

SEM Meeting Minutes

Date: March 12, 2026

Time: 1:17 PM – 2:30 PM

Attendees: Jennifer Clayton, Nick Velluzzi, Lindsey Williams, Melissa Rodriguez, Sammie Pettit, Tessa Kimball, Allen Sutton, Lori Peterson, Josh Slepín, Christy Doyle, Heather Markwalter

Absentees: Jen Lopez, Rebecca Thorpe, Colleen Vandenboom, Vince Ruzicka

Facilitator: Lisa Chamberlin

Admin Support: Itzel Davison (absent)

Location: Main Building D102

Growing and Supporting Online Classes

Develop strategies to intentionally support continued online enrollment growth while addressing student, faculty, and staff needs.

- Increase capacity for online instruction as needed.
- Move appropriate existing courses online and add online sections where demand warrants.
- Identify faculty capacity and workload considerations associated with online growth.
- Explore partnerships and shared instructional capacity where appropriate.
- Develop stronger online student supports, including virtual advising and online resource centers.
- Identify what contributes to online student engagement, connection, retention, and completion.
- Explore practices from other institutions that have demonstrated success with proactive online student support.
- Consider technology and internet-access barriers that may prevent students from participating successfully online.

Building Supports for Clarkston

Prepare for and respond to whatever ultimately occurs regarding the physical building and ensure appropriate support for the campus/community.

- Develop student-support strategies that can be implemented under multiple potential scenarios.
- Identify students who may be most affected by changes to the physical location.
- Ensure students have clear information about their academic and support options.
- Provide proactive, personalized advising before changes occur.
- Develop transition and teach-out plans where necessary.
- Ensure students retain access to records and services if the physical location changes or closes.
- Consider transportation, distance, gas costs, internet access, and other practical barriers.
- Explore community-based support, including town halls, advising events, and one-stop-shop services.
- Coordinate communication with the broader community to provide clear, consistent, and positive messaging.

Supporting Enrollment Growth and Student Success

Develop strategies to sustain and grow enrollment through Running Start/dual enrollment, recruitment, advising, retention, completion, and flexible learning options.

- Maximize Running Start, College in the High School, and other dual-enrollment opportunities.
- Expand flexible learning options, including online and hybrid pathways.
- Develop proactive recruitment and outreach strategies.
- Strengthen advising capacity and access.
- Provide one-on-one advising and expanded virtual/drop-in advising hours.
- Consider advising blitzes or community-based advising events.
- Explore a one-stop-shop model that brings advising, enrollment, financial aid, and other services together.
- Identify strategies to improve retention and completion.
- Proactively contact students who may be struggling or disengaging.
- Develop stronger online student-life and sense-of-belonging strategies.
- Create a strategic approach for supporting students who live significant distances from campus.
- Focus on preventing enrollment loss while also creating pathways for future enrollment growth.

Enrollment & Demand

- Current enrollment data indicates **142 new students**, although some may be associated with different enrollment categories.
- Year-over-year enrollment is down significantly toward the end of the term.
- Point-to-point reporting can be distorted by quick-admit and future-dated transactions, creating misleading flat sections on trend charts.
- Staff should avoid using future start dates as transaction dates.
- The reporting issue should be investigated and corrected to ensure more accurate enrollment comparisons.
- Demand continues to vary significantly by course, creating pressure on available instructional capacity.

Capacity & Scheduling

- There are courses with substantial unmet demand and students waiting for available seats.
- Approximately **28 students** were identified as waiting for seats in one high-demand course: 10 on the formal waitlist and 18 being tracked separately because they could not access the waitlist.
- Limited faculty availability is a significant constraint on increasing course capacity.
- Potential course reallocation was discussed as one way to create additional capacity, but this could create shortages elsewhere.
- Increasing summer capacity could help students stay on track and enter subsequent coursework on schedule.
- Faculty workload and collective bargaining requirements must be considered before making changes to course caps or assignments.

