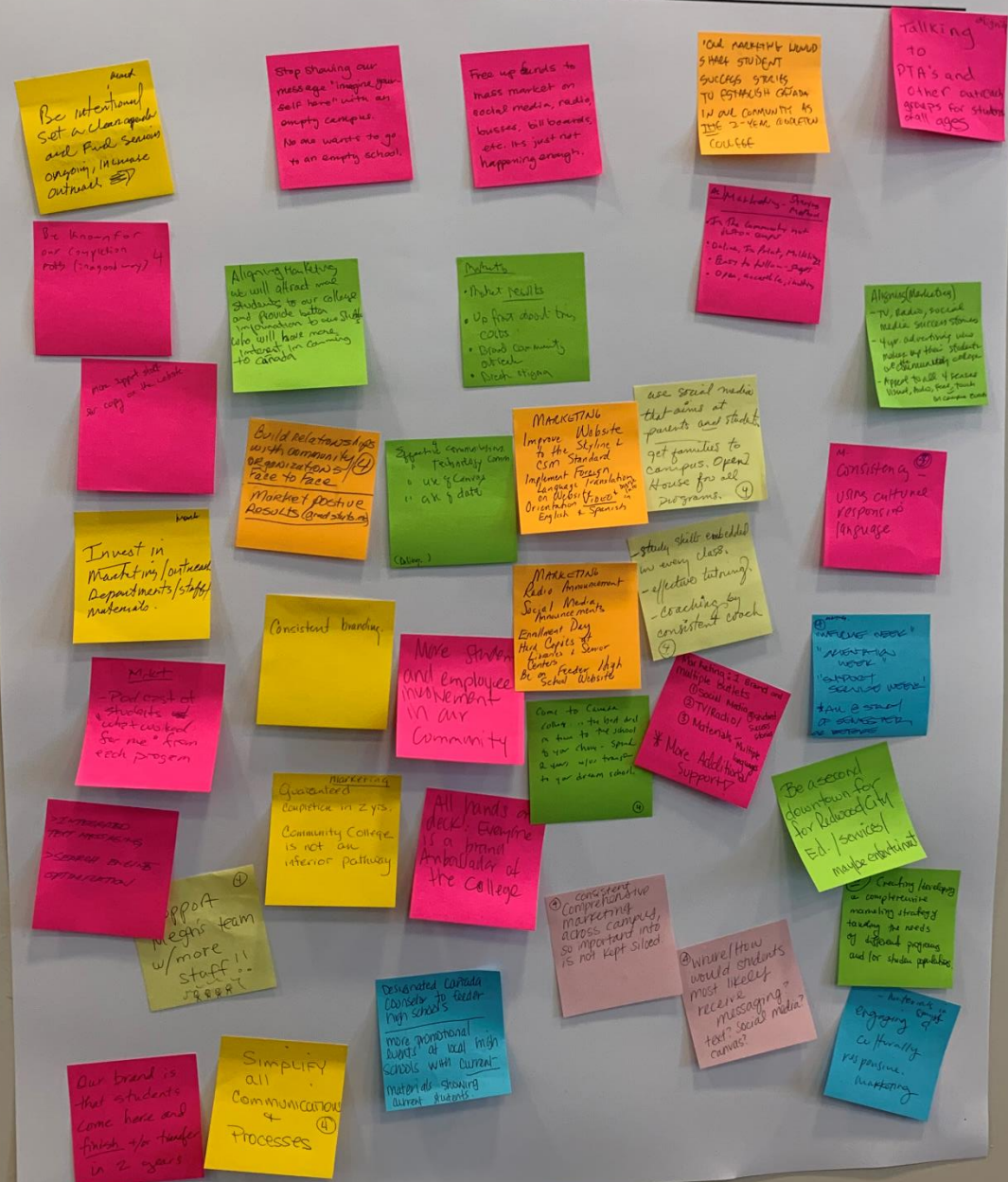
with programs of study to ensure effective and timely student enrollment, retention, persistence and completion.



Aligning

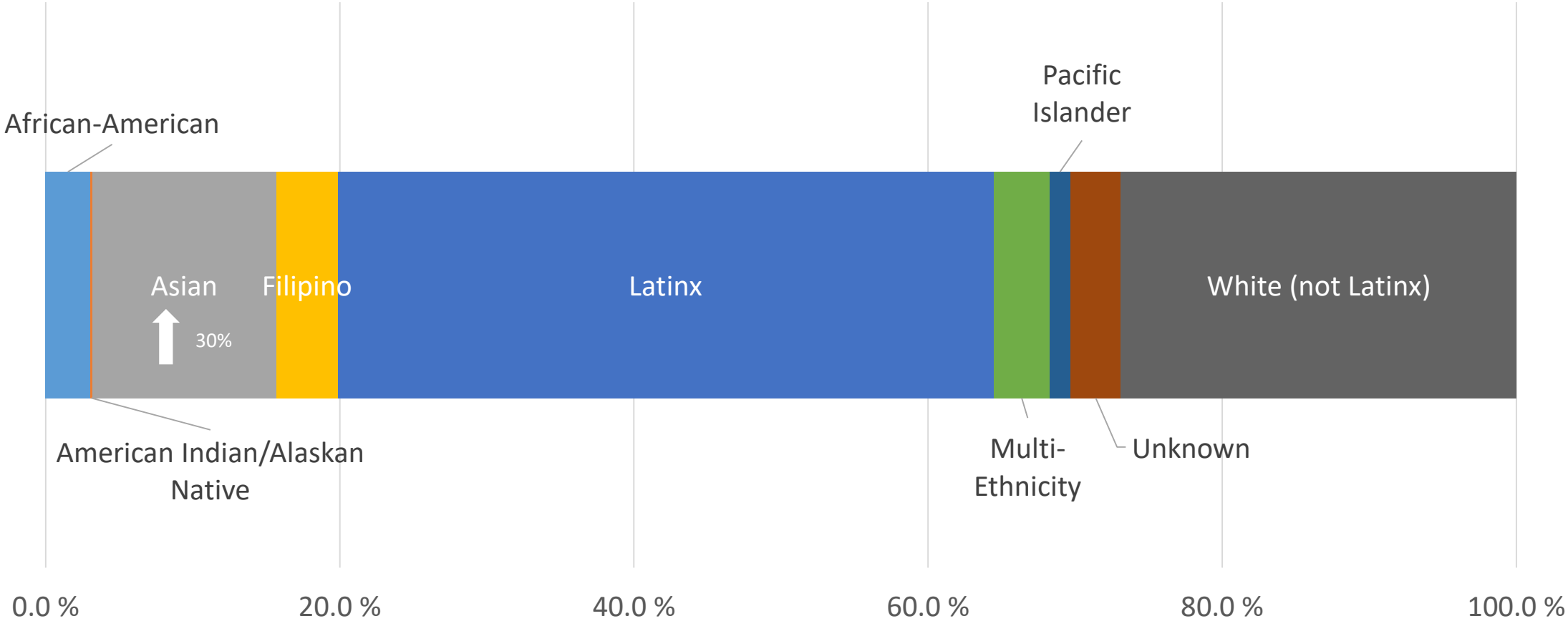
MARKETING, MESSAGING AND OUTREACH

with our programs, schedule, and supportive services and programs.

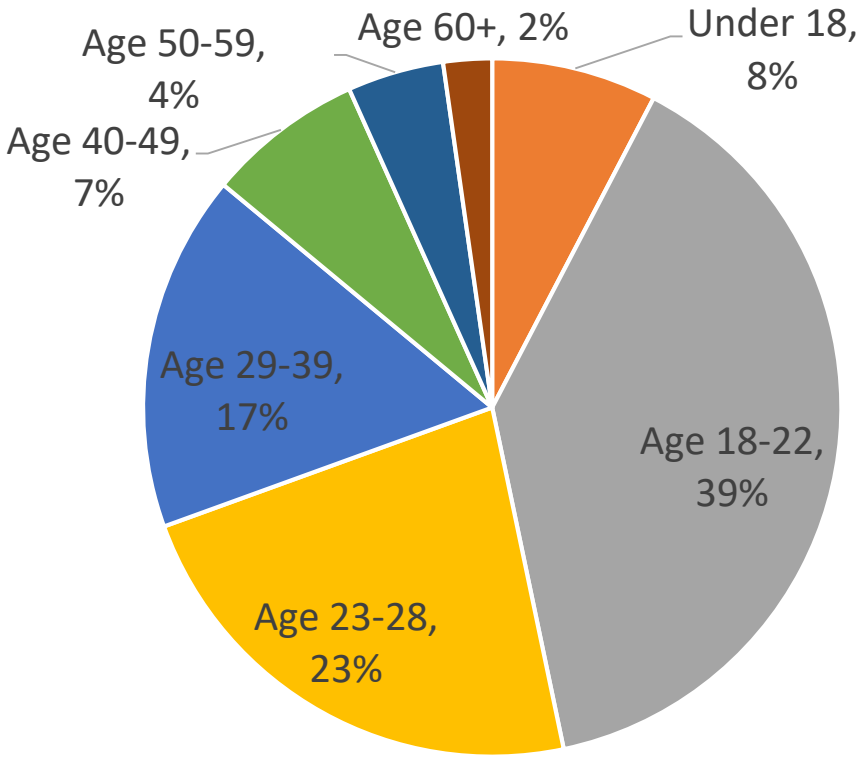


What the data tells us

Who are our students?

