PC

PORTERVILLE COLLEGE

Enrollment Management Agenda
3:00pm – 4:00pm ◆ April 8, 2024 ◆ AC-120

Our Mission

With students as our focus, Porterville College provides our local and diverse communities quality education that promotes intellectual curiosity, personal growth, and lifelong learning, while preparing students for career and academic success.

<u>**Members**</u>: Thad Russell, Primavera Arvizu, Michelle Miller-Galaz, Osvaldo Del Valle, Mike Carley, Kim Behrens, Erin Wingfield, Stephanie Olmedo-Hinde, Melissa Long, Elizabeth Keele, Vickie Dugan, Judy Fallert, Kendra Haney, Frank Ramirez, Ethan Hartsell, Matthew Flummer, Ian Onizuka, Rebecca Baird, Debbie Angeles, Tamara Warren, Stephanie Cortez, Marie Braidi, Miranda Warren.

Accessibility Note: *If you are an individual with a disability and need accommodations, please contact Miranda Warren at 559-791-2333 or by email.*

I. **Call to Order**

II. **Approval of Agenda**

III. **Approval of Minutes**

IV. **Information Items**
   1. Banner 9 Update (Primavera)
   2. Student Services Updates (Primavera)
   3. Counseling Update (Stephanie)

V. **Discussions Items**
   1. PC IEPI Plan
   2. Material Instructional Costs
   3. End of the year report
   4. Enrollment Management Plan

VI. **Other**

VII. **Future Agenda Items**

VIII. **Adjourn**

IX. **2017-2022 Enrollment Management Goals**
   1.a Increase number of declared majors
   1.b Increase awareness of instructional program offered
   1.c Increase the number of dual enrollment offerings and track the success of those offerings
   1.d Increase the percentage of students who take 15 units per semester
   1.e Increase percentage of students who complete 30 units by end of 1st year of college
   1.f Increase awareness of career options within programs/pathways of study
   1.g Increase the number of students receiving associate degrees and certificates
   1.h Increase number of students who transfer to university

1.i   Increase number of students with ready resume, job applications

![California Community Colleges Institutional Effectiveness]

Institutional Effectiveness Partnership Initiative
Partnership Resource Teams
Institutional Innovation and Effectiveness Plan
Date: 3/27/24

Name of Institution: Porterville College

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status (for Visit 3) As of Date:
A. Onboarding Dual Enrollment Instructors and Staff a. Coordinate dual enrollment orientations for new instructors and provide direct student support. b. Facilitate training for dual enrollment instructors. c. Hire and onboard program support staff.	1. Increase the number of participants who attend instructor orientation. 2. Coordinate stronger relationship between Student Services and high school dual enrollment instructors. 3. Strengthen resources provided to dual enrollment instructors.	Director of Dual Enrollment / Early College	August 2026	1. Explore doing in-person orientation here at Porterville College that would connect high school dual enrollment instructors and college dual enrollment instructors. 2. Evaluate orientations to assess orientations for continuous improvement. 3. Incorporate suggested training ideas from faculty, staff, and administrators. 4. Incorporate Student Services resources in on-boarding new dual enrollment instructors. 5. Update High School Dual Enrollment Instructor Handbook utilizing resources from Menu of Options. 6. Explore training opportunities for outreach and advisors at the college that support dual enrollment. 7. Onboard new program staff to better support the program.	1. Increase orientation participation by 80%. 2. Conduct evaluation on orientation 3. Provide short-term staff to support the program.	a. b.
B. High School Course Request Process: a. Streamline the high school course request process. b. Create and develop thoughtful course sequences for high school partners.	1. Improve high school request / scheduling process. 2. Increase access to data about dual enrollment.	Director of Dual Enrollment / Early College, Division Chairs, VPI, and Institutional Research	August 2026	1. Develop an annual schedule ahead of time. 2. Develop a list of courses approved to be taught as a dual enrollment course. 3. Create a strategic enrollment management plan that includes dual enrollment. 4. Consider developing and implementing accessible Tableau Dashboards that do not require a login to help make data more accessible and inform continuous improvement in dual enrollment. 5. Explore developing a dual enrollment schedule that aligns with Guided Pathways.	1. Develop a schedule with at least one high school partner. 2. Data available on public facing webpage. 3. Develop a list of available dual enrollment courses to offer with at least one division.	a. b.

