

SBVC
Enrollment Management &
Student Equity

January 14, 2020
 1:00-2:00 p.m.
 President's Conference Room

Minutes

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			

TOPIC	DISCUSSION	FURTHER ACTION
1. Enrollment Update	<p>Scott:</p> <ul style="list-style-type: none"> • Enrollment Snapshot (see attached). • Enrollment goal was 10,060 and we are well on our way to meeting that goal. • Office of instruction has been working to make sure we are able to meet that goal. • The "red" means we have less students. • However, the number of active seats is up. • FTES is down but it is intentional. • On the back of the handout, we see the first week of the semester we have grown from last year's FTES. By 180 from last year. From two years ago we've added about 140. 	

<p>2. Student Equity and Achievement Plan Update</p>	<ul style="list-style-type: none"> • Reporting has been submitted • Combined reporting around SSSP, Student Equity and Basic Skills. • We have to report on those program expenditure and student equity update. • The initial reporting looks good. • New reporting is SEAP <p>Carmen:</p> <ul style="list-style-type: none"> • I will bring copies of the goals that were submitted that way we can further discuss how we are doing and how we can enhance those efforts to further close those gaps. 	<p>Carmen to provide a copy of SEAP goals to further discuss closing student equity gaps.</p>
<p>3. SBCCD Promise Update</p>	<p>Carmen:</p> <ul style="list-style-type: none"> • 3 spring orientations to discuss deadlines and expectations. • Students are setting up their first appointments • Tammy Vu is the new Promise Counselor who just started. • 1800 New Student Applicants • Justine was at Grand Terrance had approximately 300 students apply to Valley • Outreach was at Eisenhower today. • Rialto HS visit is upcoming. • We have one last push on January 22 for any student who doesn't know about the Promise Program or anyone who needs to complete any portion of the application. <ul style="list-style-type: none"> ○ 5-7pm in B100 and LIB147 • The application deadline is January 31st • Kudo's to counseling and the assessment because they've been working hard to get the guided self-placement completed. • 90 High school visits during the fall <p>Justine:</p> <ul style="list-style-type: none"> • We had a great turn out at Grand Terrance yesterday. • We help set them up with their WebAdvisor and orientation. <p>Scott:</p>	

	<ul style="list-style-type: none"> • 12,000 plus hours of community service and we're only halfway into the year. Our big events were: <ul style="list-style-type: none"> ○ Route 66 ○ Day of Service 	
<p>4. Marketing Update</p>	<p>Paul:</p> <ul style="list-style-type: none"> • Wrapping up Spring Recruitment Campaign. • 15 million ad impressions made through the campaign on social media (Ad views). • 400 thousand campaign engagements – which means ads were clicked on or led to our campaign ads. • The 2020-21 Catalog Designs are in the works. <ul style="list-style-type: none"> ○ Draft ideas. ○ Something related to perspective. • Opportunity drawing are ongoing to encourage students to take more classes. <ul style="list-style-type: none"> ○ Ends January 31st. • We are starting up and finish off some categorical program promotion campaigns, e.g. pharmacy tech, IEMA. • We are undergoing a major website redesign. Can be previewed at: dev.valleycollege.edu • Distance education group is wanting their webpage updated. <p>Carmen:</p> <ul style="list-style-type: none"> • What about the students who cannot take 12 units or more in order to enter the opportunity drawing? <p>Paul:</p> <ul style="list-style-type: none"> • I guess we were just following the original program model, but we can definitely take a look at redesigning it. Who would decide how many units is full-time? <p>Carmen:</p>	<p>Work on a list of ideas on where our focus should be in lieu of enrollment.</p>

- Counselors

Scott:

- Maybe we can do something additionally to incentivize student engagement like workshop attendance or event engagement.

Mary:

- The current locations where they gave out, what if we gave out tickets at the Disabled Students office according to what the counselors are able to take.
- There is definitely that limitation for some students who are only taking 6-9 units due to what their counselors are recommending they take.

