

## 12/9/21 Meeting with Dr. Monique Snowden

*In attendance:* M. Snowden, V. Shyu, D. DeBay, J. Bihun, J. Fox, B. Pugliano, J. Hansberry, L. Dwright, E. Baker, M. Tackett-Gibson, M. Darbeheshti, J. Hansberry, L. Potter

### Dr. Snowden

SEM Jam: student, admin, market, academic

We can't meet enrollment/retention goals w/o faculty participation

What does it mean to have a "growth strategy" w/o meeting faculty needs

Strategic Goal #5: Best place to work

What to give taskforce domains the latitude to speak from their OWN domains

---ok to speak from own experience

Students decisions shaped by faculty and courses they have and that shapes enrollment patterns

**IMPACTION:** can only take in a given # of students in a certain program; can't take in all that want to be in program

**CU Denver:** Budgeted target goals; not a potential "reach goal;" we need to look at how many more students we want

For example: 35% of engineering students admitted are retained; CU has 50% retained

Enrollment management: where do students start and where do they end? How does this relate to different courses they take?

**VS:** How do IRC fit in to picture in the future?

There are inequities and hierarchical structure

Wanting to come: market more about teacher credentials

**MS:** high DFW courses—let's talk about that population of courses

We need to tie back to who is teaching these courses—who teach high DFW courses

Certain people responsible for compensation, others for assigning courses, others for analytics

We haven't had a true "Student Success" framework in place that translates to practices

E. Larson had to do "Early Alert" implemented and get everyone to use these systems; data person but not totality of student success

**Assistant VC for Student Success**—Erika Larson's new role; advising reports to her; transferring systems reports to her and research entity will be included

--need to be originating original research in addition to secondary research implemented

**AVC Academic Achievement and Student Success**—M. Wood

-focus is for it to function in more academic way

--faculty fellows in CETL may be model to follow

Student Success needs to include students! (who do students think we are?)

**JB:** IRC needs to feel “psychology of hope” as well

**MS:** shows visual representation of day

Talks about “joy” a lot at work; leadership training

Leave enough space in the room for “joy”

Just do the right things and the numbers will come

OL vs in person—matters more how many overall; still need to support

**VS:** who is going to deliver? How do we maintain a high level of follow-up; we need to invest further in the faculty teaching these new students

67% of lower-level class SCH taught by IRC

Does IRC feel safe? Do we feel we belong? Etc

**MS:** until you’re ready to talk about how you’ll support those systems, you’re going to see leakage in retention; needs to be made clear in enrollment plan

What’s failed at other institutions—approaching SEM from a holistic approach

Focusing on Goal #2 in relation to Goal #1 and Goal #5—how are our faculty treated relative to equity

Optimism; psychology of hope (Am I safe? Do I belong? Do I have a trajectory?())

Don’t rise to goals, fall to level of systems (James Clear)

Wanting to