



INSTITUTIONAL EFFECTIVENESS PARTNERSHIP INITIATIVE

Participate | Collaborate | Innovate



ENROLLMENT MANAGEMENT APPLIED SOLUTION KIT

ASCCC Plenary
April 21, 2017



Introductions

Presenters

- Cathy Hasson, Director, Research and Planning, San Diego Community College District
- Michelle Barton, Senior Director, Research and Planning, Institutional Effectiveness and Grants, Palomar College
- Michelle White, Research Analyst, San Diego Community College District



Institutional Partnership Effectiveness Initiative

- Initiative funded by the Legislature
 - ✓ \$2.5 million for Year One (2014-15)
 - ✓ \$17.5 million for Year Two (2015-16)
 - ✓ \$27.5 million for Year Three (2016-17)
- Administered by the CCC Chancellor's Office



IEPI Goals

1. Advance the California Community Colleges as the most effective and innovative system of higher education in the world
2. Help colleges enhance student access, success, and equity
3. Help colleges avoid accreditation sanctions and audit findings
4. Support colleges in implementing emerging initiatives

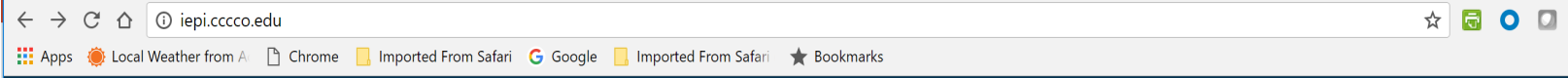


IEPI Structure

Composition of Partnership

- CCC Chancellor's Office
- College of the Canyons
- Academic Senate
- Foothill College
- Chabot-Las Positas CCD
- Representatives from 22 Statewide Organizations
- Success Center for California Community Colleges





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PROFESSIONAL DEVELOPMENT

PARTNERSHIP RESOURCE TEAMS

INDICATORS

- [IEPI CALENDAR](#)
- [SUCCESS STORIES](#)



Applied Solution Kits

- History / Process
- Data Disaggregation
- Integrated Planning
- Strategic Enrollment Management
- Vision for Future ASK Content



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SEM - ASK

Strategic Enrollment Management

- Definition
- Overview of SEM ASK Development
- Literature Review Highlights
- SEM Field Survey Highlights
- SEM ASK Organizing Framework
- Possible Tools and Resources for the SEM-ASK

What is SEM - ASK?



Tools and Resources

- Models and exemplars for SEM planning
- Strategies, practices and research
- Tools, concept papers, and promising practices
- Training and support

Rigorous research, vetting & review process

- SEM Literature review
- SEM Field survey
- ASK-SEM Advisory committee
- Professional conferences
- Statewide meetings

NOTE: The ASK-SEM will not be mandated or prescribed, but rather an extensively researched set of tools, resources and practices made available to colleges to use at their discretion.



SEM-ASK Development Timeline

Phase I: Discovery

Phase II: Design and Implement

DEC . JAN. FEB. MAR. APR. MAY. JUN. JUL. AUG. SEP. OCT. NOV. DEC.

2016

2017

- Scan Literature
- System-wide Field Survey
- Advisory Committee
- Identify and Prioritize Resources

- Design
- Develop
- Vet
- Distribute Resources (PLN), Provide Training
- Continuously Review and Update



Who is Involved?

- SEM Core Project Team
 - Michelle Barton, Cathy Hasson, Michelle White
 - Jane Patton
 - Craig Justice, Sherrie Guerrero, Robin Steinback
 - Joan Decker
- SEM Advisory Committee
 - Developed through the Chancellor's Office
 - Constituent-based
 - Represents size, structure and location of CCC system
 - Includes two faculty members appointed by the Academic Senate

Literature Review

Highlight of the findings



SEM Purpose

Strategic Enrollment Management (SEM) is

- a holistic concept and a process
- enables the fulfillment of an institution's mission and its students' educational goal.

Within California Community Colleges, SEM is a shared responsibility.

Student success is central to all related planning, practices, and processes.