Ray:

- Are we at a point where we should we start thinking about Scaling back because we have already met our FTES? Should we focus on for example retention? We should have that in our toolbox when we need to bring it back, but we are doing the same thing we were doing when our numbers were low. Should we maybe focus on retention? Just an idea to throw out there.

Scott:

- Retention is huge and maybe the shift is to that. We don't want to lose track of enrollment because it always has to be there. We don't want to be chasing 1,000 FTES but we know keeping the students is important. Maybe we can come back to our next meeting with ideas as we transition to retention.

Paul:

- What I can do is for the next meeting, I can bring what we are planning for the next drawing and we can talk about how many units. It's no longer an enrollment but retention.

	<p>Ray:</p> <ul style="list-style-type: none"> • Do we need to focus on other things other than getting them in through the door? There's a handful of things we can look at when it comes to keeping the students as opposed to attracting them. <p>Scott:</p> <ul style="list-style-type: none"> • Let's create some ideas and work on a list. If you have any ideas send them to me and copy Kathy so that we can compile a list. • And the game, let's not lose sight of the game. <p>Paul:</p> <ul style="list-style-type: none"> • I can send a PDF versions of the game board. And it's accessible and available for download and you can play the game on your phone. 	
<p>5. Work Group Updates/Status</p> <ul style="list-style-type: none"> • Retention • Financial Literacy • Textbooks 	<p>Retention</p> <p>Ray:</p> <ul style="list-style-type: none"> • We will report at least once a month, so not every other week. • We are looking a lot into demographics. For example, if we have a course where a lot of student are dropping. We are trying to find out what the demographics are. • We are looking at the programs such as Promise, Tumaini and Puente and see what their retention is, and their engagement is to be able to take it to the whole campus. If you have any questions, please let us know; we will probably be meeting next week. • Based off the Presence Program, 8% students have participated in events outside of the classroom which is good. • We can see what groups are participating like veterans, promise, etc. We are trying to see where we have gaps in engagement. • We are on the verge of using a mapping tool using MACE 	

standards where we can create a game for students and create levels for standards.

James:

- When it comes to engagement, do you have a way to record the kind and the amount of participation of every student? We would like to have some way to maintain in our database how much involvement each student participates.

Ray:

- No. We do not have specific involvement that we want to track.

Mary:

- When you say 8% is that out of the 14,000?

Ray:

- Yes

Mary:

- And that's through the events we're tracking through Arts and Lecture?

Ray:

- That's just for those who have been using Presence. I would say that number is higher, that 8% is just the data collected from those using the program; it is not reflective of what we currently have but just of what that software has captured. What we are trying to do this year is create a baseline and go from there.

Mary:

- If folks on campus want to use it is that something that has gone out to the campus? Announcement of the software availability.

Ray:

- Briefly to some of the departments but not to the entire campus. We're not there yet. If you know anyone who

	<p>would like to use it send them our way.</p> <p>Financial Literacy</p> <p>Scott:</p> <ul style="list-style-type: none">• We are working on modules that show students how to navigate through financial aid. <p>Textbooks</p> <ul style="list-style-type: none">• Analysis of all the ZTE courses and subjects to better understand how much it cost the students to pay for textbooks.• We don't want textbooks to be a deterrent of students not pursuing a major due to the cost of textbooks. <p>Mary:</p> <ul style="list-style-type: none">• Maybe the retention and textbook workgroups can look at this: <p>The cost of the code required to take the class is a reason why some students drop the class because it cost too much.</p> <p>Ariel, James, and Mary to help with Textbook workgroup.</p>	
<p>6. Other</p>	<p>James:</p> <ul style="list-style-type: none">• We are working through 5 grant proposals:<ul style="list-style-type: none">○ ESL○ STEM○ HSI Title V○ STAR/TRIO○ DSP&S• They are due soon. Please contact Joanna Oxendine if you have any grants or programs, you think deserves funding. <p>Marco:</p> <ul style="list-style-type: none">• New planning Guide for Transfer Students (booklet handed out) to help our students out with the transfer process as well as what they need to do after they've applied for transfer.	

Additional Information: