IEPI

INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE

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**Strategic Enrollment Management Best Practices
CCLC 2018 Annual Legislative Conference
January 28-29, 2018**

CALIFORNIA COMMUNITY COLLEGES
CHANCELLOR'S OFFICE

A CALIFORNIA COMMUNITY COLLEGES INITIATIVE

Introductions

Presenters

- Theresa Tena, Executive Vice Chancellor, Institutional Effectiveness and Innovation, CCCCO

- Michelle Barton, SEM Project Co-Lead, Senior Director Institutional Research and Planning, Palomar College
Past-President of The Research and Planning Group for California Community Colleges

- Bill Garrett, President of the Board of Trustees, Grossmont-Cuyamaca Community College District

- Marvin Martinez, College President, East Los Angeles College

- Dan Walden, Vice President Academic Affairs, Los Angeles City College

- Anna Badalyan, Dean of Institutional Effectiveness, Los Angeles City College

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Vision for Success

Goal 1:

Increase by at least 20 percent the number of CCC students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.

Goal 2:

Increase by 35 percent the number of CCC students system-wide transferring annually to a CSU or UC, necessary to meet the state's needs for workers with baccalaureate degrees.

Goal 3:

Decrease the average number of units accumulated by CCC students earning associates degrees from approximately 87 to 79 total units—the average among the top 5th of colleges showing the strongest performance on this measure.

Vision for Success

Goal 4:

Increase the percentage of exiting CTE students who report being employed in their field of study, from the statewide average of 60% to 69%--the average among the top 5th of colleges showing the strongest performance on this measure.

Goal 5:

Reduce equity gaps by 40% across all of the previous measures through faster improvements among traditionally underrepresented students, closing the gap within 10 years.

Goal 6:

Reduce regional achievement gaps across the previous measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the goal of closing the gap within 10 years.

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Institutional Effectiveness Partnership Initiative-IEPI

- Initiative funded by the Legislature

- Partnership
  - CCC Chancellor's Office
  - COC, Foothill & Chabot-Las Positas CCD
  - State Academic Senate
  - Success Center for California Community Colleges
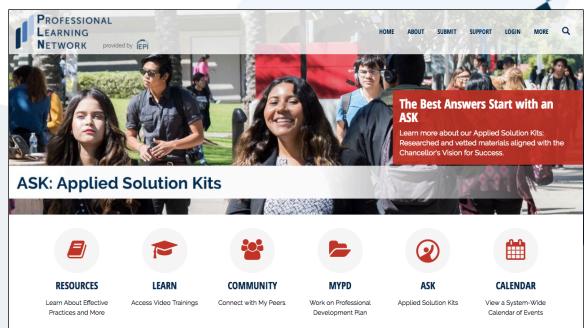 - Workgroups with representatives from 22 statewide organizations

IEPI / Professional Learning Network

RESOURCES

- Promising Practices
- Emerging Practices
- Lynda
- Skillsoft

Link to ASK
https://prolearningnetwork.cccco.edu/ask

Trustee/CEO/President Perspectives

- What is the importance of SEM from your perspective as a trustee? As a CEO? As a College President?

- What changes do see coming that will impact our approach to SEM?

- What do you think will remain constant and require continued vigilance?

What is SEM ASK?

Strategic Enrollment Management (SEM) Tools and Resources

- Assessments & Evaluations
- Data Resources & Tools
- Exemplars & Models
- Promising Practices
- Professional Development

SEM ASK
Core Purpose Statement

- Sets the context for SEM in CCCs
  - Diverse student body with diverse goals
  - Changing needs in the environment
  - Focused on student success / goal achievement while recognizing the importance of fiscal viability
- Provides definition and overview of SEM purpose
- Cuts across all areas of a college

SEM ASK
Organizing Framework

Strategies & Practices
- Scheduling & Program Pathways
- Support & Services
- Marketing & Communications
- Outreach & SSSP
- Success & Completion
- Retention & Persistence

Approach
- ★ Mission Driven
- ★ Data Informed
- ★ Targeted Enrollment Goals
- ★ Equity Focused

