



Governance » Finance & Educational Resources Planning & Budget Team » Notes » Meeting Notes - June 14, 2011

## Joint PBT Meeting Notes - June 14, 2011

### I. Introduction:

Outcome of this meeting is to better understand how reduction proposals could affect other areas. Review Purpos of the Meeting and Agenda for today

- Initial Questions about the Material that was reviewed by committee members

### II. Identify Core Students:

- First Time HS grads
- Transfer
- Targeted Groups
- Retraining/Visitors

### SSPBT

(see attachment to agenda) Review SSPBT "tiered" approach to "core" students. What are the key services that a needed to support student success?

- Related to vision 2020 projected students that we will be serving
- Focus on matriculation processes and have much more advising focus
- Need to additional work researching students identified and also we will need to change our policies in order to c this
- Cohort groups such as Puente to scale up?? Will require more resources?
- i.e. assessment of hundreds of new students and simultaneously we have equivalency process (this could be in sync next summer)
- Estimate number of students (2,000 + that we target currently)
- With certificate takers and AA and transfer--will definitely impact IPBT if less service offered
- This is a model of EOPS and scaling this up would allow for better planning

### III. What are your Concerns?

What are the concerns? What are the consequences of our choices?

- Need to be cautious with some of these preliminary ideas because it can be interpreted as denying service
- Discussion focused on alternative methods of delivery services and doing more research on student learning (don't make assumptions about learning styles)
- Number of students in #1 cohort-- go to research website based on our demographics (follow up on this and check in with Mallory)
- For SSPBT, talk more about decision that was made to eliminate All administrators
- Where will restoration happen now that we are addressing the May Revise? IPBT and SSPBT will go to the reduction plans and prioritize decisions that way. FERPBT will restore Custodians. IPBT across the board cuts mostly in courses and FTEF...but restoration should be based on disproportional impact on students

#### Priority List

- SSPBT Managers back on the list
- Custodians
- Admissions, Financial Aid, Counseling Support, Basic Skills Courses,
- We need to be able to provide CORE Classes that meet their academic vocational goals
- We need to think about ETS and Technology Resource Group (TRG), Distance Learning Capacity, Customized Innovative Projects are gone
- When technology doesn't go right and we do have to rely on ETS, then FTES is impacted
- Find balance, e.g. can focus our efforts on particular groups but can't put all funds towards to those groups.
- Does IPBT need to have assessment data that has been provided to DARE?

Letha update on May Revise, reduction to address right now is 22,000,000+ deficit NOT worse case scenario. We have a chance of restoring 7,000,000 if we regain lost FTES (we need 1,308 FTES)

--July 7th pre-registration, July 14, Continuing, August 1 New students

#### Additional Notes:

- We are fortunate that we have access to strong data about students and success via college research, district research, Research and Planning groups, State Data

### IV. Future Meetings:

Proposal: Meet once a month on a Tuesday during the normal scheduled IPB T meeting time. same week s the AI Deans meeting week which is on Thursdays.

- IPBT will be proving orientations for new members and we can use the e-version of the governance taskforce handbook

--co-chairs of each committee will get together to plan facilitation of next meeting in the fall 11

#### **V. Program Viability and Improvement Process:**

Draft--IPBT flow chart for all PBTs to review model. Proposal, each PBT would create their own keys/sets of factor and criteria for review.

--be familiar with gainful employment data for certificate programs for financial aid eligibility.

**Attended ( ) : *italics means non-voting member***

<b>IPBT Administrative Reps</b>	<b>Classified Reps</b>	<b>Faculty Reps</b>	<b>Student Reps</b>
Christina Espinosa-Pieb, Co-Chair--ab	April Qian	Randy Bryant-ab	
Ron McFarland--ab	Mary Kay Englen, Guest	Catie Cadge-Moore	
Edmundo Norte--	Greg Knittel	Cinzia Muzzi -	Guests: Gregory Anderson, Faith Milonas, Cheryl Woodward
Rich Schroeder--		Coleen Lee-Wheat, Co-Chair	
Rowena Tomaneng--		Kulwant Singh	
Thomas Ray--		Robert Stockwell	