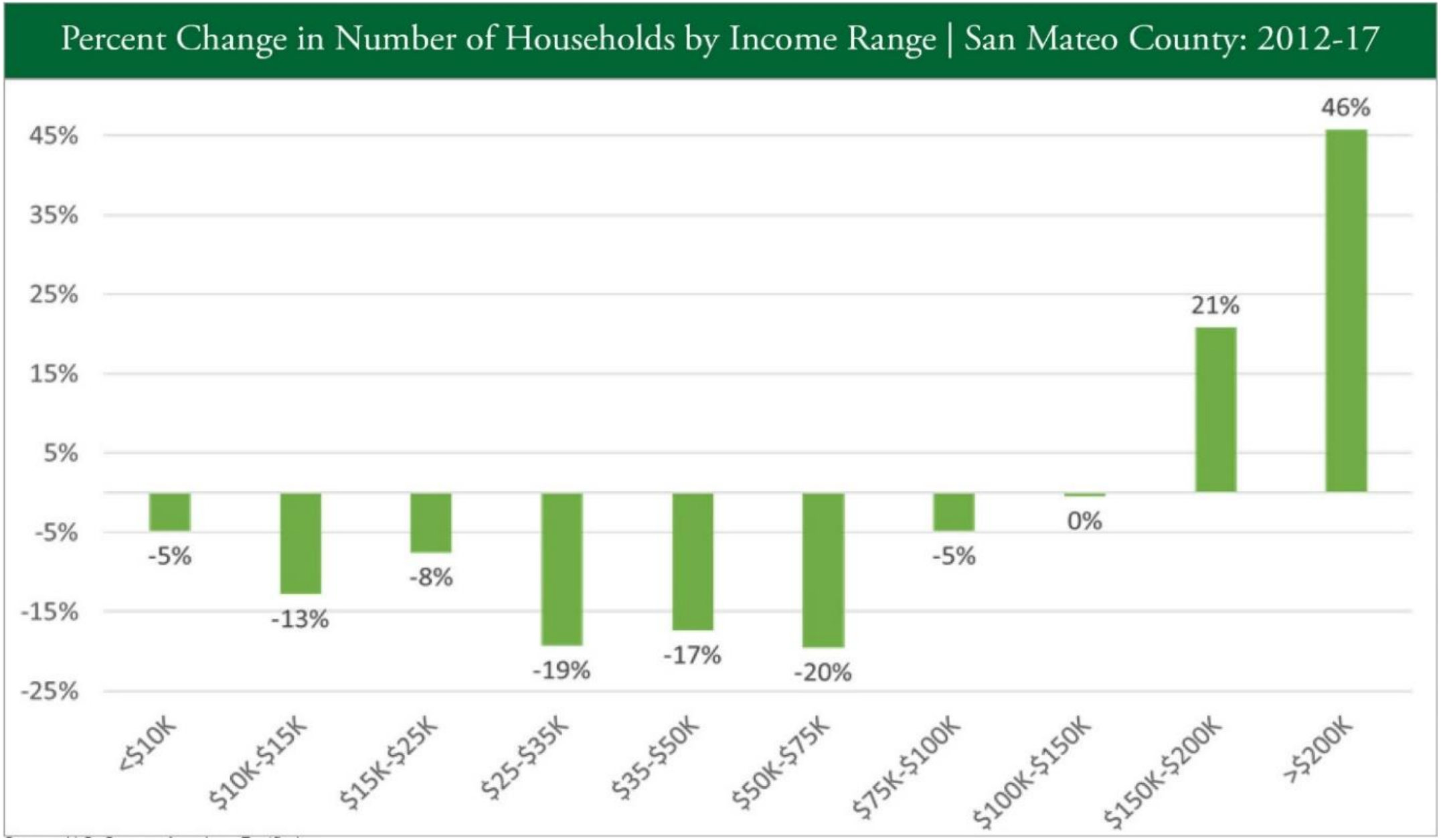


Shifting population by age



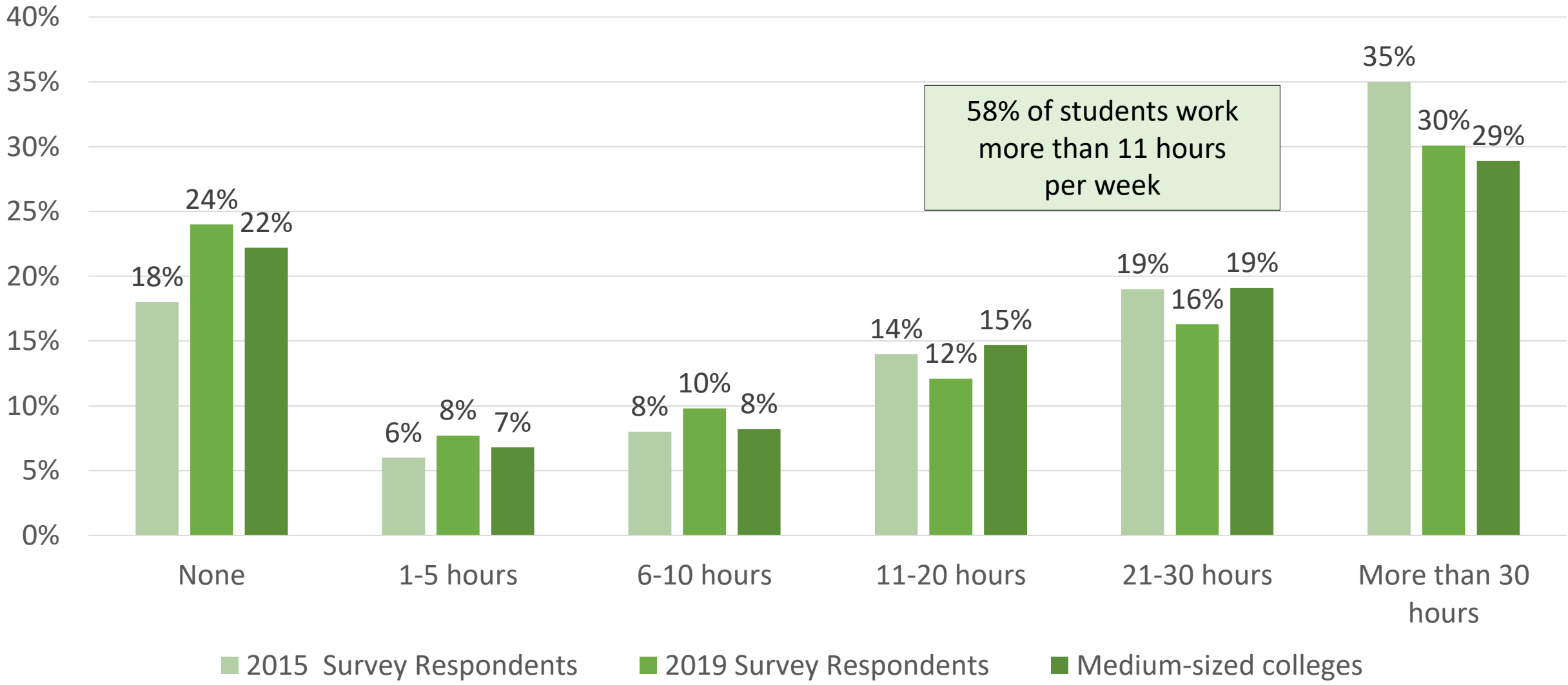
San Mateo County % growth over the next 30 years	
0-17	-10%
18-26	6%
27-35	5%
36-45	-4%
45-65	4%
65 and over	78%

Source: CA Department of Finance


Percent Change in Number of Households by Income Range | San Mateo County: 2012-17
45%
35%
25%
15%
5%
-5%
-15%
-25%
-5%
-13%
-8%
-19%
-17%
-20%
-5%
0%
21%
46%
<$10K
$10K-$15K
$15K-$25K
$25-$35K
$35-$50K
$50K-$75K
$75K-$100K
$100K-$150K
$150K-$200K
>$200K

Who are our students?

Cañada Survey Respondents: How Many Hours do CAN Students Working for Pay?

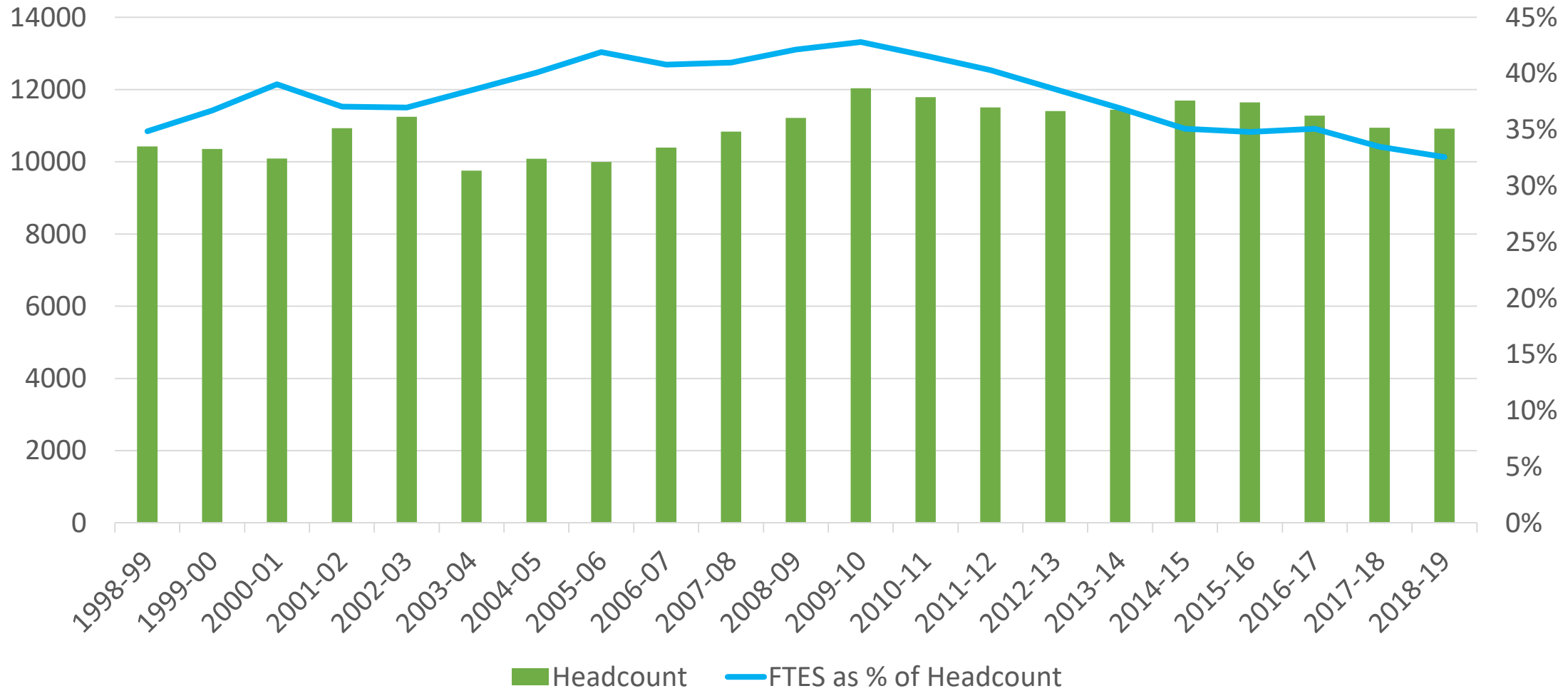


Where do we see disproportionate impact?

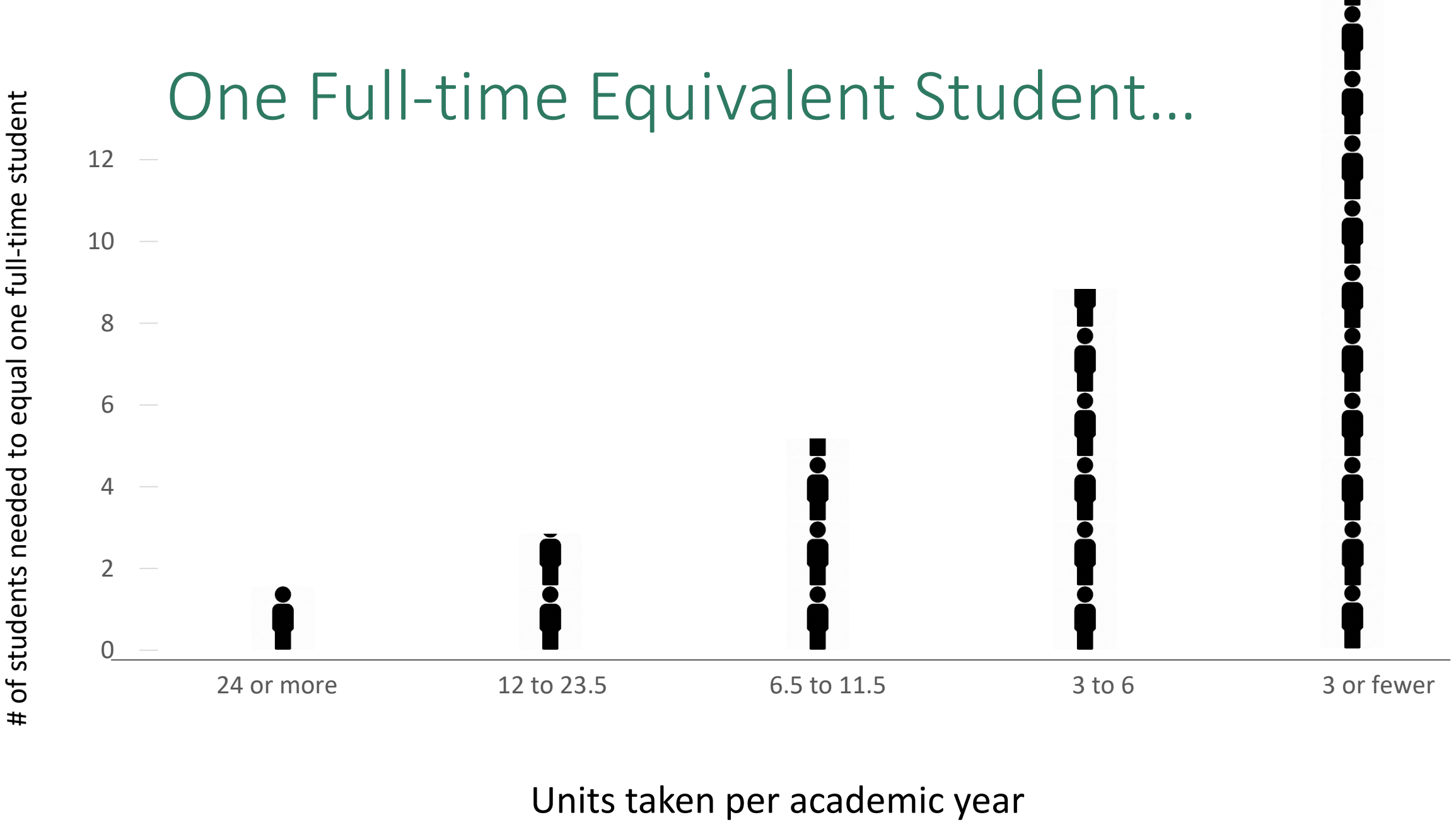
Online course success	African American Latinx Pacific Islander Low income
Completion of transfer level English and math	Latina (female)
Completion of degree or certificate	Latino (male) Filipina (female)
Transfer	Latinx (male and female) African American (female) Low income (female)

