Monthly CoCD Meeting

Minutes

3/2/22

Couldn’t take attendance—secretary was attending remotely

1. Enrollment and Retention-Guest, Kelly Brough

BOT expressed interest in looking more deeply at enrollment

Intention of her presentation to introduce how we want to use data to guide decisions, esp. budgeting

Maintaining at Fall 2021 levels

We’ve been declining by 20% for many years, so to stay flat, have to retain over 1,000

The bump after the recession was an anomaly

But at Mesa University, CSU, there have been some bumps, also at CU Boulder and UCD, so what parts can we control?

Enrollment by race/ethnicity—white student numbers have reduced, Latinx have grown, and fastest growing population in the metro area

Demographics in region—we are ahead of that

DPS demographics, our biggest feeder, this is reflective, and we are ahead of that.

Continue to look at these numbers by programs, looking at industry needs

Also will look at racial inequities

Also looking at gender-male is declining, women going to higher ed at faster rate

We know we have serious underrepresentation in some programs/employers

1st gen – over ½ of our population today-56%, and they don’t have the kind of networks to navigate higher ed, they depend on us more

Also budgetarily, try to fund

By age—we have lost some traditional age students (housing comes up as an issue)

Family contribution—greatest growth has been in the lowest contribution levels, but still a lot are not filling out the FAFSA. One of the issues, families often underestimate—thinking they make too much.

We need to also look at how many credits are enrolled in—part time?

Looking at requirement of filling out FAFSA in high school—would help

Geography-from all over—some shift to north and east.

As we do more online, hi-flex, concurrent enrollment-look at changes

What if we could make it possible for students to enroll during immersion programs on campus during high school

Also looking at retention—some feel easier than recruiting new

Since 2011, retention has stayed same, about 2/3

Undeclared are less likely to be retained. We only have 250 students undeclared, so no need for programs because so small.

Challenges retaining indigenous, black and latinx

Not disproportionally losing white students

Every year 4-5,000 students. 1,000 transfer elsewhere. Typically a community college or CU Denver. Less clear with others. Set a goal to retain an additional 700 students in the next 3 years.

Some faculty best practices

New strategies

Deans suggested look at what should we stop doing (workload issues)

2 key things help—finding my group, and wraparound support services.

Students with disabilities? Need to supplement

Students who are parents—not a lot of direct support, could be powerful

New students, first time freshmen: half of our population, other half are transfers

Completed applications-when we outsourced, there was a nice jump, also when started common app

However, did not see bump in those who registered. In fact, reduced in last few years. Theory—we are the backup school, and they got into #1

Transfers-have been fairly consistent. She’s not looking too much at last 2 years with covid.

Their applications do transfer at a higher rate to register. ---can we make transfer faster and more predictable.notification of financial aid, too. Can we make apps for scholarship automatic.

Academic programs—got a request form trustees to see fastest growing in last 10 years

Engineering, nursing, aviation (undergrad)

In last 5 years, also criminal justice and psychology

Grad programs—social work

Retention is over 80% in social work—what are they doing?

They are also graduating a lot of masters

Who is declining? What’s happening, not necessary

Biology, hospitality, HPS,

Biology—stem degree, expected to see growth,

Awarding lots of degrees, though

Positive part is the graduation successes

Credit hour production—should be looking there too

Community partnerships—getting great jobs, employment rates

We have set goals:

Enroll additional 348

Retain 700

Align budget with goals

Early identification and intervention

Create clarity on advising roles

Expand concurrent enrollment

Questions—can you share slides

Do you have ideas why we are losing students?

82% of students we lose do not have any affinity group

How do we introduce that with students who have busy lives?

Traditional measures are not appropriate for us—such as 4 year completion

Penalized for when students transfer out

Too much of the data shared about us is unfair, and represents an elite outlook in higher education

Question about how many of the 82% are in online programs??