Foundation
- Leadership & Collaboration
- Student-centered Budget
- Infrastructure

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Three Significant Work Efforts In Progress

- Professional Development Resource Guides and Accompanying Tools
- SEM Community of Practice
- SEM Academy

Professional Development Resources & Associated Tools

- Calculating and Understanding FTES and Productivity

- Understanding CCC Budget and Reporting

- Developing and Managing the Course Schedule

- A Roadmap to SEM Planning

- Data Tools & Metrics for SEM

- Targeted Marketing for SEM

- High Impact Success, Retention and Persistence Practices for SEM

Community of Practice (CoP)

Building a SEM CoP

- For practitioners, by practitioners

Compendium of SEM Practices

- Online searchable database (vetted/reviewed)
- Comment/Engage in dialogue
- SEM Academy
- Integrated into SEM ASK resources

Community of Practice

- Marketing & Communications (segmentation marketing, stop-out campaigns)

- Outreach & SSSP (dual enrollment practices, admissions & registration policies & procedures)

- Scheduling & Student Pathways (block scheduling, <u>guided and career pathways</u> & budget models)

- SEM Planning (SEM plans, techniques for collaborating & organizing SEM planning)

- Success & Completion (stackable certificates, supplemental instruction, accelerated basic skills classes)

Highlighted College Community of Practice

Los Angeles City College

Zero-based Scheduling

LACC

- LACC is 1 of the 9 colleges in LACCD
- Mid - size: 13,000 FTES
- Location: Hollywood, Urban
- Hispanic serving, but super diverse in many aspects (language, age, level of prior education, Brail institute next door)
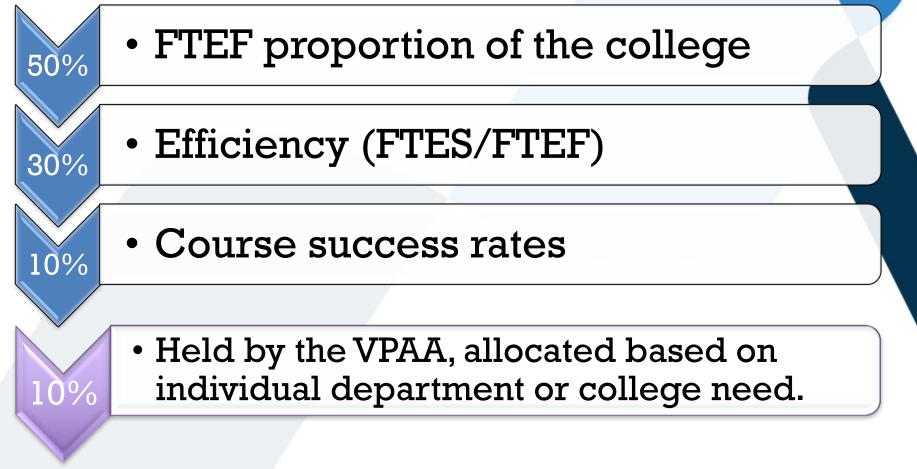- Decreasing HS age population & sky rocketing housing prices

LACC - Background

Condition	
Budget Deficit	Enrollment Drop

Need to Optimize Class Offerings	
FTEF Allocation	FTES Targets

LACC – FTEF Allocation

First, identify the overall college FTEF allocation based on:

- Available budget
- FTES target
- Efficiency history

LACC – FTEF Distribution

Based on the department's prior year's like term

50%
- FTEF proportion of the college

30%
- Efficiency (FTES/FTEF)

10%
- Course success rates

10%
- Held by the VPAA, allocated based on individual department or college need.