Enrollment Trends

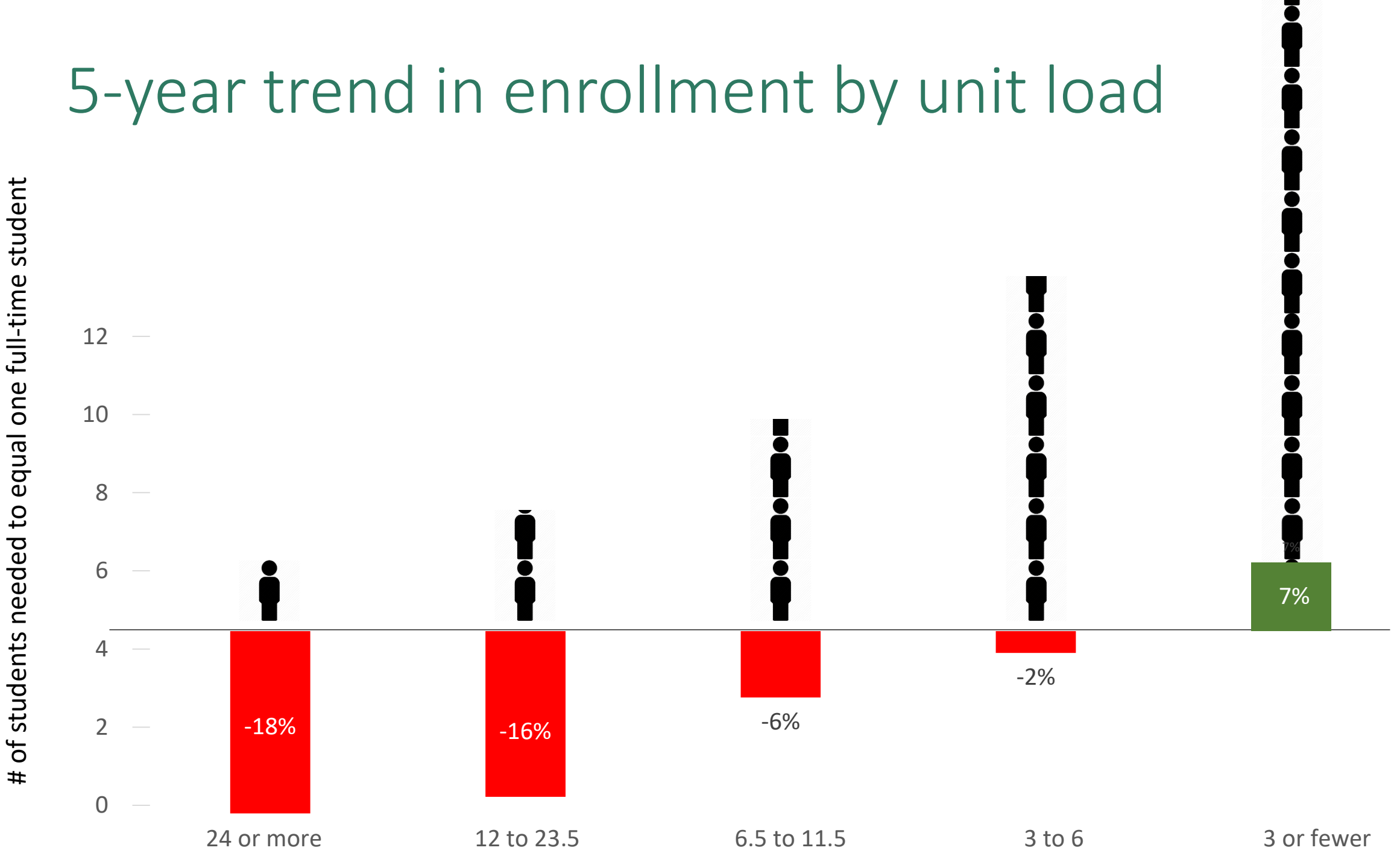
Cañada: FTES declining faster than headcount