Area of Focus	Objective	Responsible Person	Target Date for Achievement	Action Steps	Measure of Progress	Status (for Visit 3) As of Date:
C. Streamline the Dual Enrollment Onboard Process for Students: a. Provide DualEnroll.com workshops for students, high school partners, and parents.	1. Increase resources for first-time dual enrollment students. 2. Continue to improve DualEnroll.com. 3. Improve information sessions provided to students and parents.	Director of Dual Enrollment / Early College and Dean of Student Success and Counseling	August 2026	1. Create an orientation for first-time dual enrollment students on what it is like to be a college student. 2. Create video library on utilizing DualEnroll.com. 3. Incorporate DualEnroll.com in the parent / student orientations. 4. Explore the expansion of Senior Matriculation workshops to include all dual enrollment students so that students can do career exploration, SEPs, and register into dual enrollment classes all on the same day. 5. Fully implement wish-listing course request process in DualEnroll.com for dual courses. 6. Explore options for gathering student feedback on their experience in the program. (e.g., surveys or focus groups)	1. Completed the orientation for first-time dual enrollment students. 2. Completed the video library for DualEnroll.com. 3. Included DualEnroll.com in the parent / student orientations. 4. Wishlisting is completely implemented. 5. Feedback gathering option identified	a. b.
D. Cultural Proficiency Education Practice: a. Develop training with faculty and staff to incorporate Cultural Proficiency into practice. b. Develop and implement action within a tiered system of support. c. Review of new pedagogical practices relevant to students of today.	1. Increase cultural proficiency. 2. Develop a shared understanding of Cultural Proficiency.	Director of Student Success and Equity, Social Justice and Equity Committee Faculty Co-Chair, and Institutional Research	August 2026	1. Fill the open Director of Student Success and Equity position. 2. Explore USC Race & Equity Training for culturally sustainable pedagogy. 3. Work with Institutional Research to promote equity dashboards and trainings around interpretation of data. 4. Imbed culturally proficient practices in existing student success practices. 5. Explore guest speakers during in-service time with an underlying theme of DEI. 6. Coordinate with other programs to increase instructor presence to be involved in areas of campus such as student engagement activities and support programs related to DEI. 7. Explore working with a consultant that works in DEI. 8. Work with Curriculum Committee to support instructors with imbedding DEI into their COR. 9. Explore Climate Surveys recommended in MOO. 10. Explore holding an informational session on Ethnic Studies.	1. Successfully complete the hiring process for the Director. 2. Hold at least one data analysis session. 3. Host DEI guest speakers. 4. Develop a short list of potential guest speakers 5. Facilitate at least one DEI discussion in a Curriculum Committee meeting	a. b.

Request for IEPI Resources to Support Institutional Innovation and Effectiveness Plan

Applicable Area(s) of Focus (Copy from table above.)	Applicable Objective(s) (Copy from table above.)	Description of Resource Needed (Refer to Action Steps above as appropriate.)	Cost of Resource
A. Onboarding Dual Enrollment Instructors and Staff	1. Increase the number of participants who attend instructor orientations. 3. Strengthen resources provided to dual enrollment instructors.	1. Explore doing in-person orientations here at Porterville College that would connect high school dual enrollment instructors and college dual enrollment instructors. 5. Update High School Dual Enrollment Instructor Handbook utilizing resources from Menu of Options. 7. Onboard new program staff to better support the program.	Instructor Stipends: $2,700.00 (45 instructors @ $30.00/hour compensation rate for non-contractual professional services, then multiplied by 2 for two orientations) Food: $1,800.00 (45 instructors @ $20.00 a person, then multiplied by 2 for two orientations) Travel: $17,000.00 Supplies: $500.00 Short term labor: $95,680.00 (40 hours a week @ $23.00/hour, then times 52 weeks, times 2 for two years)
B. High School Course Request Process:	1. Improve high school request / scheduling process.	2. Develop a list of courses approved to be taught as a dual enrollment course. 3. Create a strategic enrollment management plan that includes dual enrollment.	Instructor stipends: $2,700.00
C. Streamline the Dual Enrollment Onboard Process for Students	1. Increase resources for first-time dual enrollment students. 2. Continue to improve DualEnroll.com. 3. Improve information sessions provided to students and parents.	1. Create an orientation for first-time dual enrollment students on what it is like to be a college student. 3. Incorporate DualEnroll.com in the parent / student orientations.	Food: $450.00

| D. Cultural Proficiency Education Practice | 1. Increase cultural proficiency.
2. Develop a shared understanding of Cultural Proficiency. | 2. Explore USC Race & Equity Training for culturally sustainable pedagogy.
3. Work with Institutional Research to promote equity dashboards and trainings around interpretation of data.
5. Explore guest speakers during in-service time with an underlying theme of DEI.
7. Explore working with a consultant that works in DEI.
10. Explore holding an informational session on Ethnic Studies. | Guest Speaker(s): $25,000

