EMC Mission

To interpret enrollment trends, patterns and projections, student achievement/success data, basic skills student achievement data, and to inform all institutional divisions and units in meeting CR’s enrollment goals within a framework of collaboration continued growth and community alignment. The Enrollment Management Committee (EMC) also formulates enrollment goals consistent with the College’s mission and program review data, develops FTES budget projections, implements, monitors, and periodically revises the process of student enrollment and retention.

1. Call to Order

2. Review Summary Notes if Available

3. Action Items

4. Discussion Items
   4.1 Retention Strategies
   4.2 Draft Matriculation Pathway

5. Reports

6. Future Agenda items

7. Announcements

Adjournment
Potential Retention Strategies

General

- Focus on more strategic institution-wide retention thinking and action and less emphasis on fragmented and diffused tactical responses
- Develop clearly marked pathways to student success
- Instill a shared responsibility for educational quality and student success
- Continue to do even better what is already being done well
- Focusing on those things that are important to student success and satisfaction and need to be improved

Specific

Hold an event that allows students an opportunity to tell us what makes

- Evaluate, and improve, the intake math/English placement process
- Evaluate, and improve, the matriculation process
- Make goal identification mandatory upon registration or by the end of 1st semester
- Develop noncredit career awareness and study skills courses.
- Develop a noncredit orientation class that is “built” on the college’s LMS platform—taught by trained online faculty
- Provide services for adjustment/transition difficulties
- Provide timely and readily available information regarding services and processes
- Provide concrete steps to support students in academic difficulty
- Identify, in advance of enrollment, “high-risk” or students who could benefit from intervention.
  - Low high school grades and/or standardized test scores
  - First-generation college student
  - Lack of college preparatory high school curriculum
  - Low level of educational aspiration/motivation
  - Late applicant or registrant
  - English as a second language
  - G.E.D. graduate
  - Uncertainty about program of study or reasons for attending college
  - Non-continuous college attendance pattern (stop-outs)
  - Work full-time while enrolled
  - Single parent with children
  - Low first-semester and year college GPA
  - Excessive number of class absences
- Develop a mechanism to identify when students need classes scheduled and schedule class at times are convenient for students.
- Create proactive programs and services based on meeting students’ individual needs and differences
- Focus on advising, counseling, and mentoring for low income students
- Provide staff development and training for managers, supervisors, and frontline personnel