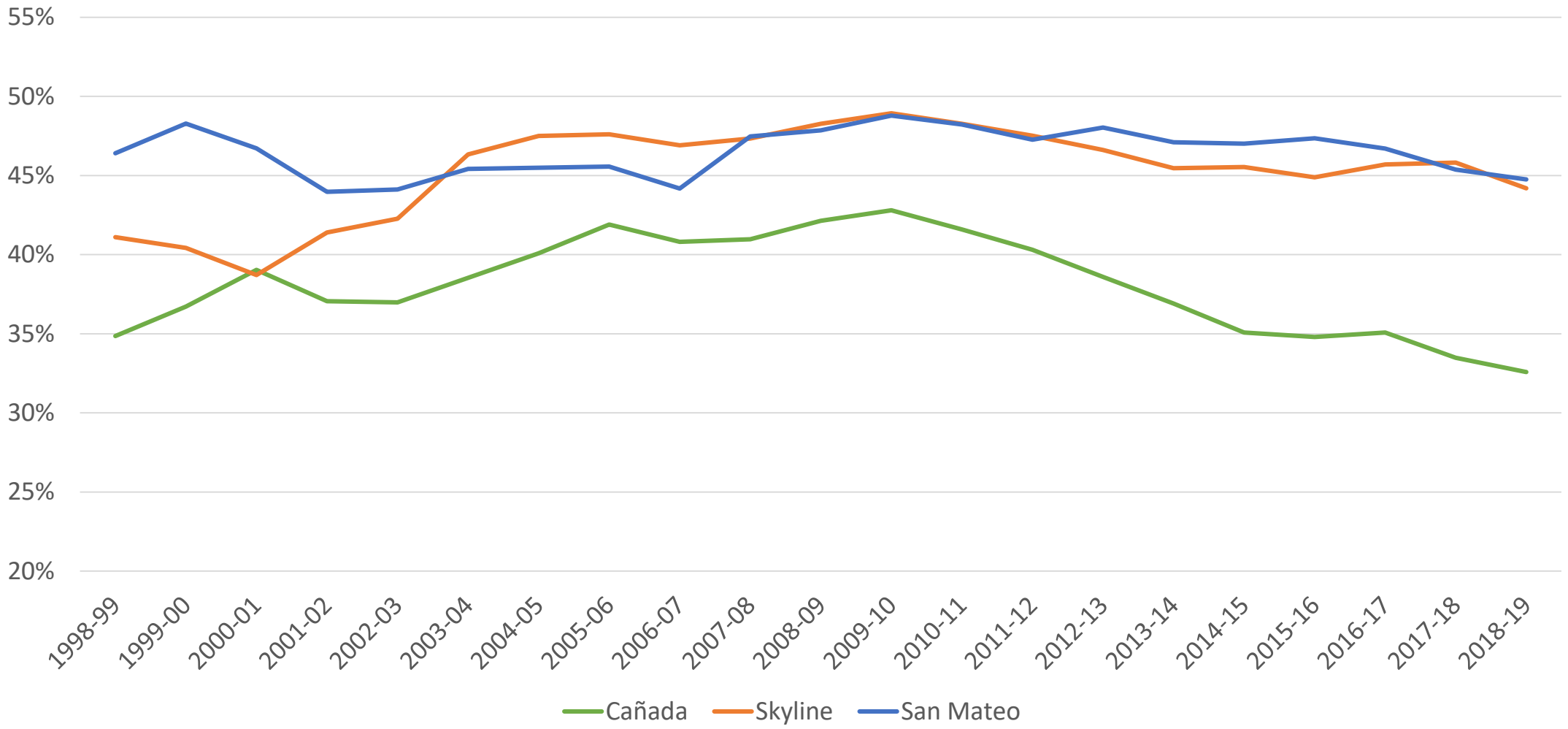
One Full-time Equivalent Student…



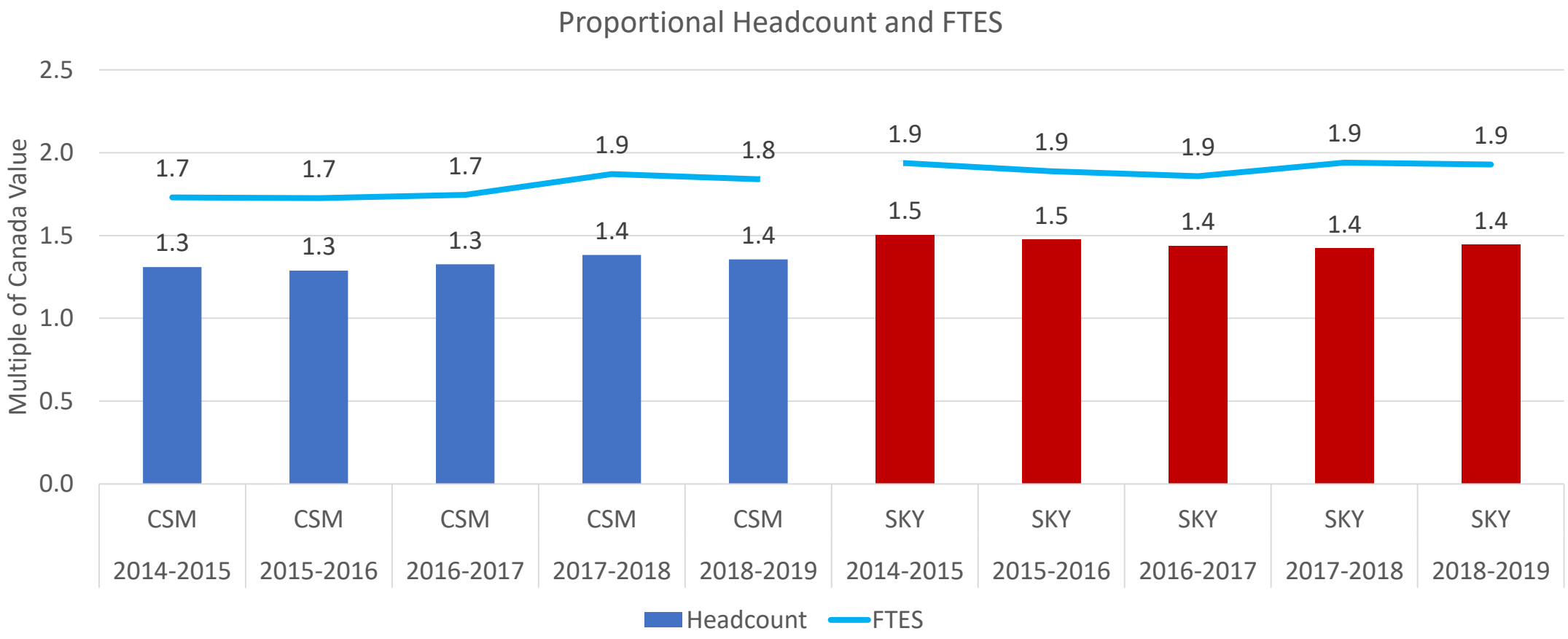
5-year trend in enrollment by unit load



FTES as a % of Headcount



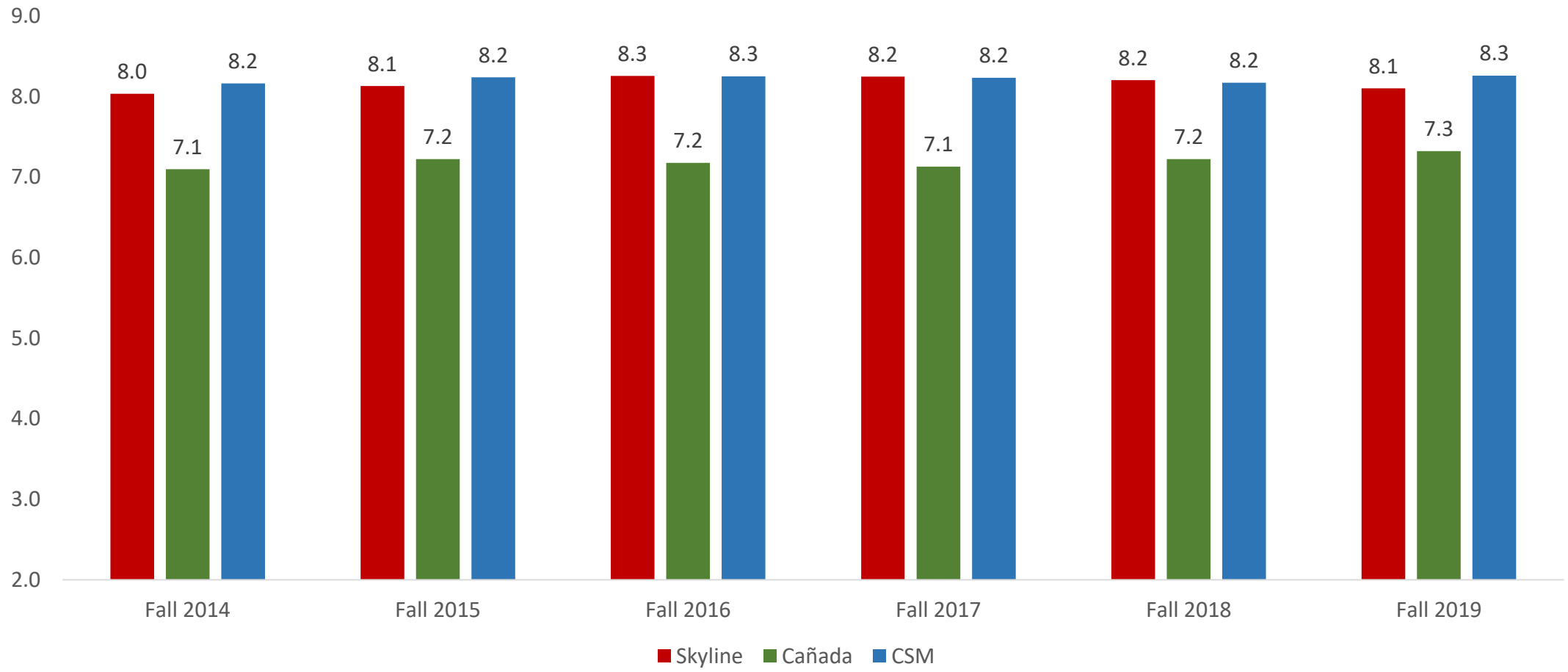
CSM and Skyline have a lot more FTES



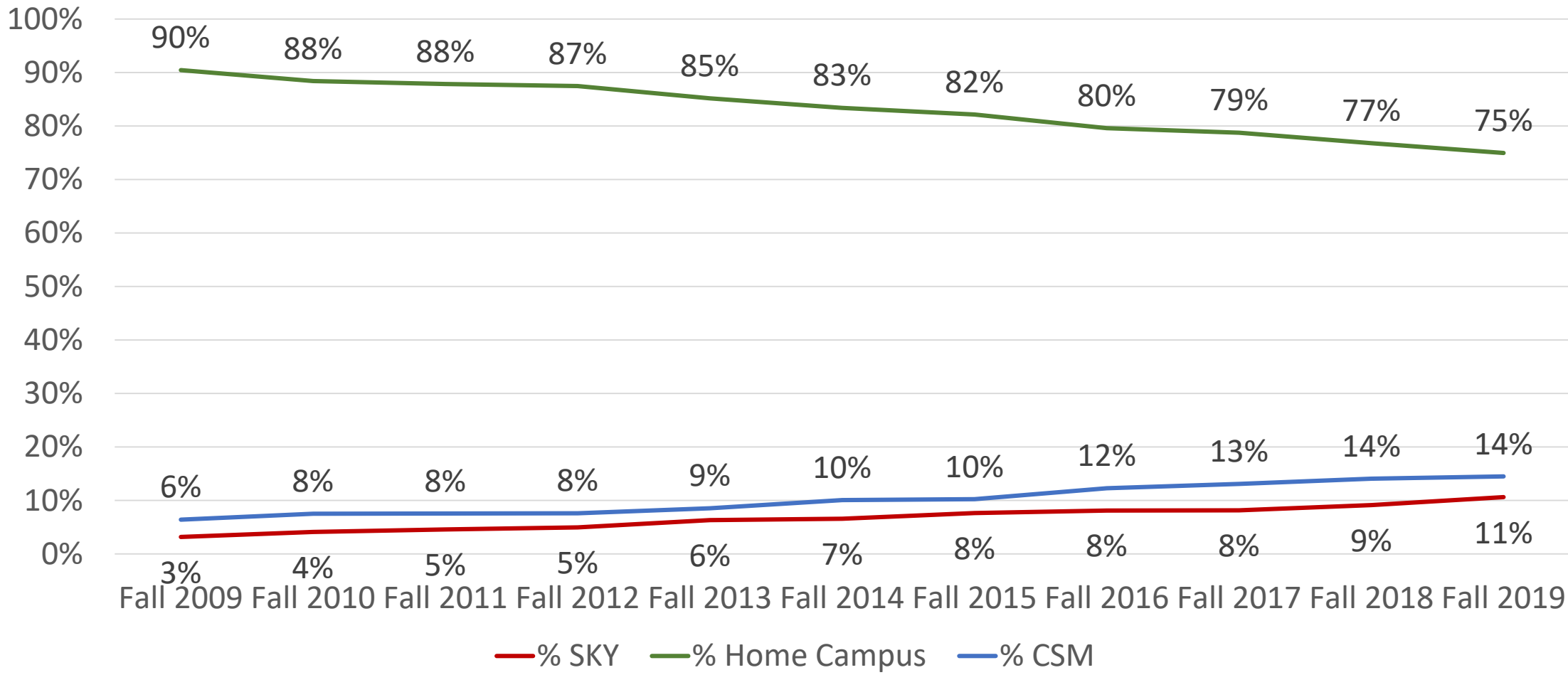
Cañada is getting smaller faster….

Enrollment Management Metric	5-year % change (2013-14 and 2018-19)		
	CAN	SKY	CSM
Total students (unique headcount)	**-5%**	-12%	-8%
Faculty Load	**-5%**	-4%	-6%
Average units attempted per student per year	**-6%**	-2%	+1%
Full Time Equivalent Faculty (FTEF)	**-12%**	-10%	-6%
Full Time Equivalent Students (FTES)	**-16%**	-14%	-11%
Number of course sections	**-20%**	-12%	-9%

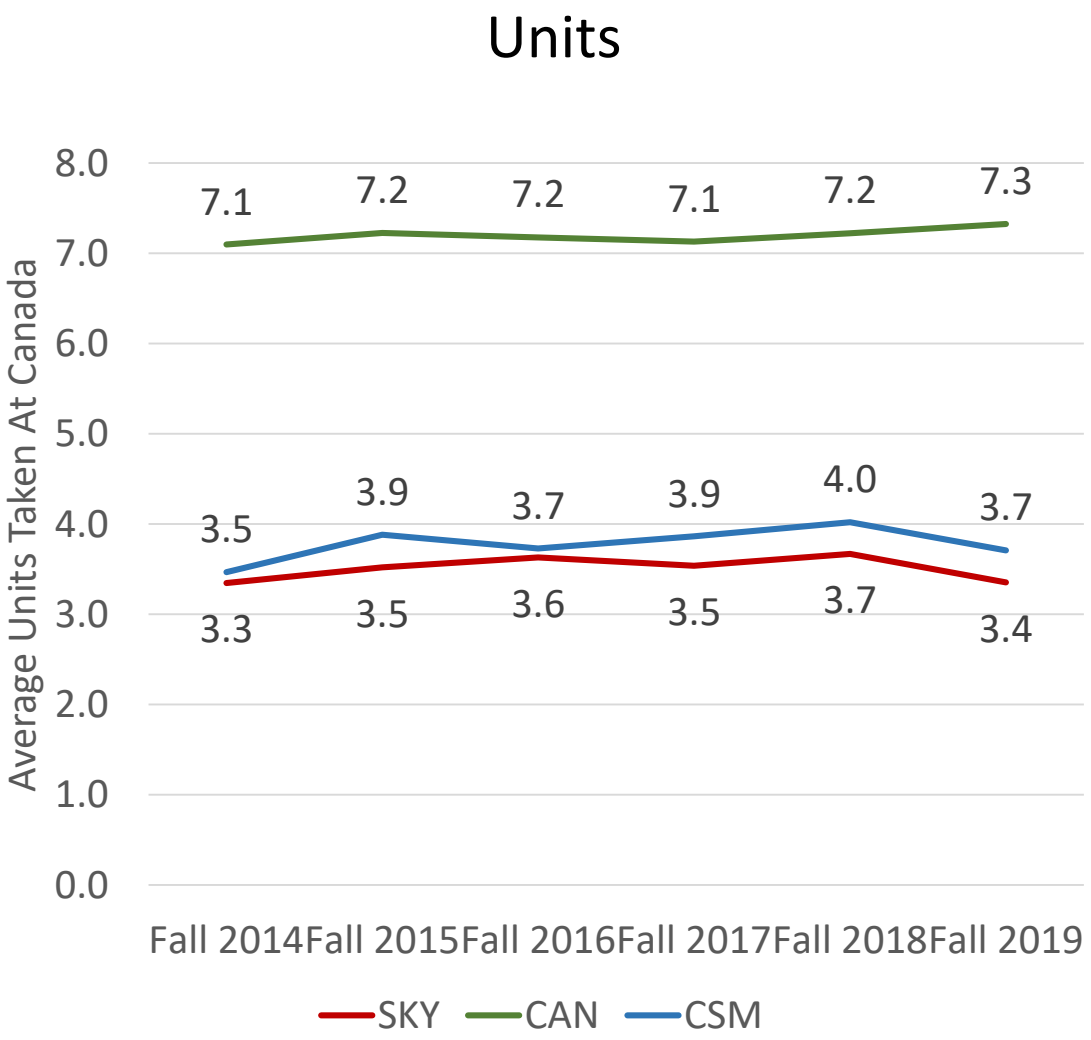
Average units attempted (by “home” campus)