<b>SSPBT Administrative Reps</b>	<b>Classified Reps</b>	<b>Faculty Reps</b>	<b>Student Reps</b>
Stacey Cook, Co-Chair	Marilyn Booye	Vicky Moreno, Co-Chair	Anmol Mirakhur
Christina Espinosa-Pieb -ab	Virginia Marquez	Kevin Glapion	
Rob Mieso	Olivia Patlan	LaQuisha Beckum	Guests:
Kathleen Moberg	Sara Corrao	Jim Haynes	
Michelle LeBleu-Burns		Truly Hunter	
Angela Caballero de Cordeo			

<b>FRPBT Administrative</b>	<b>Classified Reps</b>	<b>Faculty Reps</b>	<b>Student Reps</b>
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Reps			
Letha Jeanpierre Co-Chair	Lois Jenkins-ab		
Margret Micaleas	Marty Kahn		
Naoko Harada -ab	Teri Gerard		Guests:
Donna Jones-Dulin-ab	Sara Corrao		

## DRAFT 6/8/11 De Anza College SSPBT--Proposed Priority Criteria for High Demand Courses and Services

### #1 CORE group:

#### \* DATA AVAILABLE

Strategic Planning Targeted Populations:

Latino/a, African Ancestry, Filipino/a, Pacific Islander  
ethnicity

\* Adm App

High need for Basic Skills (no other choice of college available)  
Assessment results

\*

AA and/or Transfer Goals  
App/Goal

\* Adm

H S grads/GED from feeder high schools  
Adm App ed lvl + HS ID

\*

H S grads/GED from Santa Clara County communities with low college-going rates

\* Adm App ed lvl + HS ID

Non HS grads from Santa Clara County  
Adm App ed lvl + address

\*

First in family to attend college  
Adm App

\* FAFSA or

Low-income students (no other choice of college available)

\* FAFSA EFC

Students enrolled full-time  
Registration

\*

Students who are committed to De Anza start to finish (**matriculated**)

\* extrapolated

Students within their first 120 quarter-equivalent units  
App/FAFSA level+

\* Adm

International students recruited by FHDA ISP

\* Adm App Visa

**#2 group**

Selected certificate takers (good chance for gainful employment) App/Goal	* Adm
Non high school graduates from outside Santa Clara County App ed lvl + address	* Adm
Students with 120+ qtr-equivalent units but within 36 units of AA/AS/transfer Degree Works	* Adm App +
DA Returning students  * Adm App ed lvl	
Students transferring from other colleges (possibly within Santa Clara County?) ed lvl	* Adm App

**#3 group:**

Students outside Santa Clara County App zip codes	* Adm
Students transferring from other colleges (possibly outside Santa Clara County?) prior colleges	* Adm App
Students co-enrolled at other colleges w/FH only	* Banne
Single course takers  * Adm App goal + no matric	
Students co-enrolled in high school  * Adm App HS concurrent	
Students from regional communities with high college-going rates lvl _ + HS ID	* Adm App ed
Students on visas other than F1  * Adm App	
Students with 120+ quarter-equivalent units but not in #2  * Adm App/transcript	
Bachelor degree holders App/FAFSA	* Adm
Students pursuing certificates not listed in #2 (not leading to gainful employment)	

\* Adm App/courses

Students who are ***not matriculated***

\* extrapolated

### **WORK TO DO:**

Review Dates to Register to favor CORE students.

Review Assessment practices and services to favor CORE students.

Review Matriculation steps to favor CORE students.

Review orientation, counseling and advising practices to favor CORE students.

Review cohort model to extend to more CORE students.

Review early alert policies to keep CORE students enrolled.

Review research data to maintain or grow CORE student population.

Review use of research for follow up to increase persistence and success.

Review course offerings vis-à-vis new student assessment levels and majors.

Review possibility of course restrictions for certain groups (i.e. High School students)

Review and revise policies for students in group #2 and group #3.

***Matriculated = completed admissions, assessment, orientation, follow-up.***

***May include financial aid application & outreach contact.***

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