1. **Super-growth (Low growth + plan)**

**Pilot - Intention for “General” cohort: grow 15 students, (10th day enrollment)**

1. **Pilot growth to General Cohort**: Add 10 to 1st year Core – 65 students/4 faculty (3 continuing, 1 adjunct. If can add to Core, want to because better cost effectiveness adjunct--credit hours/student). This maxes out Core (need a smaller student faculty ratio in first vs. second year – students need more attention. Second year is more project v individual – a learning community of 65 feels manageable and relational; more than that, not so much). 16/1 student-faculty ratio to begin. Gives us a loss cushion to deliver 55 to second year (3 person team; 18/1 in second year Core). More than a 4 faculty team not manageable/relational.

**Pilot “Bridge” program (Randee’s idea)** – start with 5 students. Admitting (so eligible for financial aid and to take electives) students for whom the fit is right but they need additional “bridge” skills to be successfully (typically writing; could also be stats requirement). Three-year program, minimum. 1st Year Bridge, 2nd year start 1st Year Core. Revise probation policies such that people can wash out of the Bridge. Anchor of bridge is a Fall 4-credit writing class (not start Week 1). 2 credit class in Winter. What else needed (study skills – reading, critical thinking, etc)?

**AY2013-14** – 105 applications; admitted 65; 19 person waitlist. Total in play 84. Started 1st Year Core with 55. 10 from original admission group declined.

**AY2014-15** – 105 applications; admit 75; 10 person waitlist. Total in play 85 Lose at 10-15.

**Grow through certificate**:

1. Increase Graduate Special Student enrollments in electives (this means changing/addressing registration policies and deadlines – right now, targeted to Oly Day). Also need to address enrollment difficulties (how much privileging do enrolled students get?). Too many hurdles, in this moment, to choose this strategy. Have policies and practices for Evening and Weekend Studies changed?
2. Will need to address question: what are “right” student/faculty ratios for each of our types of classes (careful about what we codify):
   1. General Cohort 1st year (16/1?)
   2. General Cohort 2nd year (18/1?)
   3. Tribal Governance Cohort (16/1?)
   4. Policy Concentration courses (16/1?)
   5. 4 credit electives (16/1?)
   6. 2 credit electives (20/1?)
3. Need the solution that allows College Net and Banner to talk to each other – right now, data hand entered into Banner from College Net. “Bridge” software would enable solutions to cut down on phone calls, “hand-holding,” with prospective students. Two pieces to it: Banner schools that use College Net can buy off-the-shelf software or do homegrown. Western did their own (homegrown). School hasn’t wanted to put money toward a solution because College Net may not be our future (McGuire report?). Is there an interim solution that directly serves grad programs but also gives undergrad “gravy.” (Undergrad doesn’t use College Net at same level – no uploading, just first page of application – doesn’t have capabilities – Undergrad has not put the same attention on online apps).

Grad program ADs have “unique” perspective on cross departments/functions/etc. in college – see the silos, walls and system dysfunctions because of all the intradepartmental work we do. Grad ADs are canaries in coal mine – see same stuff as Oly Day is less likely to be the “only” way.

1. **Tribal governance cohort – evolve to low residency model?**
   1. Upside down classroom? (web links)