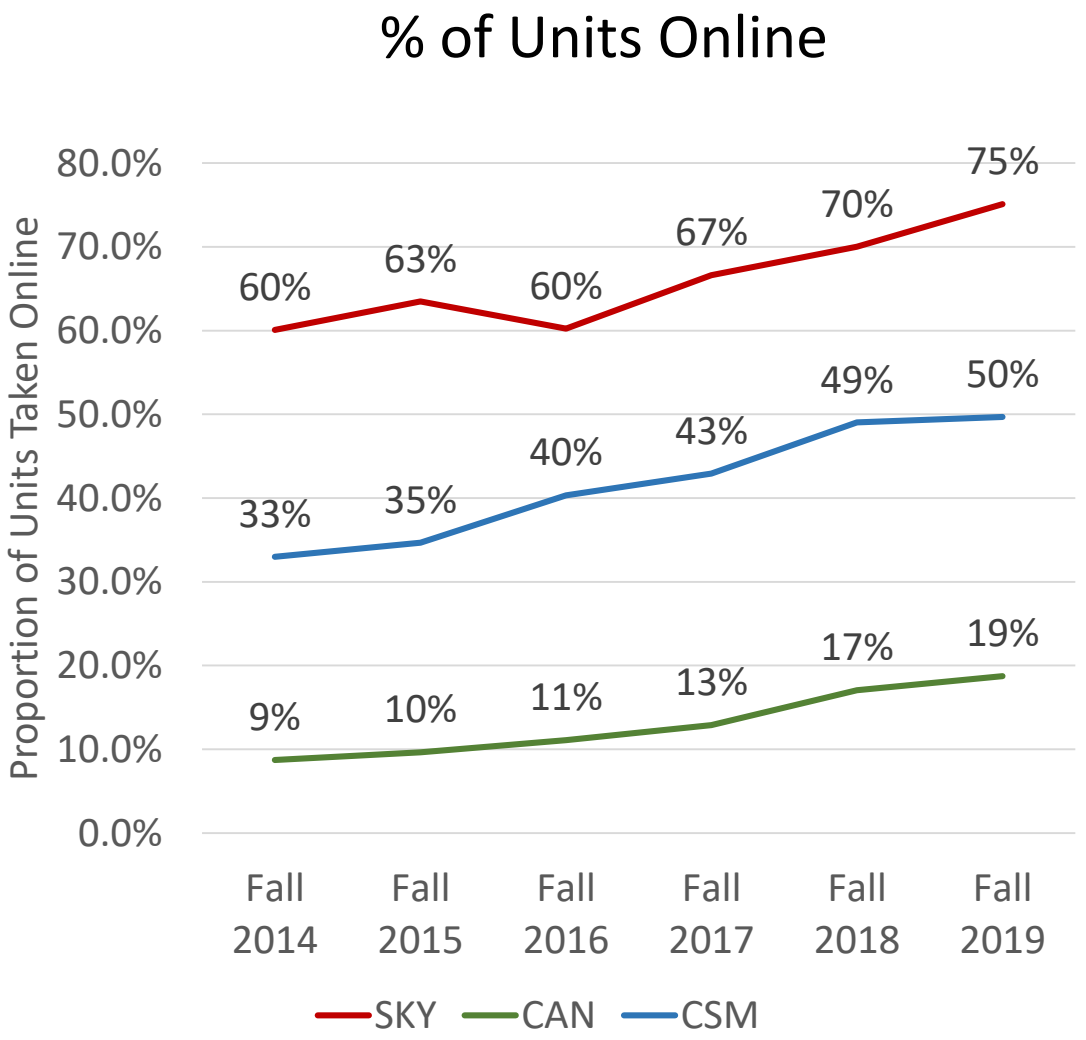


Fewer of our students are CAN “home campus”

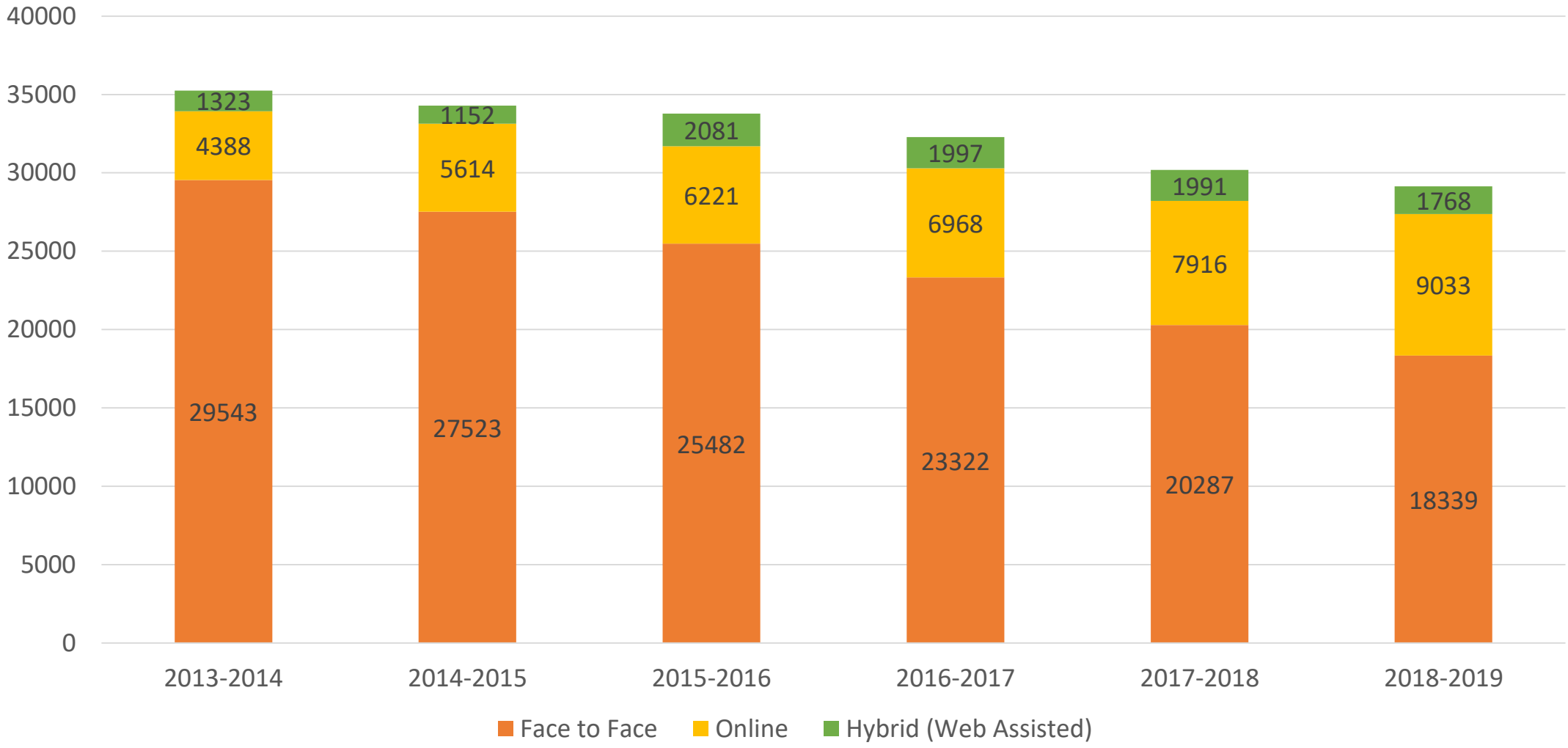


What are CSM and SKY students taking at CAN?

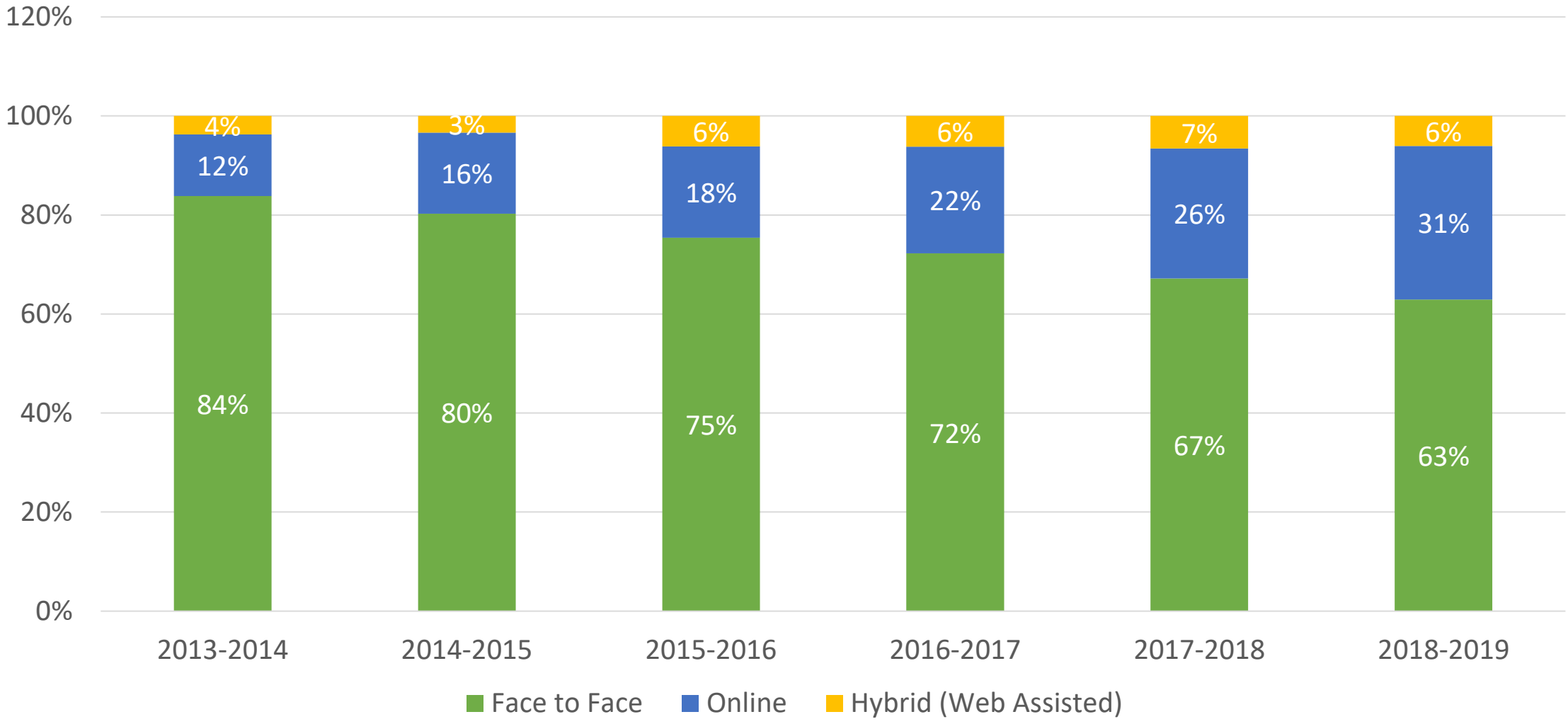




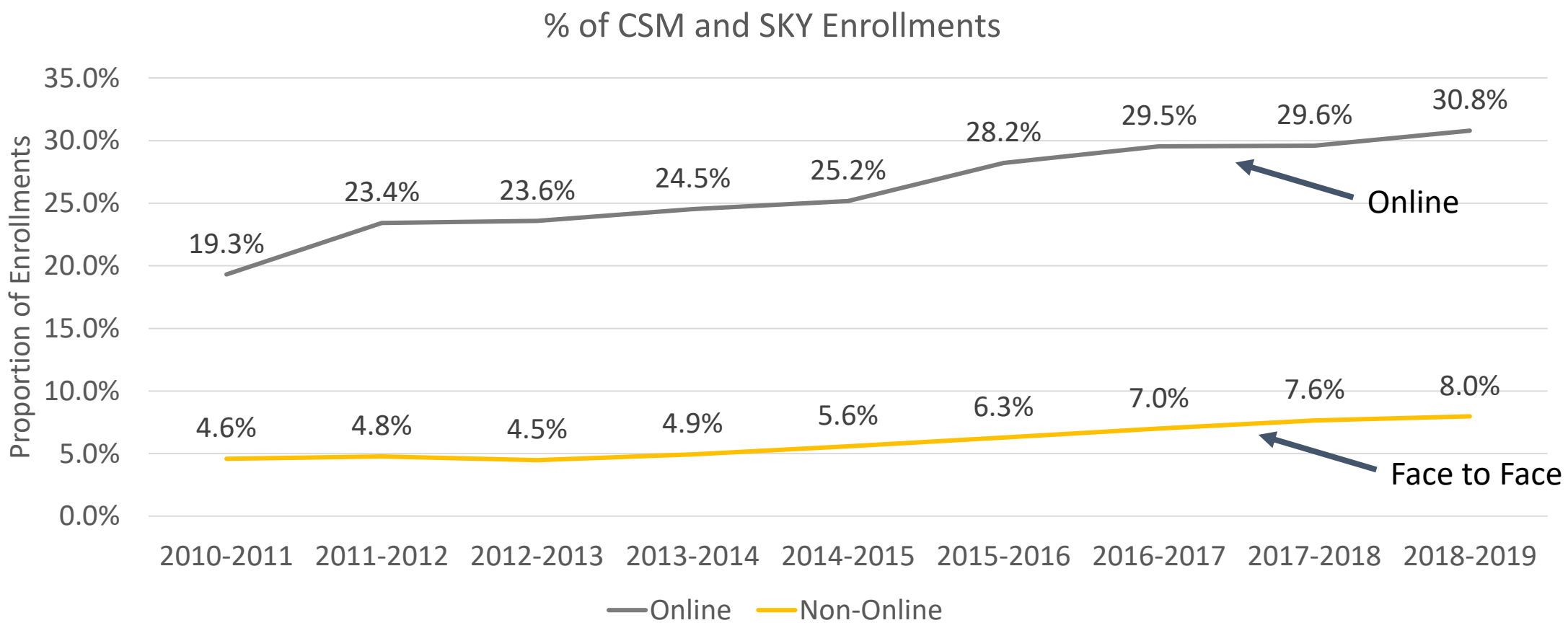
Enrollments are declining and shifting online