Consultants: $25,000

Instructor Stipends: $10,000

Food: $5,000

Supplies: $3,000

Technology: $11,170 |
| **Total IEPI Resource Request (not to exceed $200,000)** | | | $200,000 |

Approval			Collegial Consultation with the Academic Senate		
Chief Executive Officer			**Academic Senate President** *(As applicable; duplicate if needed for district-level I&EP)*		
Name: Claudia Habib			Name: Rebecca Baird		
Signature or E-signature:		Date:	Signature or E-signature:		Date:

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New Data Element: XB12 Instructional Material Cost

Erin Larson, Specialist
Equitable Student Learning, Experience & Impact Office
Educational Services & Support Division

Data Element Dictionary

DED#	DATA ELEMENT NAME	FORMAT
XB12	**INSTRUCTIONAL-MATERIAL-COST**	**X**

This element indicates the cost of instructional material for the section.

Coding	Meaning
A	Section has no associated instructional material
B	Section uses only no-cost open educational resources
C	Section has instructional material costs none of which are passed on to students
D	Section has low instructional material costs (as defined locally)
Y	Section does not meet no-cost or low-cost instructional material criteria

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Relationship of MIS Data Files
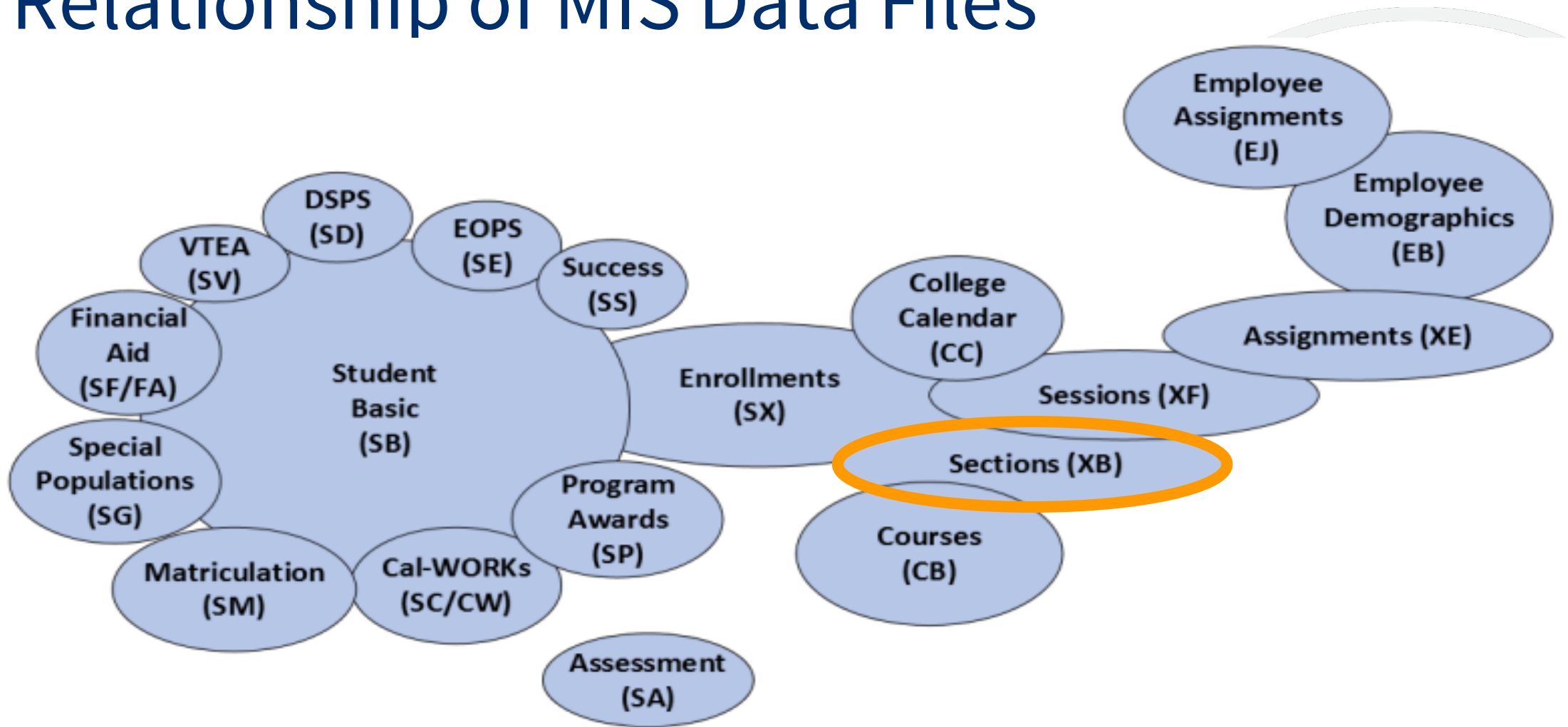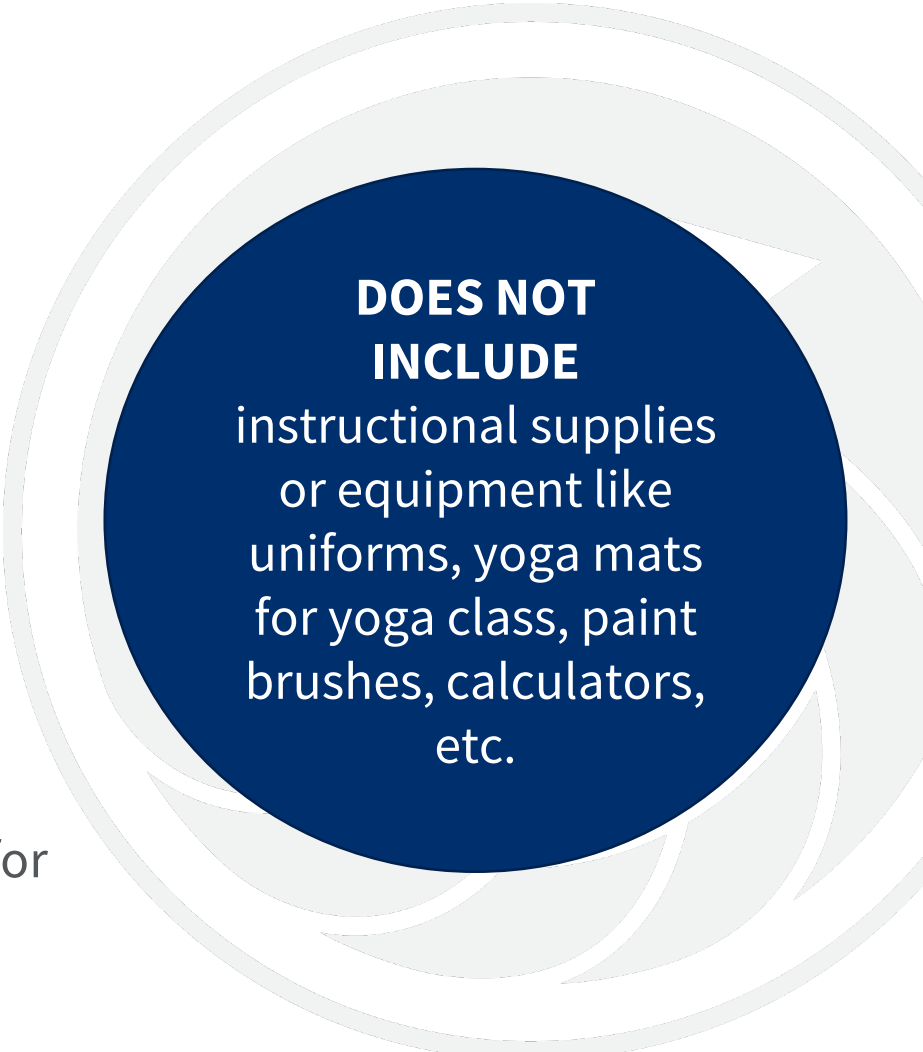
Why an Instructional Materials Data Element?

- We do not have the data now

- Tracks information the instructional materials by section

- Gathers baseline information for the ZTC Program

- Provides systemwide information in instructional materials
  - Identify barriers to equitable access
  - Establish baseline for future legislative program investments and budget advocacy
  - Respond to legislative inquiries and reports

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XB 12: Definition of Instructional Materials

Any of the following:

- Textbooks (EDC 66406.7)

- Digital course materials (EDC 66406.9)
  - Open educational resources
  - Institutionally licensed campus library materials that all students enrolled in the course have access to use
  - Other properly licensed and adopted materials
  - Access codes to digital course materials

- Materials defined in the Disabled Student Services General Provisions section (EDC 67302.5(a)(4))
  - AV work {Section 101 of Title 17 of the US Code) required for student's success

DOES NOT INCLUDE instructional supplies or equipment like uniforms, yoga mats for yoga class, paint brushes, calculators, etc.