LACC – FTES Target

For each Department

FTEF Allocation ✕ Expected Efficiency = FTES Target

LACC – Allocation Model

Allocation	280														
	Last Year: Spring 2017				FTEF	50%	Eff	30%	Succ	10%	Model	VP Extra	Final Sp 18	Expected	
	FTEF	FTES	Eff	Avg CS		140.0		84.0		28.0				Eff	FTES
Business Administration	13.5	249.8	18.46	34.80	4.9%	6.8	5.4%	4.5	4.5%	1.3	12.6	1.2	13.81	18.0	249
Chemistry	13.4	213.7	15.96	30.08	4.8%	6.7	4.6%	3.9	4.9%	1.4	12.0		12.00	17.0	204
Child Development	9.6	147.0	15.31	28.87	3.5%	4.8	3.2%	2.7	3.9%	1.1	8.6		8.59	18.0	155
Cinema	10.0	180.5	18.05	34.03	3.6%	5.0	3.9%	3.3	3.8%	1.1	9.4	1.4	10.79	20.0	216
Communication Studies	7.1	117.1	16.61	31.32	2.5%	3.6	2.5%	2.1	2.7%	0.8	6.4		6.44	15.0	97
Counseling	0.8	14.9	18.59	35.05	0.3%	0.4	0.3%	0.3	0.3%	0.1	0.8		0.76	18.0	14
English	41.9	665.7	15.88	29.93	15.1%	21.1	14.4%	12.1	13.7%	3.8	37.1		37.05	18.0	667
Foreign Languages	16.3	273.6	16.82	31.72	5.9%	8.2	5.9%	5.0	6.6%	1.8	15.0		15.02	18.0	270
Kinesiology	12.9	185.7	14.43	27.21	4.6%	6.5	4.0%	3.4	4.9%	1.4	11.2		11.24	18.0	202
Law	5.2	84.6	16.27	30.68	1.9%	2.6	1.8%	1.5	1.8%	0.5	4.7		4.66	18.0	84
Life Sciences	13.2	280.1	21.22	40.00	4.8%	6.7	6.1%	5.1	4.9%	1.4	13.1		13.11	20.0	262
Mathematics	45.2	845.8	18.72	35.31	16.3%	22.8	18.3%	15.4	11.9%	3.3	41.5	4.0	45.46	20.0	909
Music	12.0	207.6	17.30	32.62	4.3%	6.0	4.5%	3.8	4.5%	1.3	11.1		11.09	15.0	166
Nursing	16.4	149.1	9.09	17.14	5.9%	8.3	3.2%	2.7	8.6%	2.4	13.4	7.3	20.67	8.0	165
Philosophy	3.4	51.5	15.14	28.54	1.2%	1.7	1.1%	0.9	1.1%	0.3	2.9	0.1	3.00	15.0	45
STEM	7.1	138.4	19.47	36.72	2.6%	3.6	3.0%	2.5	2.8%	0.8	6.9		6.88	19.0	131
Psychology	11.5	202.6	17.57	33.12	4.2%	5.8	4.4%	3.7	4.3%	1.2	10.7	1.1	11.81	21.0	248
Technology	5.3	97.6	18.41	34.72	1.9%	2.7	2.1%	1.8	2.4%	0.7	5.1	0.9	5.99	18.0	108
Social Sciences	15.0	277.5	18.50	34.89	5.4%	7.6	6.0%	5.0	4.9%	1.4	14.0		13.98	21.0	294
Theatre Arts	9.5	106.7	11.20	21.11	3.4%	4.8	2.3%	1.9	4.2%	1.2	7.9	1.0	8.91	11.0	98
Visual Arts	8.6	133.0	15.47	29.16	3.1%	4.3	2.9%	2.4	3.3%	0.9	7.7		7.67	16.0	123
Total	277.9	4622.6	16.63	31.37	100%	140.0	100%	84.0	100.0%	28.0	252.0	16.9	268.93	17.5	4,706
											Remain	11.1			199
											Total		280.00		4,905

LACC – Department Plan

Each Department receives:

- FTEF (Standard Hours) Allocation
- FTES Target (with expected efficiency)
- Schedule Planning Tool

LACC – Planning Meeting

- Individual Meetings to Complete the Plan
    - Department chair
    - Dean over the area
    - Dean of IE/Research
- Information used
    - Schedule Planning Tool
    - College Catalog – to insure program completion & possible course rotation
    - Historical data at course and class/section level (enrollment, retention & success including meeting pattern and delivery method)

