

Responses to MEChA on Enrollment

Our responses to the requested inquiries are below. If you would like additional information and clarification, please let us know. We are glad that we have been able to meet with MEChA members on four occasions regarding local enrollment questions and concerns. We thank you for your advocacy and look forward to continued discourse.

1. Who is in charge of making these decisions? Who will make the final decision to include the current 7th grade students and families that we invited to campus and sent home without a guarantee?

The process is being led by the Enrollment Management Committee, which is comprised of two sub-groups – one focused on local area enrollment and the other on cluster composition. The process will be informed by perspectives from faculty, staff, students, and community members. The President will make the final decision.

The COMPACT was already extended one-year for the seventh-grade class.

2. To honor the commitment of using data and evidence listed in the letter about the advisory group-Where is the analysis that led to the conclusion that compacts are “no longer relevant”?

The data was informed by analyses that demonstrated that the composition of students benefitting from the COMPACT did not have sufficient representation from the west side of the district. The west side of the district is more diverse than the east side. Moreover, an analysis conducted by Analytic Studies showed that students in the COMPACT in STEM majors were not doing as well as hoped for. However, these outcomes must also be considered in light of extant supports for students from the institution. Beyond these factors, a larger consideration was that the COMPACT prioritized one district over others, and could be viewed as exclusionary to students from minoritized communities in other districts.

3. We note that there are no Latinx or Chicana on the advisory group? Are there no employees in the university that can represent our community on this committee?

The committee representation includes Sandra Temores-Valdez and Cristina Alfaro. There are also people of color from other historically underrepresented communities. It should be noted that these individuals were added to the committee more recently. The committee has been expanding to account for a number of perspectives, experiences, and areas of expertise.

4. The letter from president's office says that we are going to be top 50 university. Based on the practice to eliminate the compacts, does that mean that you do not want to serve local students or that local students are blocking you from becoming a top 50. Are poor people and people of color from this “community” a roadblock to your desired future?

We do not believe this is a false dichotomy. We believe that we can provide enhanced access to the local region and be a top 50 institution. We do not believe that diversity reduces excellence.

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5. Diversity, inclusion, equity, justice, fairness, and related words can be meaningful aspects of SDSU policy or they can be buzz words for a job title or practice. Can you provide evidence that you are using any of these values or labels in eliminating the local "Compacts".

We are likely moving towards a holistic admissions process. Based on the public timeline, the principles for this process include: * Access for Local Region * Access for Diverse Communities * Enhanced Student Success * Fairness in Decision-Making. These guiding principles are informing all discussions with key stakeholder groups. These are not buzzwords, we are fully commitment to diversity and inclusion.

6. Is there a commitment to serve the SDSU Service Area or region? You have specialized recruitment and outreach for out of state students and people from abroad. What is the recruitment effort for Sweetwater, Grossmont, San Diego City Schools and the Imperial Valley the SDSU region? How do they compare?

Yes, there is a strong commitment to doing so. We are a public institution and therefore have a strong commitment to the State and to our local region. We have dedicated staff who work with Sweetwater for local recruitment. In addition, enrollment services and other programs (e.g., EOP) regularly provide outreach support services to the local region. The cost of running out-of-state recruitment is higher than local recruitment (e.g., travel, lodging). SDSU has six admissions counselors for the local region, in contrast, there are only two for out of state recruitment.

7. Why have the amount of resources for planning the High School Conferences declined (same amount of money for 15 years with more all high school conferences)?

High school conferences are funded by Associated Students, and they have already committed to raising the amount. Currently, the amount is \$40,000 and it is planned to rise to \$45,000. Of course, this is for student operated conferences. There are additional conferences that are operated by enrollment services, student affairs, academic affairs, and academic departments within academic affairs.

8. What is Latinx student enrollment from the local serving area now, and what would it be if the Compacts were changed or eliminated? Is there an acceptable level of loss (local students, Latinx or Chicanx) that is part of your planning?

Here is a link to a public datasource on enrollment composition:

https://tableau.sdsu.edu/views/AdmissionsStory_public/SDSUAdmissions?iframeSizeToWindow=true&:embed=y&:showAppBanner=false&:display_count=no&:showVizHome=no

no. Last year, we received 14,190 applications (from local students), 7,283 were Black, Latinx, and Native American. These numbers account for all freshmen and transfer applications. For freshmen applications, there were 7,576 from the local area. Admission rates are significantly higher for local students in comparison to out-of-state students. For example, as is evident in the chart, in 1996 76% of local students were admitted, a rate that is now 52%. This represents a 24% percentage decline. In contrast, the admission rate for out-of-state students was 73% and is now 23%. This represents a 50% percentage decline. For URM, the same pattern is evident for percentage decline, by 22% and 47%, respectively. There is absolutely no acceptable level of loss. In fact, the administration is launching a Hispanic Serving Institution taskforce to address attrition. We also implemented the Provost's Professors of Equity in Education who will be

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conducting trainings with faculty on implicit bias, racial microaggressions, inclusive pedagogies, and becoming a Hispanic *Serving* Institution.

9. Are low-income students a priority, and are there ways you can show us that they are a priority in the present the SDSU's recruitment plan?

Yes, they are a strong priority. This is evidenced in the timeline for recruitment. Based on the public timeline, the principles for this process include: * *Access for Local Region* * *Access for Diverse Communities* * *Enhanced Student Success* * *Fairness in Decision-Making*.

10. Why is there a lack of inclusion towards disenfranchised communities? Who are you contacting that is well versed in representing and making decisions that impact them?

The committee has a strong commitment to diversity and inclusion. We have included a number of decision-making groups to ensure a well-informed decision. Some of these groups include: the AS Diversity Commission, El Concilio, the AS President's Advisory Council, Kumeyaay Community College, Reality Changers, Barrio Logan College Institute, the Senate Standing Committee on Diversity, Equity and Outreach etc. Moreover, each discussion with stakeholder groups has specifically asked about appropriate indicators that would meet the four principles that are guiding the decision-making process.

11. How are you planning on accommodating low-income students with SDSU West expanding our physical campus by 160 acres?

We are exploring practices in our admissions process that may better identify applicants with a diverse array of life experiences. Currently, this is not the case as admissions are determined based on high school GPA and SAT score. Our feedback from the public input suggests that we should consider such as first-generation status, school characteristics, and income. As currently planned, the new admission process will be applied to SDSU main campus, Imperial Valley, and SDSU West. We believe our efforts represent an enhanced commitment to low-income students at all of our campuses.

12. What is going to happen to the Compact with Barrio Logan College Institute?

The COMPACT was already extended for an additional year. BLCI has been involved in the process of discussing holistic admissions. This included an in-person meeting at the Institute, an additional meeting at SDSU, multiple phone calls, and a planned meeting for late February/Early March.