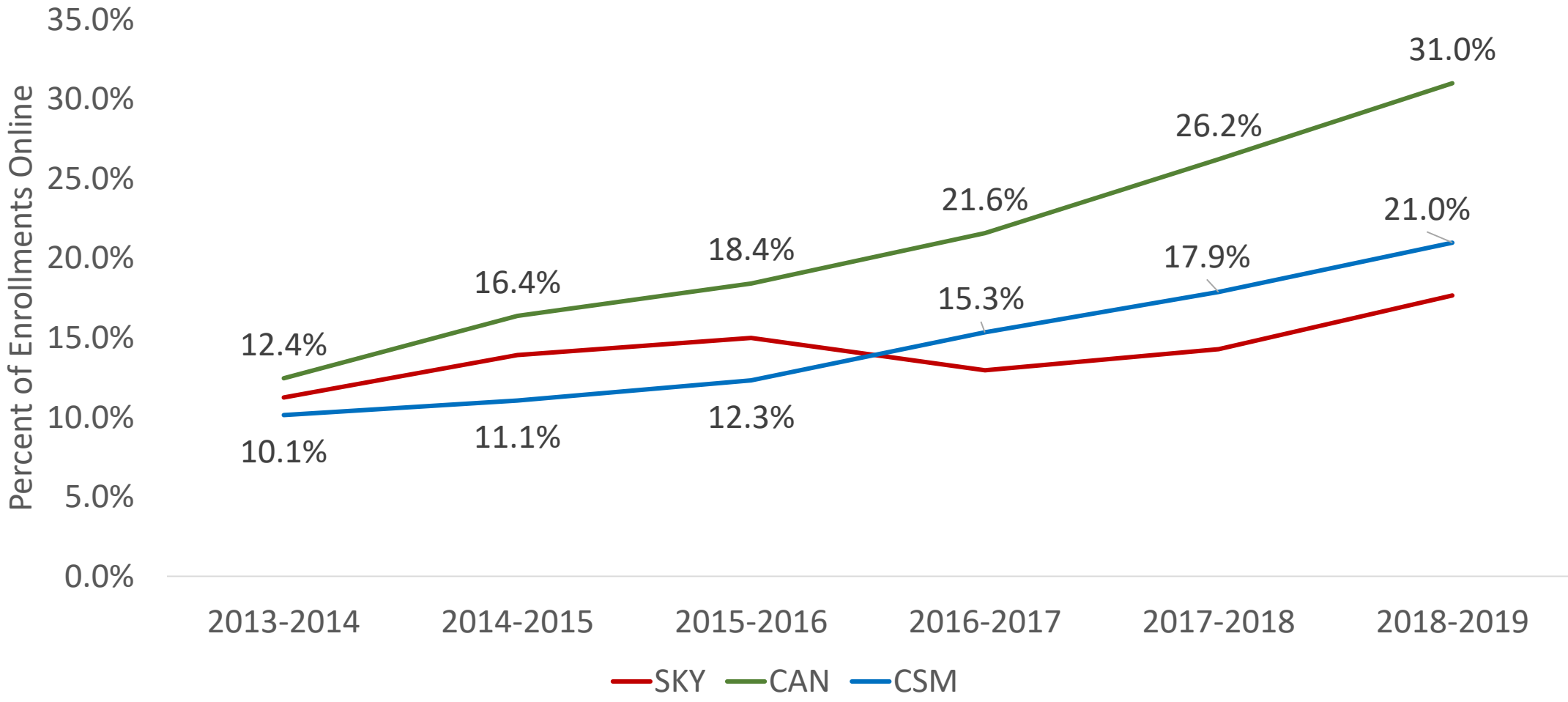
Online enrollment trends



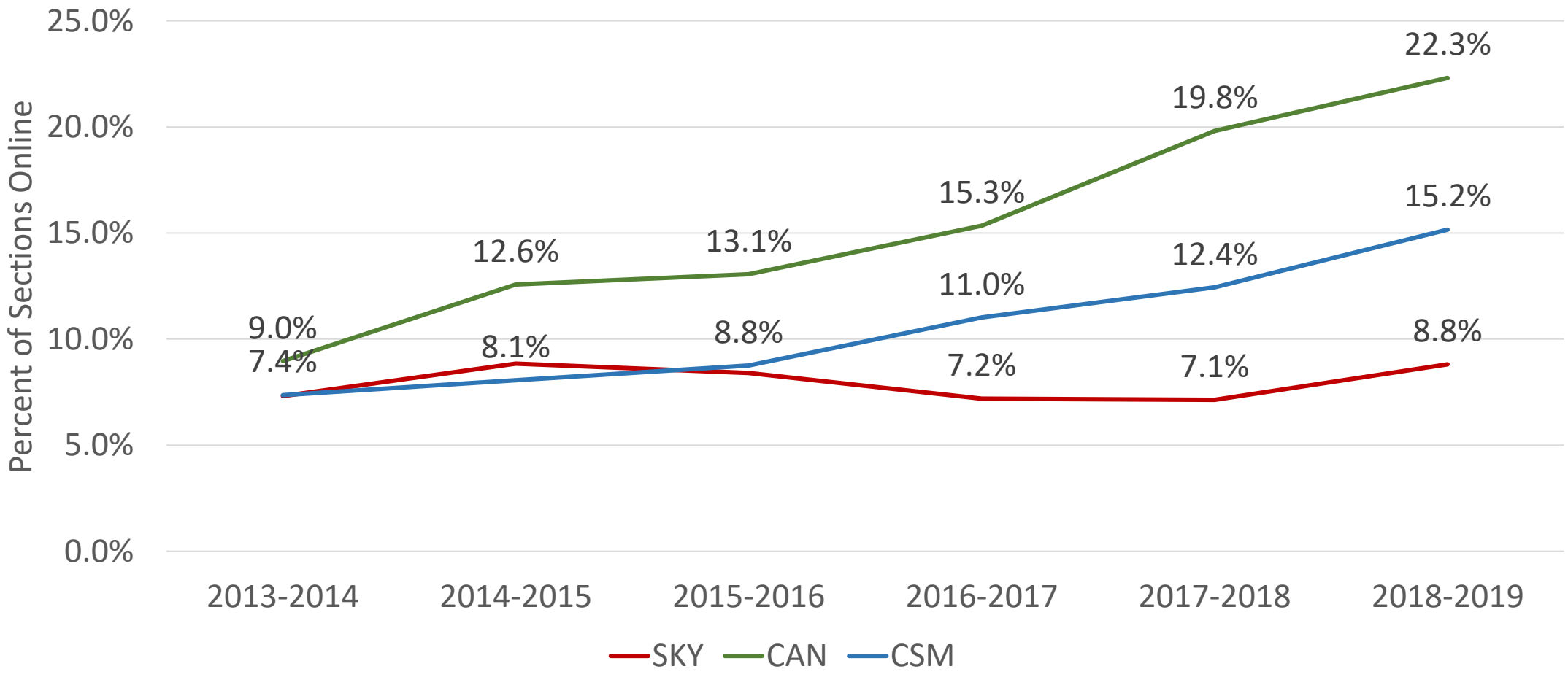
As we move sections online, we serve fewer home campus students

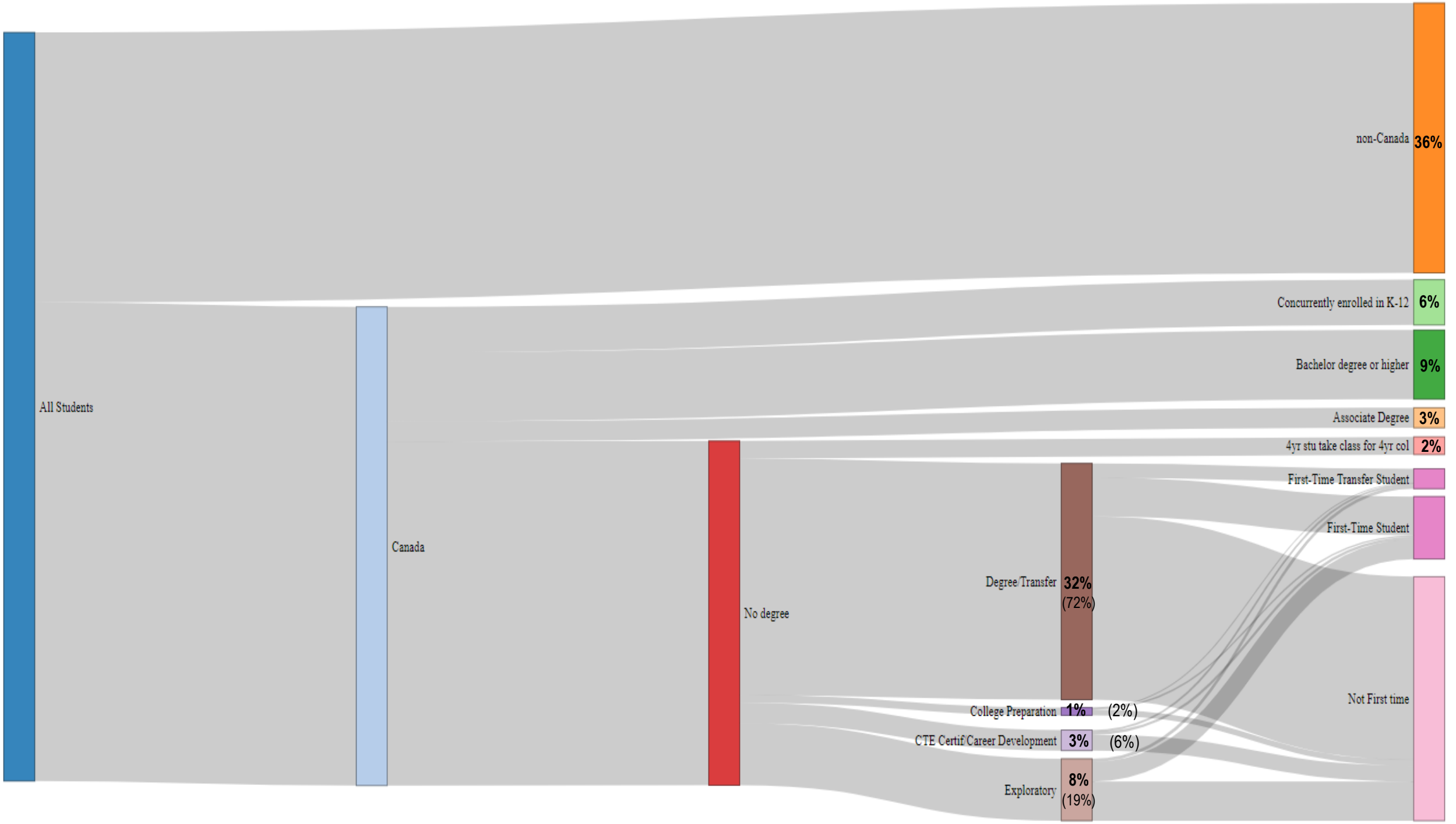


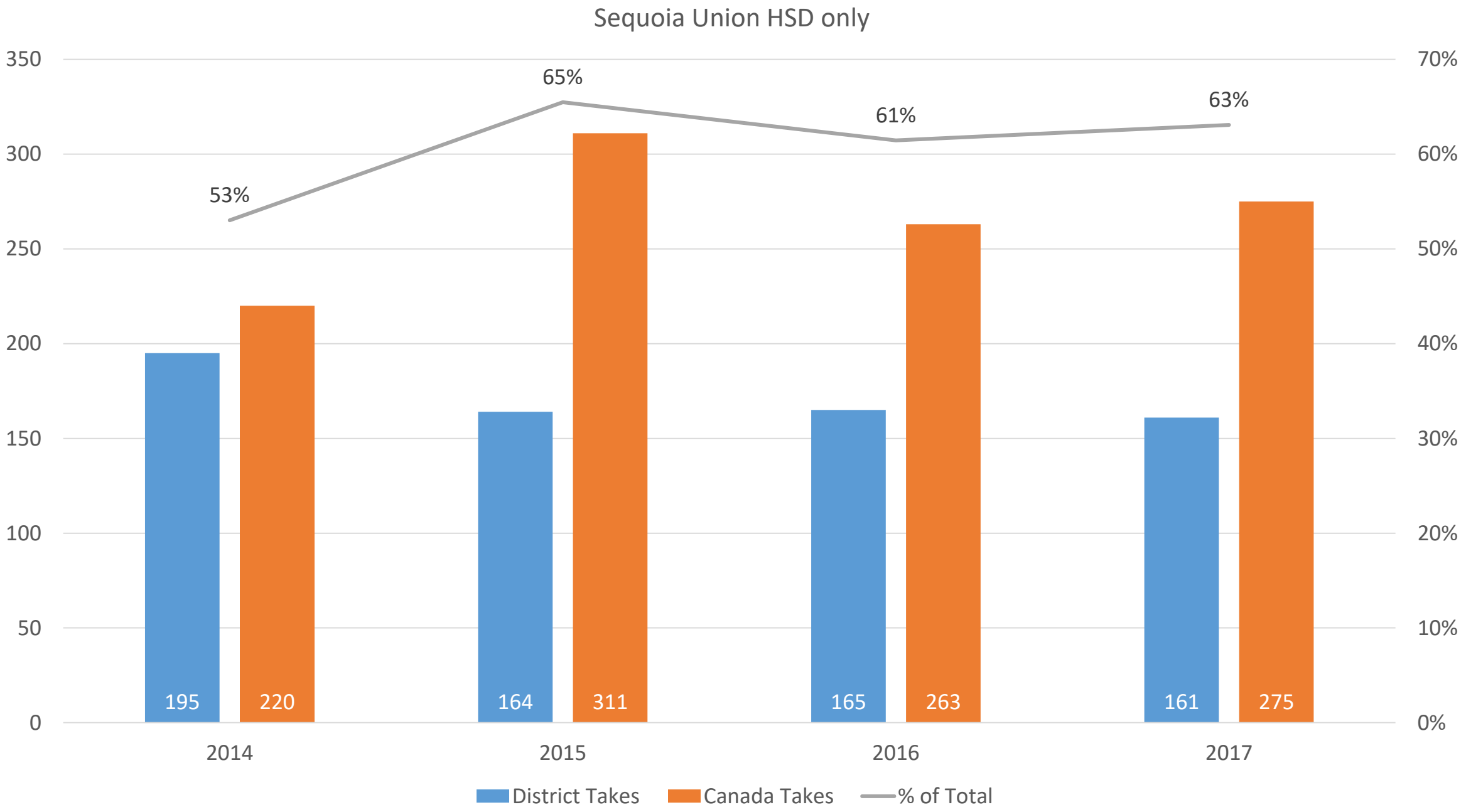
% of Enrollments Online



% of Course Sections Online




All Students
Canada
non-Canada
36%
Concurrently enrolled in K-12
6%
Bachelor degree or higher
9%
Associate Degree
3%
4yr stu take class for 4yr col
2%
No degree
First-Time Transfer Student
First-Time Student
Not First time
Degree/Transfer
32%
(72%)
College Preparation
1%
(2%)
CTE Certif/Career Development
3%
(6%)
Exploratory
8%
(19%)


Sequoia Union HSD only
350
300
250
200
150
100
50
0
70%
60%
50%
40%
30%
20%
10%
0%
53%
65%
61%
63%
195
220
164
311
165
263
161
275
2014
2015
2016
2017
District Takes
Canada Takes
% of Total

Other possible deterrents to taking more units (and completing)

56% of MW classes conflict with other Block 1 classes due to an increasing # of high-unit courses…

Fall 2019	MW		
Time	3 Unit	4 Unit	5 Unit
8:10	Block 1 **Count: 15** Off block **1 @ 8:40**	Block 1 **Count: 7** Off block **1 @ 8:30** **12 @ 9:45**	Block 1 **Count: 3** Off block **1 @ 8:25** **10 @ 8:30** **5@ 8:35** **2@ 9:00** **1@ 9:35** **1@ 10:10**
8:15			
8:20			
8:25			
8:30			
8:35			
8:40			
8:45			
8:50			
8:55			
9:00			
9:05			
9:10			
9:15			
9:20			
9:25			
9:30			
9:35			
9:40			
9:45	Block 2 **Count: 45**		
9:50			
9:55			
10:00			
10:05			
10:10		Block 2 Off block **7 @ 11:10**	
10:15			
10:20			
10:25			
10:30			
10:35			
10:40			
10:45			
10:50			
10:55			
11:00			
11:05			
11:10	Block 3 **Count: 35**		Block 2 **Count: 6** Off block **1@ 11:30** **1@ 12:10** **1@ 12:35**
11:15			
11:20			
11:25			
11:30			
11:35			
11:40			
11:45			
11:50			
11:55			
12:00			
12:05			
12:10		Block 3	
12:15			
12:20			
12:25			
12:30			
12:35			
12:40			
12:45	Block 4 **Count: 25**		
12:50			
12:55			
13:00			
13:05			
13:10			
13:15			
13:20			
13:25			
13:30			

…and there is no time for a college hour

Inconsistently offered classes

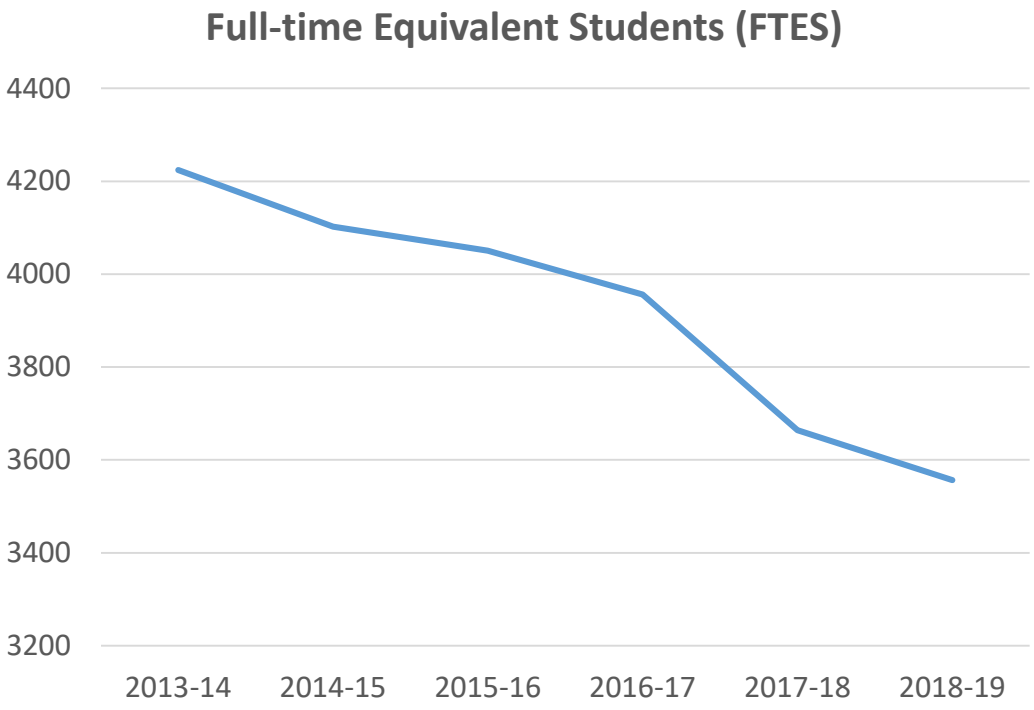
Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Section Count	Cancelled %	Course Pattern	Dean to check
1	1			1	3	0%	Alternating Falls and Every Spring	Check
1	1		1		3	33%	Every Fall and Alternating Springs	Check
1				1	2	100%	Other	Check
1			1	1	3	0%	Every Fall and Alternating Springs	Check
1	1			1	3	33%	Alternating Falls and Every Spring	Check
2	1		1		4	0%	Every Fall and Alternating Springs	Check
2	1		1		4	0%	Every Fall and Alternating Springs	Check
1			1	1	3	0%	Every Fall and Alternating Springs	Check
2	1		2		5	40%	Every Fall and Alternating Springs	Check
	2	1	1	1	5	20%	Alternating Falls and Every Spring	Check
1	1				2	50%	Other	Check
1	1				2	0%	Other	Check
1	1				2	0%	Other	Check
1	1				2	50%	Other	Check
	1		1		2	50%	Other	Check
			1	1	2	100%	Other	Check
1	1				2	100%	Other	Check
1	1				2	100%	Other	Check
1	1				2	50%	Other	Check
1	1				2	50%	Other	Check
2				1	3	67%	Other	Check
1			1	1	3	33%	Every Fall and Alternating Springs	Check
1				1	2	0%	Other	Check
1				1	2	0%	Other	Check
1	1			1	3	0%	Alternating Falls and Every Spring	Check
1				1	2	0%	Other	Check
1	1				2	0%	Other	Check
1	1	1		1	5	0%	Alternating Falls and Every Spring	Check

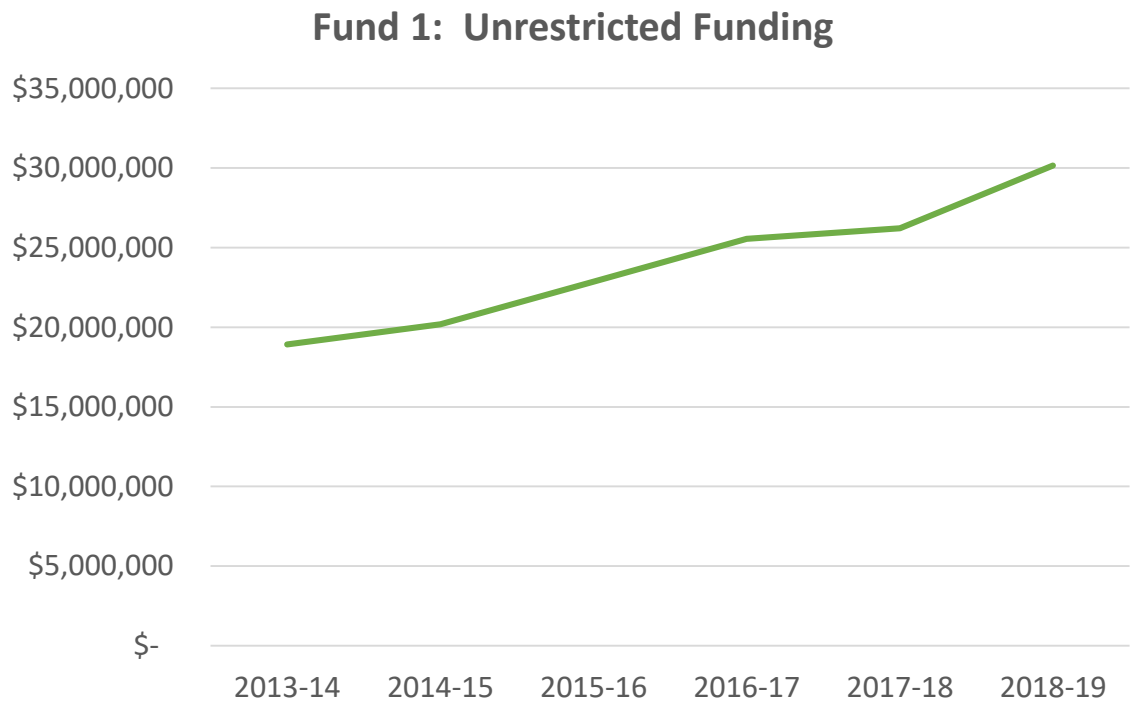
Excess Unit Requirements

Semester 1	UNITS	Notes	IGETC Area	CSUGE Area	Major
ENGL 100	3			A2	
MATH 200	4			B4	Y
CHEM 210	5			B1+B3	Y
CSU: COMM	3			A1	
	15				
**Student may need to take ENGL 105. This will be determined upon studen't orientation and first mtg. w/ counselor.					
Semester 2	**UNITS**	**Notes**	**IGETC Area**	**CSUGE Area**	**Major**
ENGL 110 or 165	3			A3	
CHEM 220	5				Y
BIOL 230	5			B2	Y
PLSC 210	3			D	
CSU: AREA E	3			E	
	19				

Funding v. Enrollment Trends

FTES and Funding Trends





The gist of it…

- The number of challenges facing students are increasing
- More students have a more tenuous connection to the college than ever:
  - Work/economic pressures
  - Dropping unit loads
  - Swirling (out and in)
  - Taking courses online
- As the smallest college in the District, the College may be shrinking in ways that may make it harder for us to serve students who increasingly have an education goal of earn a degree/certificate and/or transfer

Discussion: How can our vision match our reality?