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XB 12: Instructional Material Cost - Coding Examples

Code

A – Has no associated instructional material

B – Uses only no-cost open educational resources

C – Has instructional material cost, none of which are passed on to students

D – Has low instructional material costs (as defined locally)

Y – Does not meet no-cost or low-cost criteria

Example

A – Never had a textbook

B – Digital course content that are widely available without a fee

C – Lending libraries, classroom sets, department provided

D – Per district policies, inclusive access

Y – Has textbook costs

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Implementation Timeline

Spring 2022
- Development

Summer 2022
- Launch and guidance

Fall 2022
- "Soft" implementation

Spring 2023
- Refinement and guidance

Fall 2023
- Required implementation

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Reminders

- Guidance memo is coming

- There's time to implement and refine

- Each institution should be aware of local policies related to low cost

- Attention to the production and pricing of college textbooks is a legislative priority ([EDC 66406](#))

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Thank you!

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www.cccco.edu

Instructional Material Cost - ZTC Program

Provides systemwide information in instructional materials: CCCCO PowerPoint
- Identify barriers to equitable access
- Establish baseline for future legislative program investments and budget advocacy
- Respond to legislative inquiries and reports

Definitions of Instructional Materials:
Any of the following:
- Textbooks (EDC 66406.7)
- Digital course materials (EDC 66406.9)
- Open educational resources
- Institutionally licensed campus library materials that all students enrolled in the course have access to use
- Other properly licensed and adopted materials
- Access codes to digital course materials
- Materials defined in the Disabled Student Services General Provisions section (EDC 67302.5(a)(4))
- AV work {Section 101 of Title 17 of the US Code) required for student's success

College textbooks EDC 66406:
https://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=66406.

MIS XB12
A Section has no associated instructional material = **Never had a textbook**
B Section uses only no-cost digital instructional material = **ZTC**
C Section has instructional material costs none of which are passed on to students = Lending libraries, classroom sets, department-provided **(H.S. Dual Enrollment)**
D Section has low instructional material costs (as defined locally) less than $50.00 = **LTC**
Y Section does not meet no-cost or low-cost instructional material criteria = **Has textbook costs**

BANNER CODING 3-15-24

Banner Value STVATTR	Report Value	Description	Public Facing SSB	SSB Description
A	**A**	Section has no associated instructional material	**NO**	
ZTC	**B**	Section uses only no-cost digital instructional material	**YES**	**Zero Textbook Cost**
C	**C**	Section has instructional material costs none of which are passed on to students	**NO**	
LTC	**D**	Section has low instructional material costs (as defined locally) less than $50.00	**YES**	**Low Textbook Cost**
Y	**Y**	Section does not meet no-cost or low-cost instructional material criteria	**NO**	

Student • Add or Drop Classes • Select a Term • Look Up Classes

Browse Classes

Enter Your Search Criteria

Term: Fall 2024

Sections Open for Registration	☐
Subject and Course Number	
Subject	
Campus	
Meeting Days/Time	
Instructional Method	
Textbook Cost/Transfer Area	

Low Textbook Cost

Zero Textbook Cost

CSU American Inst - Group 1

CSU American Inst - Group 2

CSU Area Max 1 Unit PE

SSB Banner View:

Student • Add or Drop Classes • Select a Term • Look Up Classes

Browse Classes

Search Results — 6 Classes
Term: Fall 2024   Subject and Course Number: HISTP117 History   Textbook Cost/Transfer Area: Zero Textbook Cost

Search Again

Term	Title	Subject	Course Nu	Section	CRN	Units	Instructor	Meeting Times	Campus	Instructional Methods	Status	Attribute
Fall 2024	History of the United State...	HIST	P117	01	71408	3	Pelon, Leslie (Primary)	S M T W T F S 08:00 AM - 09:25 AM Type: Cla	Porter...	Lecture/Discussion	29 of 35 seats re... 25 of 25 waitlist ...	CSU GE Area D - all courses CSU American Inst - Group 1 PC GE Area 4-Social/Behavr Sci IGETC Area 4 - History UC Transferable — Zero Textbook Cost
Fall 2024	History of the United State...	HIST	P117	02	71409	3	Pelon, Leslie (Primary)	S M T W T F S 12:50 PM - 02:15 PM Type: Cla	Porter...	Lecture/Discussion	32 of 35 seats re... 25 of 25 waitlist ...	CSU GE Area D - all courses CSU American Inst - Group 1 PC GE Area 4-Social/Behavr Sci IGETC Area 4 - History UC Transferable — Zero Textbook Cost