

SEM Meeting Minutes

Date: February 26, 2026

Time: 1:15 PM – 2:30 PM

Attendees: Vince Ruzicka, Jennifer Clayton, Jenn Lopez, Christy Doyle, Melissa Rodriguez, Lori Peterson, Colleen Vandenboom, Lindsey Williams, Tessa Kimball, Sammie Pettitt, Josh Slepín,

Absentees: Nick Velluzzi, Rebecca Thorpe, Heather Markwalter, Allen Sutton

Facilitator: Lisa Chamberlin

Admin Support: Itzel Davison

Location: Main Building D102

Purpose of Meeting

The purpose of this meeting is to review the Spring enrollment update, examine the Student Success Dashboard in alignment with Goal 2 of the new Strategic Enrollment Management (SEM) Plan, and assess the status of remaining items in the expiring SEM plan. The group will also discuss upcoming programmatic and scheduling changes that may impact enrollment forecasts and address any additional items for the good of the order.

Key Topics & Discussion

1. Student Success & Course Performance Dashboard (New Tool from ctcLink/OTTER)

Overview

The group reviewed a new Student Success dashboard developed to improve how we monitor course-level performance and retention-related indicators. The tool is intended to replace functionality previously available in legacy systems and to provide more accessible, actionable data.

The dashboard is publicly available and does not require login credentials.

Purpose

- Provide a clearer way to examine student course outcomes.
- Address retention-related questions using more immediate indicators.

- Support campus-wide understanding and use of available data tools.
- Determine whether additional tools are needed or whether broader campus education on existing tools is the priority.

Key Metrics Reviewed

The dashboard measures three primary course-level rates:

1. DFW Rate

- a. Percentage of students earning D, F, or withdrawing.
- b. A 25% DFW rate was historically used to flag “gateway” courses (courses with 100+ students and high DFW rates).
- c. Serves as a gross indicator of where students may be struggling.

2. Persistence Rate

- a. Percentage of students who complete the course.
- b. Withdrawals count against persistence.
- c. All other grades count positively (students made it to the end of the course).

3. Success Rate

- a. Of students who persisted, the percentage who earned a C or higher (or Pass where applicable).
- b. Based on a different denominator than persistence (only those who completed the course).
- c. Audit grades and non-valid grades are excluded.
- d. Grade changes may affect rates depending on when data is pulled.

Why Course-Level Data Matters for Retention

Many commonly used metrics (e.g., graduation rates, fall-to-fall retention) are lagging indicators. Course performance is one of the earliest and strongest predictors of long-term student success. Monitoring DFW, persistence, and success rates allows earlier intervention.

Data Disaggregation

The dashboard allows filtering and disaggregation by:

- Modality (in-person, hybrid, online)
- Location
- Student characteristics
- Department

- Instructor (in select cases, though the focus is student outcomes, not instructor evaluation)

Observations Discussed

- Aggregated departmental DFW rates appear relatively low overall (e.g., ~13%), though trends vary by year.
- Notable variation by modality:
 - In-person math courses showed higher DFW rates (~31% in example reviewed).
 - Hypothesis discussed: students with math anxiety may self-select into in-person formats, while more confident students may choose online.
 - Further exploration needed to determine whether similar patterns exist in science or other disciplines.

Data Caveats

- Data from early implementation years (2022–2023) may contain inconsistencies due to coding changes (e.g., modality/location classification).
- Sampling timing affects results (e.g., grade changes after initial reporting).

2. Additional Dashboards & Data Access

- An Instructional KPI Dashboard is in development to examine program-level persistence, credential completion, and application timing.
- Retention dashboards used for official cohort retention reporting require VPN or on-campus access.
- A more simplified retention breakdown is available on the Institutional Effectiveness page under Mission Fulfillment.

A training session may be helpful, as some dashboards are powerful but easy to misinterpret without guidance.

3. Strategic Enrollment Plan Progress Update

A review of the current Strategic Enrollment Plan (via College Council webpage → Strategic Enrollment page) highlighted the following status:

<https://app.smartsheet.com/b/publish?EQBCT=897f4baa0dfb44729a4a54c0ba2db189>

- **37 initiatives completed/implemented**
- **9 initiatives in progress**
- **6 initiatives carried forward (budgetary or strategic delay)**
- **3 initiatives not started**

Notable In-Progress or Carried Items

- **Scheduled Communications Plan**
Developed but not yet implemented due to capacity limitations.
- **Dissemination of Annual Advisory Council Data**
Originally intended to inform new program development (likely workforce-related). Clarification needed on original intent and current relevance.
- **Improving Efficiency of Case Management Alerts**
A new advising portal is in development.
 - Students will schedule appointments directly.
 - Students will identify the topic of concern when booking.
 - This is expected to improve alert resolution processes.
- **Two-Year Rolling Schedule**
Actively being worked on.

Some initiatives may need reevaluation to determine continued relevance.

Completed Initiatives

The completed section of the Strategic Enrollment page provides a full list of implemented actions.

4. Celebrating Progress

The group acknowledged substantial progress on a once-lengthy initiative list. While some items remain unfinished, many actions have been implemented or embedded into ongoing practice.

5. Looking Ahead: Enrollment Impact

Discussion prompt for the group:

- Are we anticipating a relatively status quo enrollment environment?
- Or are there upcoming program- or course-level changes that may significantly impact enrollment?

Members were encouraged to reflect on:

- New programs
- Course scheduling shifts
- Modality changes
- Structural advising or communication improvements

Action Items

- Clarify definition language for “valid grades” on dashboard (explicitly list A, B, C, etc.).
- Consider offering campus training on dashboard interpretation.
- Review remaining Strategic Enrollment Plan items for relevance and update status.
- Continue development and testing of advising portal.
- Evaluate potential enrollment impacts of upcoming programmatic changes.