

SBVC
Enrollment Management &
Student Equity

January 28, 2020
 1:00-2:00 p.m.
 President's Conference Room

AGENDA

San Bernardino Valley College maintains a culture of continuous improvement and a commitment to provide high-quality education, innovative instruction, and services to a diverse community of learners. Its mission is to prepare students for transfer to four-year universities, to enter the workforce by earning applied degrees and certificates, to foster economic growth and global competitiveness through workforce development, and to improve the quality of life in the Inland Empire and beyond.

Members:

	A	P		A	P
Dr. Scott Thayer		X	Joshua Milligan	X	
Dr. Dina Humble		X	Justine Plemons	X	
Dr. James Smith	X		Keenan Giles	X	
Marco Cota		X	Kenneth Lawler		X
Carmen Rodriguez		X	Leslie Gregory	X	
Dr. Stephanie Lewis		X	Mary Valdemar (Senate)	X	
Patty Quach	X		Paul Bratulin		X
Adrian Rios (ASG)	X		Quincy Brewer	X	
Alicia Hallex	X		Dr. Raymond Carlos		X
April Dale-Carter		X	Ron Hastings	X	
Ariel Davis	X		Sam Trejo	X	
Christie Gabriel-Millette (CSEA)	X		Stephen Lee	X	
Jessy Lemieux	X		Sharaf Williams	X	
Joanne Hinojosa		X	Yvonne Beebe	X	
Joseph Nguyen		X	Jennifer Bjerke (Guest)		X
Dmitriy Kalantarov (Guest)		X			

TOPIC	DISCUSSION	FURTHER ACTION
1. Approval of Minutes	<p>Minute review from last meeting (01/14/2020).</p> <ul style="list-style-type: none"> Brief recap of meeting minutes Correction 12,000 not 1,200 <p>Ray motion to approve minutes. Marco second the motion.</p>	
2. Enrollment Update	<p>Scott:</p> <p>See EIS Handout</p> <p>Census is Monday, February 3, 2020</p> <p>When you look year after year where we are on the highlight is where we are, the row below it is we are we about 154 FTES more than a year ago. It just gives a sense of where we are. Moving forward the management of our FTES.</p> <p>Instruction is working hard with the schedules and the classes offered. And with that, I would like to Segway to Dr. Humble.</p>	

3. Scheduling Tool – Dr. Dina Humble and Dean Dmitry

Dina:

I know many of you have seen the scheduling tool and Dr. Thayer asked us to bring it here for this committee to have a bit of background.

Just a little bit of background, prior to this semester we haven't really had tools to work with when it comes to scheduling. There were a couple of time blocks and some instructions for the faculty chairs, but nothing really concrete to guide the process. One of the goals of this scheduling tool is to have a unified start and/or end times so that students can better schedule their classes and counselors can take see this as well to better help take care of their ed plans. We created a model that we feel is the best model being used by CIO's all over the state.

Dmitry is going to walk you through how it works. This is being used by our faculty chairs to do scheduling for summer and fall. They're utilizing this tool. We are better equipped to schedule classes that are back to back so that we have less time of classrooms sitting empty. We are increasing our efficiency. I'll hand it over to Dmitry to do a quick demonstration, but we want to give you an idea of the tools we are using right now to increase our efficiency and make the schedule more student centered.

Dmitry's Scheduling Tool
Demonstration

Stephanie:

Let me just add on a smaller note and I know we haven't gotten there collectively for the college yet. But for some of the special programs like Promise, the data and course taking patterns have become evident so we can use that in conjunction with what they may need in terms of their offerings for an English class to maximize student schedules. That

requires departments to work with one another to build consistent time blocks, so students are able to maximize their scheduling ability for each semester. So even though it is not on a large scale I believe that it will be. For now, we are starting off with the smaller programs.