Tough to measure recently with covid—online

Question-looking at retention data 2 years from now, we were impacted by covid, many were admitted with a lower gpa, and they are struggling. We are worried about them not being ready, struggling, and not keeping up. How do we help retain them?

Its exactly why we don’t want to penalize a program, because faculty have found that tutoring support/academic support, we have an intentional way we try to move students to another program if they are struggling with the requirements of the one they are in. Not going to get in trouble if the program enrollment declined.

Of the 1000 students who transfer out, the 2 year terminal degree is popular. For some, that is what they really want. But we get penalized.

What percentage of students here have an affinity group? Looking into it.

Question-FAFSA—are dreamer students eligible? No. question about disaggregating first-gen and latinx, black, etc. to see the intersectionality.

Also comment about fastest growing majors coinciding with the campaigns in the media (on buses, etc.) those are the ones that are most advertised. So this goes beyond student preferences.

Humanities and stem don’t get that kind of marketing.

Has social work been marketed heavily?

Try to be careful about correlation vs. causation

Marketing—did we create this growth in those majors? Can we control it?

1. Wilt Flemon PostDoc Teaching Fellowship policy

Comments/discussion?

One comment about the detail level, also that there has to be a degree completed and there must be a line, why not just move right into a tt line?

Comment from first fellows—there were misunderstandings because these policies were not laid out. Not imbedded into department, and were passed over for lines. Want there to be same experience across the board. Addressing why not go straight into tt line—about helping them get acclimated and supported who may not have been socialized into the culture.

Comment about this not helping the people who were served by FRIP who were already here, but need to go back to school to get terminal degree.

Comment that we aren’t hiring them into the TT lines, so this is trying to help address that.

Comment-needing more clarity about who is qualified—for instance, if a post-doc, how long after finishing doc would they still qualify? Who is the ideal target population. Or, if its not restrictive, maybe we need to say that. Some people commonly understand post docs as recent grads. Response was that the departments could advertise that way.

Vote: 32 yes, 0 no 0 abstain

1. Banking policy-discussion and vote

They were responsive to some concerns from the Executive Council, so we appreciate they adjusted it to every dept. being able to make their own policy with Dean approval.

Also brought to handbook committee and got feedback about concern that we already compensate in other ways, so the response was that if that is the case, the department can say that in their policy. Still concern that it doesn’t say “if not otherwise compensated”.

We could also share our policies through this group.

Vote- 27 yes, 3 no, 1 abstain

1. Internship office

Do we want to invite someone from the EFLA, the faculty advisory group to the Internship office (maybe Pam Ansburg) about the new internship office structure and changes in support.

Chris Jennings, says yes, yes—invite the conversation

1. Ombuds poll-very mixed

Those who said yes, still said only if good.

We will report back to Alfred

Comments that a bad ombuds is worse than nothing

Does the CLAS Associate Dean overlap?? The ombuds is separate from any other unit.

1. Bylaws—still haven’t addressed that School of Hospitality is not represented. Does adding one more rep make sense? Need to look at this.
2. SSB9 has launched – the one for faculty is coming. Looking at what it will look like. Testing in end of march

Will probably come and do a demo in April. Buffy also has a link to the test environment.

1. Workload reduction poll in April. Also Section X in April.
2. Summer pay issue

Drafted letter to Alfred explaining what we take issue with. That those who teach 4 credit courses are not paid equitably. Want feedback on the letter and then send to Provost and Deans. Proposes we switch to a pay per credit hour model, but still at the higher rate based on the 1/9 per 3 credit model.

One comment that the Provost is presenting this to the senate in an hour.

Included pay disparities comparisons between 2 2-credit hour classes compared to 3 credit course.

Strong support from Ford Lux, Annie Butler

Also-nursing teaches 5 credit courses, so does Modern Languages

Need to make sure that definitions of credit hours are understood as meaningful.

Any concerns with moving this forward? No—so Buffy will make some edits and email it.