Planning for Potential Change

The group emphasized the importance of planning proactively rather than waiting until decisions are finalized.

Planning should address:

- Current students.
- Future students and prospective enrollment.
- Faculty and staff capacity.
- Academic continuity.
- Advising and student services.
- Transportation and financial barriers.
- Technology and internet access.

- Community communication.
- Enrollment and retention implications.

Student Impact Framework

A tiered framework was discussed to help identify students who may be most affected by changes to a physical location or instructional model.

- **Tier 1:** Students whose academic experience is highly dependent on in-person offerings at a particular location and whose courses are difficult to replicate elsewhere.
- **Tier 2:** Students taking a majority of their coursework at the location but supplementing it with online, hybrid, or other-location courses.
- **Tier 3:** Students taking most of their coursework online, hybrid, or at other locations and therefore less dependent on the physical location.

The framework can help prioritize outreach and support while recognizing that students' circumstances may change over time.

Academic Continuity

- Where programs or instructional offerings are reduced or discontinued, appropriate teach-out planning will be necessary.
- Students should receive clear, individualized pathways for completing their education.
- Alternative online and hybrid pathways should be identified wherever possible.
- Course schedules may need to be redesigned to create workable pathways.
- Current students should be prioritized when determining instructional capacity.
- Academic continuity planning should account for potential faculty departures or changes in staffing.
- Partnerships with other institutions may provide additional instructional capacity when appropriate.

Advising, Recruitment & Communication

Potential strategies include:

- Expanded virtual advising.
- Drop-in online advising hours.
- Advising outside traditional class times.
- Community-based advising events.
- One-stop-shop events combining multiple student services.

- Proactive outreach to students affected by changes.
- Clear, timely communication as decisions are made.
- Consistent messaging across recruitment, advising, marketing, and student services.
- Positive communication about available pathways to avoid creating unnecessary concern among current and prospective students.
- Community town halls or information sessions to answer questions and address concerns.

Technology & Access

Potential supports include:

- Portable Wi-Fi devices.
- Reliable, low-cost internet access.
- Expanded online resource centers.
- Virtual drop-in/Zoom spaces.
- Access to technology and other resources normally available on campus.
- Potential community or parking-lot Wi-Fi options.
- Identification of students who may require additional technology support to participate online.

Transportation & Financial Barriers

Any transition requiring students to travel farther should account for the practical impact.

Potential strategies:

- Organized carpools or carpool networks.
- Transportation assistance.
- Support to reduce gas-related costs.
- Flexible scheduling to reduce the number of required trips.
- Increased online/hybrid options where academically appropriate.

Retention, Completion & Belonging

- Identify what matters most to online students and what helps them feel connected to the institution.
- Strengthen online student-life opportunities.
- Develop proactive outreach and check-in practices.
- Identify students who may be falling behind and intervene earlier.
- Share successful retention practices across instructional modalities.

- Focus on maintaining students through completion rather than simply responding after students leave.

Running Start & Dual Enrollment

- Maximize dual-enrollment opportunities to expand student pathways.
- Grow College in the High School offerings where feasible.
- Preserve flexible options for students who may otherwise have limited access to coursework.
- Consider how changes to physical locations or staffing could affect future dual-enrollment opportunities.
- Identify opportunities to use online delivery to expand access.

Key Follow-Up Areas

- Improve the accuracy of enrollment reporting and point-to-point comparisons.
- Continue evaluating capacity in high-demand courses.
- Assess opportunities to intentionally grow online enrollment while maintaining appropriate student and employee support.
- Develop contingency plans for potential changes involving the physical building.
- Create a coordinated student-support strategy for multiple potential scenarios.
- Strengthen recruitment, advising, retention, completion, and flexible-learning strategies.
- Develop transportation, technology, and financial supports for students affected by changes.
- Develop a proactive communications strategy for current students, prospective students, and the broader community.
- Explore partnerships and instructional-capacity solutions.
- Develop a strategic approach for supporting students who live significant distances from campus.