Dina:

For example, next academic year we are going to have even more promise students coming onboard. And how do we accommodate all of the promise students. Let me just isolate it to just English and math. We have FTE targets that we work with. We are going to have to determine, just taking a look at English and math, how we are going to serve our Promise student with Promise and AB705 and then oh yeah everything else with the limited FTES. We are going start having the collaborative conversations where we are going to need all of you involved in those conversations as we take this schedule and narrow it down and see what our priorities are because we can't have unfunded FTES.

April:

With the new scheduling formula, does it change the add period? The reason I ask is that I get a lot of questions from faculty in regard to why do certain classes have certain add periods? Why is it only one day to add the class? Why three days for this and others is same day. A lot of times they think it's set by Admissions and Records and I try to explain to them that it's not that it's based off how the course is set up and the number of meetings. So, I'm not sure it's clear to everyone about how that add period works but I was just wondering if that changes.

Dmitriy:

No, the tool does not change add periods.

	<p>Paul:</p> <p>Was this already used this spring?</p> <p>Dmitriy:</p> <p>No, this is being used for summer and fall.</p> <p>Scott:</p> <p>These are tools for Enrollment Management which is why I wanted this group to know. So, it is a part of the strategy as we begin to narrow and figure how we are going to go about this. It is a very exciting tool and standardizes so much. Student centered schedule, additional time slots, full-time ability in the evening, so all the things we talked about.</p>	
<p>4. Work Group Updates/Status</p> <p>A. Textbooks</p> <ul style="list-style-type: none"> • OER Program Coordinator Jennifer Bjerke <p>B. Retention</p> <p>C. Financial Literacy</p>	<p>Moved from agenda item #6</p> <p>Scott:</p> <p>Jen is here to talk about the OER:</p> <p>Jennifer:</p> <p>First, I wanted to know if you had any questions regarding OER?</p> <p>Raymond:</p> <p>One of the questions is what programs officially are taking advantage of OER?</p> <p>Jennifer:</p> <p>Officially we figured out a pathway for the AA in Liberal Arts, Social and Behavioral Sciences as a Z Degree. That was the only one we found to officially we know we have that pathway. There are so many courses being offered. I just haven't had the time to build an algorithm to see how many degrees you can get with zero cost textbooks. Also, I don't think we are getting 100% reporting from faculty on ZTC. Last fall I didn't send out reminders for reporting of zero textbooks. So, someone else was handling this. Faculty reported about 130 sections for the spring. So that is</p>	

ongoing and to some degree institutionalized. Because at one point we had 160 sections were reported.

Ray:

For the sections, I know sometimes I think there's an option where they can go online, and they can have a printed copy.

Jennifer:

So that is something we need to close the lid on. Professor Heibel and I have gone through this, trying to get our textbooks printed through the bookstore. It took a long time and ultimately did not happen so students went to Kinkos. That's an issue that is very common when you have a new bookstore to not have that loop closed. There was a book that was free online and it was copyrighted so faculty need to know that makes it more expensive which defeats the purpose of OER.

Question:

Is \$200 the cost threshold?

Jennifer:

We actually went to ASG last year and they voted on a low-cost threshold of \$45. When ever someone is ready, we actually have another threshold we would like to add to the schedule besides zero cost textbooks that would make a lot of the faculty happy as well because they know students look at that "Zero Cost" logo. The faculty that have lowered their textbook cost dramatically would like to be recognized.

Dina:

Is that in the schedule?

Jennifer:

The Zero Cost textbook is in the logo is.

