

**OFFICE OF THE VICE CHANCELLOR
EDUCATIONAL SERVICES & STRATEGIC PLANNING****District Enrollment Management Committee**

Thursday, May 9, 2024

Zoom

3:00 pm – 5:00 pm

MEETING MINUTES**Meeting called to order: 3:01 pm**

Present: John Adkins, Anthony Alvarez, Eric Anthony, Majd Askar, Melissa Bader, Raj Bajaj, Kimberly Bell, Aaron Brown, Shawna Bushell, Steven Butler, FeRita Carter, Chris Clarke, Michael Collins, Sean Drake, Abejar Esmeralda, Carol Farrar, Felipe Galicia, Scott Herrick, Elizabeth Hilton, Mark Knight, Sandra Martinez, Susan Mills, Bemiller Quinton, Jeff Rhyne, Corey Rodgers, Kaneesha Tarrant, Julie Taylor, Kyla Teufel, Tom Vitzelio, Lynn Wright, Lijuan Zhai

Absent: Anna-Marie Amezquita, Chris Blackmore, Courtney Doussett, Oscar Escobar, Mark Figueroa, Maria Gonzalez, Joumana McGowan, Juan Ponce, Philip Rawlings, Jo Scott-Coe

I. Approval of Agenda & Minutes

a. Approval of May 9, 2024 Agenda: First: FeRita Cater, **Second:** Kimberly Bell; No abstentions, Approved by consensus.

b. Approval of April 18, 2024 Minutes: First: Kaneesha Tarrant, **Second:** Jeff Rhyne; Abstention – Kimberly Bell, Approved by consensus.

II. Sections and Course Success by Modality

Steven Butler updated everyone on sections and course success by modality. MVC has more online sections compared to face-to-face sections, RCC has more face-to-face sections compared to online sections, and NC is similar to MVC. Success rate for face-to-face sections is around 69.6%, success rate for online sections is around 67.7%, and success rate for hybrid sections is around 62.2%. There is a larger gap in success rates back in 2010 which has started to close by 2023.

Success rates for online classes are close to face-to-face classes overall, but there are some concerns about STEM student performance. Melissa Bader and Sean Drake suggested we disaggregate the data further by discipline, subsequent course success, and student populations. Felipe Galicia wondered if we inform students about this data before they make decisions on the modality,

and Sean Drake agreed that students take online classes sometimes without realizing the amount of work involved, and we need to better communicate what is expected for students who take online classes. Jeff Rhyne asked about the way online and hybrid classes are coded and Julie Taylor confirmed that if any portion of the class is conducted differently, then the class will be coded as hybrid. Scott Herrick suggested disaggregation data based on the amount of training instructors received to teach online classes, and Quinton Bemiller agreed that many considerations are different for various disciplines regarding modality.

III. FTES P2 Update

Raj Bajaj updated everyone on the FTES P2 report. For P3, the district credit FTES target is around 30,170. The non-resident FTES target is around 507, and the non-credit FTES target is around 244. As of P2, CDCP contributed 63 FTES, and by P3 this contribution is estimated to be around 100 FTES. We are about 11% higher compared to last year. Census rooster is outstanding which can have minor impact on the total FTES.

IV. Math Throughput Data/AB 1705 STEM Update

Steven Butler updated everyone on SLAM Math throughput data using first time sequence cohort analysis. Most of the increases are from statistics, liberal arts math classes, and college algebra. As students take transfer level courses, the success rate may decrease but the throughput may increase indicating that students may seem less successful, but achieve success quicker.

Jeff Rhyne asked about the total number of students for throughput data as it helps us understand how the changes made impact student success. Carol Farrar noted that in addition to percentages and head count, what do we have to do and how many more students need to be successful for us to eliminate the disproportionate impact so we can give ourselves a tangible target.

Sean Drake updated everyone that the math discipline has created support for all SLAM courses, created Math 9 to shorten the calculus pathway, attended multiple Math Summits focused on increasing success and closing equity gaps, and held communities of practice to focus on success and retention. AB1705 requires all STEM students to be placed in Math 1A starting in Summer and Fall of 2025. Students in the lowest STEM placement level can enroll in concurrent Math 1A support course or an innovative calculus preparation course. The math discipline is working on creating these courses in the Spring and Summer of 2024. Math discipline is concerned that AB1705 will disproportionately affect our lowest placing STEM students. They are hoping to develop meaningful changes in their curriculum and teaching strategies to increase success and throughput for the most disproportionately impacted populations.

V. FTES Target Update

Lijuan Zhai Updated everyone that the target resident and non-resident FTES remains the same for next year at 31,493 which is slightly higher than 2019-2020. We have exceeded over 10% increase in FTES for last year and this year. She will work with VPAAAs to set the noncredit FTES target and update the committee at the next meeting. Carol Farrar asked if we can break down CDCP P3 estimate by college, and set CDCP targets per college under noncredit FTES.

VI. Workgroup Updates

a. EduNav

Kaneesha Tarrant updated everyone that students were not able to register during priority registration period due to problems with the Edunav system. Edunav liaison did not have additional information regarding the root cause of this problem at this time. Unfortunately, this has happened during many of their registration cycles, and Kaneesha Tarrant has shared her concerns with Chris Blackmore.

b. ERP Update

Julie Taylor updated everyone that they are currently working on configuring faculty workload management, and ETL5 is scheduled to take place during the last week of May.

VII. Other:

a. Residency Requirement Update

Elizabeth Hilton updated everyone that our district is covered under the consortium agreement as long as we are only granting the degree/certificate under the college it is approved for. Students can take classes at any of the 3 colleges to meet the requirements for the award with no limitations on number or location of courses.

b. DEMC Meeting Dates for 2024-25

Meeting dates for 2024-25 are listed below:

September 12, 2024, at 3 pm

October 10, 2024, at 3 pm

November 14, 2024, at 3 pm

December 5, 2024, at 3 pm

March 13, 2025, at 3 pm

April 10, 2025, at 3 pm

May 8, 2025, at 3 pm

VIII. Adjournment

Meeting Adjourned: 4:32 pm