

SEM Meeting Minutes

Date: January 08, 2026

Time: 1:15 PM – 2:26 PM

Attendees: Sammie Petitt, Jennifer Clayton, Melissa Rodriguez, Nick Velluzzi, Lori Peterson, Christy Doyle, Colleen Vandenboom, Lindsey Williams, Tessa Kimball, Vince Ruzicka, Josh Slepín, Rebecca Thorpe, Heather Markwalter, Jen Lopez, Itzel Davison

Facilitator: Lisa Chamberlin

Location: Main Building D102

Purpose of Discussion

- Review and refine a **SEM Plan 2030 Working draft** aligned with the **new allocation model**
- Clarify **goals, strategies, sequencing, and ownership**
- Identify gaps, duplication, and areas needing simplification before broader sharing
- Prepare for **February external communication and forecasting**

Key Context & Framing

- SEM Plan 2030 Working draft is a **draft**, not final or prescriptive
- Overlap across strategies is **intentional**, but risks reader fatigue
- Goal is to get all the way through with discussion and comments of aforementioned document
- Strategies should remain **broad enough** for different areas to align without being overly directive

Overarching Enrollment Goal

By Spring Quarter 2030:

- Increase annualized FTE and online FTE by **5%**
- Approx. **400 additional FTE** by 2030

- Baseline assumed from **FY 2025–26** (formal baseline tables to be developed later)

Major Strategic Buckets (Emerging Consensus)

1. **Enrollment Growth (Access & Entry)**
2. **Retention & Student Progression**
3. **Workforce & Allocation Model Alignment**

There is natural overlap, especially where:

- Enrollment growth depends on **student success and retention**
- Workforce programs tie directly to **allocation funding**

Key Problems Identified

Access & Modality

- Traditional schedules (8–5) and centralized campus locations limit access for:
 - Working students
 - Students with families
 - Students with geographic constraints

Advising & Program Mismatch

- Students are advised into pathways the college **cannot fully support**
 - Engineering
 - Physical therapy
 - Not all physics & math sequences are offered year-round
 - Leads to:
 - Cross-enrollment at other colleges
 - Students leaving before completion
 - Need to be **intentional about which programs WWCC truly offers Online**
- ### Student Experience
- Online learners report:
 - Isolation
 - Difficulty navigating services

- Desire for **more human connection**, not more campus visits
- Confirmed by **Title III Year 2 report**

Workforce Shifts

- Demand has changed:
 - Some programs are no longer waitlisted
 - Others now have excess demand
- Certificates and short-term credentials are the **fastest growth level**

Communication & Clarity

- Outreach needs clarity on:
 - What programs to promote
 - What not to promote
- SEM Plan 2030 Working draft currently feels:
 - Too long
 - Too prescriptive
 - Heavy on jargon

Proposed / Draft Strategies (Not Yet Approved)

1. Expand Flexible Program Delivery

- Increase:
 - Fully online
 - Asynchronous
 - Hybrid options
- Ensure first-year distribution requirements are available across modalities

Quick Wins (Year One):

- Market and promote **existing fully online programs**
- Host online info sessions
- Increase visibility — many prospective students don't know what's already available

2. Intentional Program Analysis

- Conduct a **deep institutional analysis** of:
 - What programs can realistically be supported
 - Course sequencing and entry points
- Avoid “blanket” modality expansion
- Be strategic, proactive not reactive

Specific analysis underway:

- Washington 45 modality review (last 3 years)
- Workforce program core course feasibility
- Bottlenecks and capacity analysis (to be shared in future meeting)

3. Improve Retention Through Insight & Data

- Retention is already relatively strong, but improvement is possible
- Build a **shared, collegewide understanding** of:
 - Student progression patterns
 - Drop-off points
 - Equity gaps
- Use data to guide interventions, not assumptions

4. Enhance the Online Student Experience

- Develop an integrated virtual/hybrid support ecosystem
- Ideas discussed:
 - AI-supported “virtual teammate” (starting with general info, expanding to Financial Aid)
 - Pattern analysis of student questions to identify problematic points
- Goal: Increase engagement, belonging, and persistence for online learners

5. Workforce & Allocation Alignment

- Focus on:
 - High-demand, scalable certificates

Strategy:

- Develop 1–2 new or revised workforce programs
 - Minimal infrastructure
 - Hybrid/online where possible
- Certificates provide:
 - Faster launch
 - Funding leverage
 - Pivot options for students leaving longer pathways

6. Equity & Bilingual Access (Exploratory)

- Problem:
 - Programs and services are primarily English-only
- Possible solution:
 - Identify high-demand programs for Spanish-speaking cohorts
 - Pilot where demand exists (e.g. Early Childhood Education)
- Year One focus: **Needs assessment and feasibility**
- Expansion only if data supports it

7. Community & Regional Alignment

- Update SEM Plan 2030 Working draft and coordinate:
 - Employer engagement
 - Advisory councils
 - Community outreach already happening
- Question raised:
 - How does the college **influence** regional growth, not just respond to it?
- Regional needs assessment is acknowledged as part of workforce strategy

Governance & Process Concerns

- Need clarity on:
 - What this group approves vs. departments implement
 - How responsibility will eventually be assigned
- Past practice:
 - Assign responsible areas
 - Track progress publicly
 - Regular review to avoid plans “sitting on a shelf”
- Current phase = **strategy approval**, not task assignment

SEM Plan 2030 Working draft Feedback Summary

- Too long / wordy
- Reads as overly prescriptive
- Jargon-heavy
- Needs:
 - Clearer structure
 - Fewer repeated ideas
 - Strategy-level language

Agreed Next Steps / To-Do List

- **All members:**
 - Review the draft SEM Plan 2030 Working draft
 - Add comments or suggested edits (prefer comments over deletions)
 - Highlight concerns, unclear language, or redundancies
- **Use comments or tracked suggestions**, not deleting whole sections