LACC – Planning Tool

Spring 2018

Dept: Business Administration

	FTEF	St. Hours	FTES	Efficiency	Sections	Avg Cl. Size
Allocation	13.80	207	249.00	18.04		34
Scheduled	13.80	207	272.42	19.74	62	37
Remaining	0.00	0.00	23.42			

Department	Subject	Course	Unit	Load	St. Hou	Last Term	Avg.En	Sect#	Reg	Online	Comb H
Business Administratio	ACCTG	ACCTG 001	5	15	5	Spring 2017	46	5	4	2	
Business Administratio	ACCTG	ACCTG 002	5	15	5	Spring 2017	48	3	2	2	
Business Administratio	ACCTG	ACCTG 015	3	15	3	Spring 2016	26	1	0		
Business Administratio	ACCTG	ACCTG 021	3	15	3	Spring 2017	27	2	2		
Business Administratio	ACCTG	ACCTG 022	3	15	3	Spring 2017	15	1	0		
Business Administratio	ACCTG	ACCTG 023	3	15	3	Spring 2017	27	1	1		
Business Administratio	ACCTG	ACCTG 027	3	15	4	Fall 2016	14	1	0		
Business Administratio	ACCTG	ACCTG 031	3	15	3	Fall 2016	27	1	0		
Business Administratio	ACCTG	ACCTG 041	1	15	2	Spring 2016	33	2	0		
Business Administratio	ACCTG	ACCTG 042	1	15	2	Spring 2016	24	1	1		
Business Administratio	ACCTG	ACCTG 055	1	15	2	Spring 2017	18	1	0		
Business Administratio	BUS	BUS 001	3	15	3	Spring 2017	40	8	5	3	
Business Administratio	BUS	BUS 015	3	15	3	Spring 2017	25	1	1		
Business Administratio	BUS	BUS 017	3	15	5	Spring 2017	58	1	1		
Business Administratio	BUS	BUS 038	3	15	3	Spring 2017	25	1	1		
Business Administratio	ECON	ECON 001	3	15	3	Spring 2017	27	4	2	2	

LACC – VPAA 10%

- Keep program integrity – Nursing
- Cover full-time faculty
- New promising practice, mode of delivery, time – initiated by a department, supported with data
- Dual enrollment
- FYE & LA Process
- Other innovation practices

LACC – Outcome

- The allocation process is transparent
- Helps departments to plan and evaluate how changes to the class schedule affect the department's allocation and efficiency metrics
- Allowed the college to maintain its efficiency in the face of declining enrollments.

2018 IEPI SEM PROGRAM

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The Program

- Year-long Engagement (15 Colleges)
  - Training, coaching, and resources in SEM
  - Colleges identify significant SEM project
- Four Components
  - SEM Academy (June 1-2, 2018)
  - One Year Support/Coaching
  - Mid-term check-in
  - Final Convening
- Integrates resources from other ASKs

The Trustee's Role in SEM

Trustees - Existing Advice

- Trustee Role in the college overall
  - Understanding data
  - Staying informed on issues
  - Staying at the policy level
  - Working collaborative with the CEO

- Great Article from Trustee Bernie Rhinerson (San Diego) in the Winter 2017 edition of Trustee Quarterly

Trustees - Existing Advice

- Know the Trends:
  - Increased interest in Online/Distance Education
  - Community College Bachelor degrees
  - Increased partnerships with four-year institutions
  - Greater recruitment of adults
  - Increased enrollment of special populations
  - Increased partnerships with businesses
  - Competition from private universities and colleges
  - Changing workforce demand

Trustees - Existing Advice

- Questions to ask
  - How is the college optimizing class scheduling based on student demand and workforce needs?
  - What are the contingency plans for flexibility during registration periods?
  - What is the budget for marketing and outreach to promote enrollment?
  - What is being done to enhance marking and outreach to promote enrollment?

Trustees
Additional Thoughts

- Understanding the politics of enrollment management

- Supporting the CEO and difficult decisions is critical

- Understanding the comprehensive nature of SEM

- Being willing to support risks and innovation in support of SEM

Questions???

Thank you!!!

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