	<p>Scott:</p> <p>We are also working with research to get the list of classes and when they meet. That is another part because with Promise in particular and other programs to see if there is a pathway where they can go ZTC. And ideally where students can take a full load taking ZTC courses.</p> <p>Jennifer:</p> <p>If I can add to that, we did it in a very high touch way for about a year and a half with Andrea Hecht in counseling as our ZTC counselor. We had to do things like increase enrollment caps, have special seats set aside for ZTC students; it was high touch and a very intensive way of approaching it. If we can work ZTC's into pathways there's potential for multiple Zero Cost Degrees. Professor Lawler had interest in creating a Z Degree.</p> <p>Carmen:</p> <p>Is there a possibility for us to get copies of the books to print hard copies for students who need to have the hard copy?</p> <p>Jennifer:</p> <p>Yes, I'm not sure how we would set that up but we can set that up.</p>	
<p>5. Student Equity and Achievement Plan Update</p>	<p>Scott:</p> <p>Back to the original agenda.</p> <p>Carmen:</p> <p>See Handout</p> <p>As mentioned last meeting, this is what we are working on and the kind of activities we are taking on. This is what was submitted to the SEAP reporting in regard to what we are trying to do to close the equity gaps for certain groups. This is an overview of what was submitted, and we are working on closing those gaps. You can read through it and we can continue to work</p>	

	<p>throughout the semester to close those gaps.</p> <p>Scott:</p> <p>We want to keep this in front of us as we look at our targeted efforts. We will be tracking efforts of the groups. We also know throughout our campus that we have populations that need the support. We want to share this now and this will be an ongoing topic.</p>	
<p>6. SBCCD Promise Update</p>	<p>Carmen:</p> <p>This cohort is doing well We have over 2100 applications for the upcoming cohort. The deadline to apply is this Friday. Our promise students, many of them are staying are retaining.</p> <p>Stephanie:</p> <p>Do we have a marker of how many of the 2,100 students we will take?</p> <p>Carmen:</p> <p>No, not yet.</p> <p>Scott:</p> <p>Friday we will know. At this point, through the deadline is the number we're anticipating and we're guessing the number might reach 2,200.</p> <p>Carmen:</p> <p>We have 2,200 applicants, let's say out of those only 2,100 only completed all the steps, so we will take all the 2,100.</p> <p>Scott:</p> <p>That conversation will be revisited. Once the data becomes available for these first two cohorts, we will be able to revisit how many students we take in.</p> <p>Stephanie:</p> <p>Is there not some hypothetical number that we have not set based on our capacity? Considering all the factors</p>	

needed to accommodate large numbers? Certainly, there has to be a stopping number.

Scott:

It is a great question; we are currently having this conversation. Friday will be an indication of a stop point and we will be able to look at both cohorts and assess what is the best point. At this point, we will continue in the direction given by the board.

Stephanie:

Thank you for that; collectively when we think about all of this, that's going to matter, about the number. Because when we enfranchise one group, we disenfranchise another group. We have to balance that out. There are limits to capacity.

Scott:

We have the scheduling tool and Guided Pathways as a tool that is going to help us out with that.

Dina:

I was just going to add that we are figuring out those limits right now. We're looking at the date and figuring out what those limits will be. We are looking at next year. Part of us needing to sit down as a group to figure out how to strategize course offerings for students.

Raymond:

Maybe we can have a meeting towards the end of the semester so that we can make recommendations; I am not too worried about the capacity of our buildings, I'm more worried about the capacity of our support systems that we have. Whether it be this meeting or another meeting I think a full hour would be adequate would be enough to have that conversation.

Scott:

That's a good point. We have to keep having this conversation. We're talking

	<p>capacity, were talking success. We are open to any new ideas if you have any.</p>	
7. Marketing Update	<p>See Handout</p> <p>Paul: I think I can bring this once a month so you can read through this. What we are looking at doing is scaling down paid advertising. Really scaling back the external efforts due to the success of the Promise Program. Our staff are keeping these students here. Word of mouth is generating increased enrollment from other populations to. So, I'd say the Promise is an example of something wildly successful that I've seen in my entire career.</p> <p>Another thing is we are experimenting with TikTok. We're going to try it out and see if we can engage our student population. After that we are scheduled to work on the distance ed portion of our website. The faculty of that portion has reached out to us. That's kind of it in a nutshell. If you have categorical funds that need to be spend on marketing, we are available to do that.</p>	
8. Research Requests	Not discussed.	

9. Other	N/A.	
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Additional Information:

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