EXIT
Discussion: How can our visi
match our reality?

core

Are We
Cancelling Classes Too Soon?
Away from Block Scheduling?
Offer Classes
More Consistency?
getting what

Discussion: Report Out

- Dual Enrollment is a real opportunity
- A key to the success of new programs is marketing – sell it, make people aware of it
- We want to become known as the “completion school” of the peninsula
- Partner with Tech companies
- Let’s take a closer look at our CTE offerings – are we meeting our students needs? Are people aware of our programs?
- Let’s understand what our completers have in common – what does it take?
- Let’s look at the linkage between our faculty load and goals
- Why are we a small college – should that change?
- How can we help students feel part of the college? What types of academic programs can we create so that they’ll come here (not elsewhere)

Discussion: Report Out

- How do we define our college identity in a community that is changing rapidly?
- How do we market the Canada experience to high schoolers and their families (higher chance of getting into a UC?) High School students want college (student) life.
- Who are we? Our brand? Our niche? Do we know why students are coming? What does it mean to be small?
- Quiet Fridays seem to be hurting us. Why does everyone leave and PONY close at 2?
- Why did we go to block scheduling and do those reasons still apply
- Are online classes and services working – are they a good investment?

Discussion: Report Out

- How can we have a greater presence in our community? We're in an affluent neighborhood, how does that affect things?
- We're focusing on quantity of online instruction – but what about quality? Specialized training for our faculty – if we focused on that how would that affect things?

BREAK

Strategic Enrollment Management (SEM) Strategies & Objectives

The main objective and 4 pillars of the SEM Plan proposed by the SEM Committee are:

Strategic Enrollment Management (SEM) focuses on ***maximizing the probability*** that each student is able to achieve their educational goal(s) at Cañada ***within two years*** by:

- Creating and publicizing ***clear degree and certificate programs*** that remove barriers to completion in two years
- Creating and managing a ***course schedule*** focused on student completion in two years
- ***Aligning and sustaining pro-active student support services with programs of study*** to ensure effective and timely student enrollment, retention, persistence and completion.
- ***Aligning marketing, messaging and outreach*** with our programs, schedule, and supportive services and programs

Emerging SEM Strategies (2018-19) - handouts

Create and publicize clear degree and certificate programs that remove barriers to completion in two years

- Identify hidden prerequisites, ensure they are necessary, and make them visible in the catalog and program pathway maps (Program Mapper).
- Evaluate high unit local degrees (over 34 degree units) to optimize degree complete-ability in two years.
- Evaluate the differences between the local degree and AA-T and AS-T degree requirements to optimize complete-ability in two years.
- Create a full year course offer pattern (aka an "Annual Schedule") to aid students' planning as well as strategically manage course offerings.
- Bank old courses and degrees that we no longer offer to streamline the catalog and clarify pathways.
- Create an online offering pattern that supports some 100% online degrees and publicize them through the CVC State network.
- Strategically run more courses face-to-face to create a larger and stronger sense of community on campus.
- Develop GE/whole programs at the Menlo Park site or other off-campus locations to help with access.
- Increase conversion of K-12 students to Cañada College (via Dual Enrollment and/or increasing our "take" from Sequoia UHSD).
- Increase conversion of Adult Education and English Language Learners (ESL) to Cañada College degree and certificate programs.
- Develop and strengthen Career Education degrees/certificates that are not available at the other two campuses and/or for which there is excess demand in our service area.

Create and manage a course schedule focused on student completion in two years

- Reduce scheduling conflicts and create course-taking opportunities – particularly for those taking high unit courses (5+) such as the new math and English co-requisite courses. Consider reviewing the current block schedule (MW to MWF class blocks).
- Strategically offer classes online to assist our "home campus" students' attainment of their educational goals.
- Create a "Finish Faster" track that offers classes Fridays and Saturdays (or nights and weekends) – (possibly by expanding the College for Working Adults?)

Align and sustain pro-active student support services with programs of study to ensure effective and timely student enrollment, retention, persistence and completion.

- Improve transit options to help students get to campus (free SamTrans bus passes?) and align the bus schedule with the campus block schedule.

Aligning marketing, messaging and outreach with our programs, schedule, and supportive services and programs

- Strengthen the College's "brand" among residents in our service area by strengthening our signature programs and outcomes.

SEM Strategies Feedback:

- Hidden prerequisites- courses that students are not aware they need to complete
- Completability 2 and 3 years
- Clearer schedule—pathways
- Map—know when classes are available
- Class alternates—messaging
- How do we keep students here, in registration and “process”
- Create a better “presence” for programs—information, marketing, scheduling, messaging, registration
- Assessment of student online preparation and support
- Assessment of our online scheduling and DE PD and technical support
- Late add/drop processes
- Responsive scheduling, late start, varied start times to address student need
- Help students
- Create an online pathway and advertise in CVC***-need to advertise programs that can be part of the online community- fully online degree

SEM Strategies Feedback:

- What does community really mean now? What does it mean for us, the college? What if we changed our focus
- How do we cohort students and how are they connected to those with common goals?
- Why not make the Grove more attractive? Why not have meetings on campus and play to our strengths?
- We are not a one size fit all college- so why don’t we build more to assist our varied students?
- Offering classes at off-campus sites like Menlo Park. Why don’t we offer more classes there? Does it need to be revitalized?

SEM Strategies Feedback:

- We will need to grow more areas to move dual enrollment forward?
- How do create experiences so folks want to stay?
- More certificates in language like translator program
- How do we work to offer more classes in different languages?
- Faster development of new programs and what does it look like?
- How are we better coordinating and marketing CTE programs and services?

SEM Strategies Feedback:

- How do we have support for off-site spaces?
- How do we bring the community to our campus?
- How do we bring our high school students to our institution?
- Why aren’t they coming to us?
- How do we get students to come to us first as opposed to the last option?
- Have more opportunities for folks to visit our campus to get folks excited?
- What is our dual enrollment plan?
- What is our urgency and how can we grow areas like dual enrollment?

SEM Strategies Feedback:

- We will need to grow more areas to move dual enrollment forward?
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- How do we work to offer more classes in different languages?
- Faster development of new programs and what does it look like?
- How are we better coordinating and marketing CTE programs and services?

SEM Strategies Feedback:

- Define marketing strategies, so that we can get out of our own way?
- Reduce schedule conflicts to enhance course taking opportunities?
- The norm should be more activities on our campus.
- How do we better serve potential new students for Friday and Saturday?
- How do we offer to “high-flex” opportunities?
- How do adjust our offering based traffic and other barriers?
- How do we address fundamental scheduling conflicts?
- What student services are open on Saturday? How are those students supported? Something like bathrooms being locked on weekends.

LUNCH

Aligning Student Support Services with our Emerging SEM Strategies

Student Types (feedback in in red)

- Degree, Certificate and/or Transfer Seeking Students
  - Full-time students
  - Part-time students
- Students working full time (working adults) who need evening and weekend classes
- Adult Education and English Language Learners
- Dual Enrolled and Concurrently enrolled High School Students
- Skills Builders & Career Changers (already have a 2 or 4-year degree or higher)
- Life-Long Learners? What are they taking now? (motivation and focus different than skills builders); personal enrichments (art, salsa, photography)
- 100% online degree or certificate seekers (does this go under the first bullet?)
- Disproportionately impacted communities (considered at the primary level or not?)

Guided Pathways Strategies

- Organize, define and implement of Interest Areas
- Define and establish Success Teams
- Develop and implement a First Year Experience Program
- Clarify and strengthen the on-boarding experience for all students
- Clarify all academic pathway programs via the Program Mapper and optimizing the course schedule
- Infuse career exploration into curriculum and expand the number of opportunities for internships, job shadows, field trips, and job placement
- Scale the number of early college opportunities for high school students
- Offer online education strategically to enhance clear pathways and timely program completion
- Align marketing and communication with this redesign (CRM, etc)

See images of posters re feedback and discussion

Aligning Marketing, Messaging and Outreach

What do we want to be known for?

Brand Identity

What do we want to be known for?

A **brand identity** is the representation of a institution reputation through our: attributes, values, purpose, strengths and passions.

Why branding is important for our institution:

1. It differentiates us from everyone else
2. Widens our audience
3. Positive Image
4. Helps Strengthen Trust

What do we want to be known for?

- Success in transfer. Success in career.
- What will set us apart? Personalization. Canada Cares
- Faces, people, community. A place you can come and get personalized help. Connections. Interactions
- Distinction: we serve the Latinx community in a way the other colleges in the area DON'T
- WE ARE ONE STOP IN YOUR EDUCATIONAL JOURNEY
  - COLTS PRIDE: START HERE, LEARN HERE, TRANSFER ANYWHERE (people want a sense of belonging. The mascot helps with that. Pride. What is the olive tree about??? Grow?)
- We care about our students. "They cared about me" – not lost in the shuffle. We're a small, caring college community. How do we share this message?
  - Small, private liberal arts colleges use this to indicate the idea that students will have personal attention and not get lost
- We have amazing students who transfer – how do we tell their success stories? Can we have pictures of our students after they've left here on our walls?
- Inclusion, support, "a family college" –
- Innovative, we're trying new things, pushing the edge
- Personalized education, personalized learning
- We're a Launchpad – we will propel, lift you up. It's a place that's going to bring you up!
- It's a place that with *always* be here for you. You can come back. Get a booster education..
- COLTS: Colts, Opportunity, Learning, Transfer, Success
- We "all love (olive) it here" – the more the "pitfalls, come to Canada College"
- We all love it – Olive succeed – avoid the pitfalls, come to Canada College

Pulling it All Together: Next Steps

1. SEM Committee will synthesize today's feedback, refine strategies and develop a plan for the PBC to consider
2. Retreat participants advocated for a 2-year plan- noting that 3-5 may take too long and too much change occurs. We should be continuously improving, monitoring both our progress and outside events to make sure we're on track. But make sure we give ourselves enough time to implement something before we give up on it.
3. Some things take longer than others both to implement and to yield result, so plan should include short, medium and longer term strategies
4. Safe environment for change (We must have a safe environment in which we can talk freely about the changes we need to make)
5. Stay in touch with the data
6. Be conscious of how all the parts align
7. Make incremental change and check in often
8. How are we defining success? How do we measure our success? It may take longer than we anticipate.
9. How do we start with those areas that we can solve right now?
10. Align with the Ed Master Plan- how does the work fit with larger scale institutional objectives?
11. What do we want to grow? Our completion rate should be our focus!
12. Enrollments are important, but students must complete
13. Balance between FTES and completion needed
14. How do we attract a variety of students to feel that this is the place for them
15. The current young generation is very social and online. Rate My Professor. Students shop for teachers.
16. Quality has to supersede everything. What's we're known for in the student pipeline – student's talk….

THANK YOU!