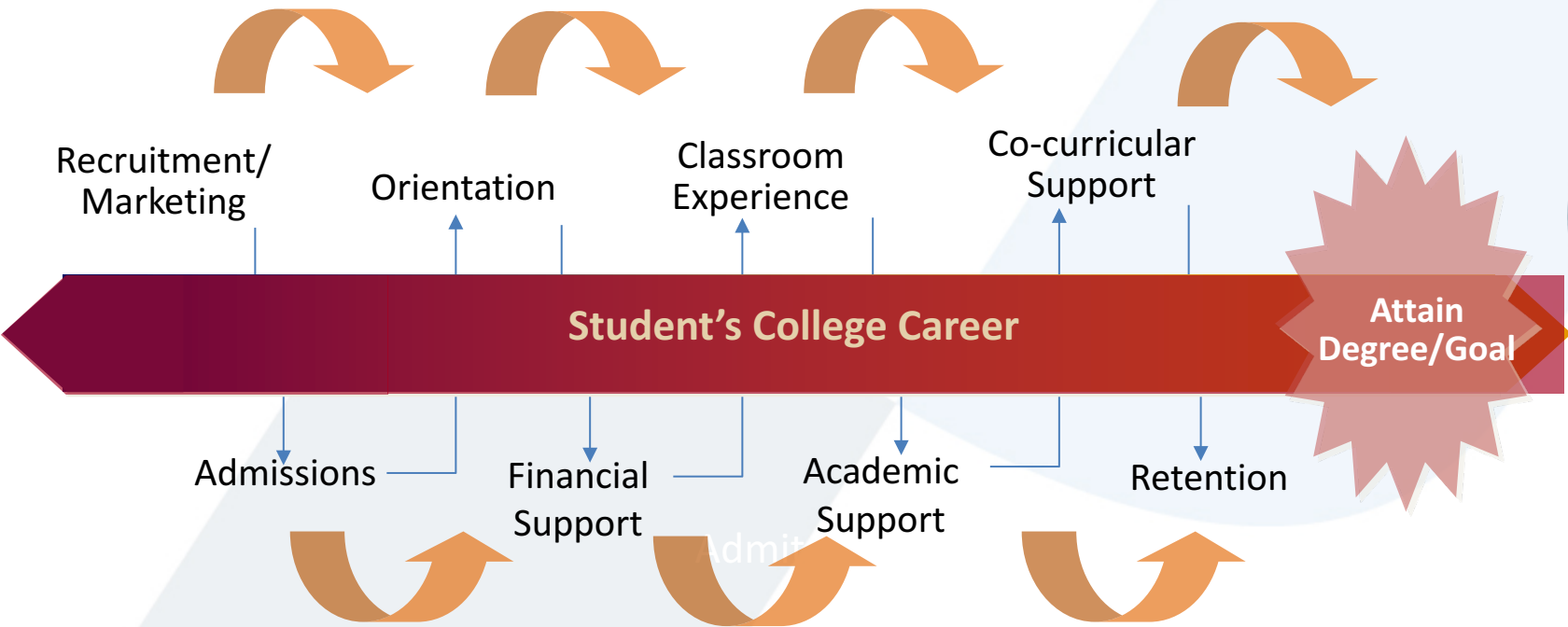
SEM Purpose

The purpose of SEM is to:

- Establish comprehensive student enrollment goals that are aligned with the college's mission and strategic plan.
- Promote student success by improving access, transition, persistence, and completion.
- Ensure fiscal stability and viability by optimizing enrollments and integrating SEM into the college financial planning, budgeting, and allocation processes.
- Offer quality and relevant programs with clear educational pathways, course offerings, and appropriate student support.
- Implement strategies that lead to equitable access and outcomes.
- Create a data-rich environment to inform decisions and evaluate strategies.
- Strengthen communications and marketing with internal and external stakeholders.
- Increase collaboration among departments across the campus to support the enrollment program.



SEM Framework: Student Success Continuum



Bontrager, 2004



Use Case Analysis: SEM Plans

- Structure
 - Committee, office, or individual
- Approach
 - Cycle: 1-5 years (linked to strategic or master plan)
- Areas of focus
 - Marketing and Promotion
 - Recruitment and Outreach
 - Admissions and Matriculation
 - Retention and Persistence
 - Success and Completion



Use Case Analysis: Guiding Principles

1. Student success
2. Goals aligned to college mission
3. Collaboration and inclusion
4. Quality, and relevancy of programs
5. Equitable access and outcomes
6. Data-informed/Data disaggregation
7. Fiscal stability and viability

Use Case Analysis: SEM Planning Process





Use Case Analysis: Goals & Strategic Initiatives

- Scheduling & Program Pathways
- Support Services
- Integrated Marketing
- Recruitment & Matriculation
- Retention & Success



SEM Field Survey

HIGHLIGHT OF THE FINDINGS



Overview & Methodology

- Purpose
 1. How do colleges define and plan for SEM?
 2. What SEM practices are in place at the colleges?
 3. What SEM challenges are the colleges facing?
 4. What are colleges' perception of their overall SEM effectiveness?
 5. Which resources and support can the CCCCO provide colleges?



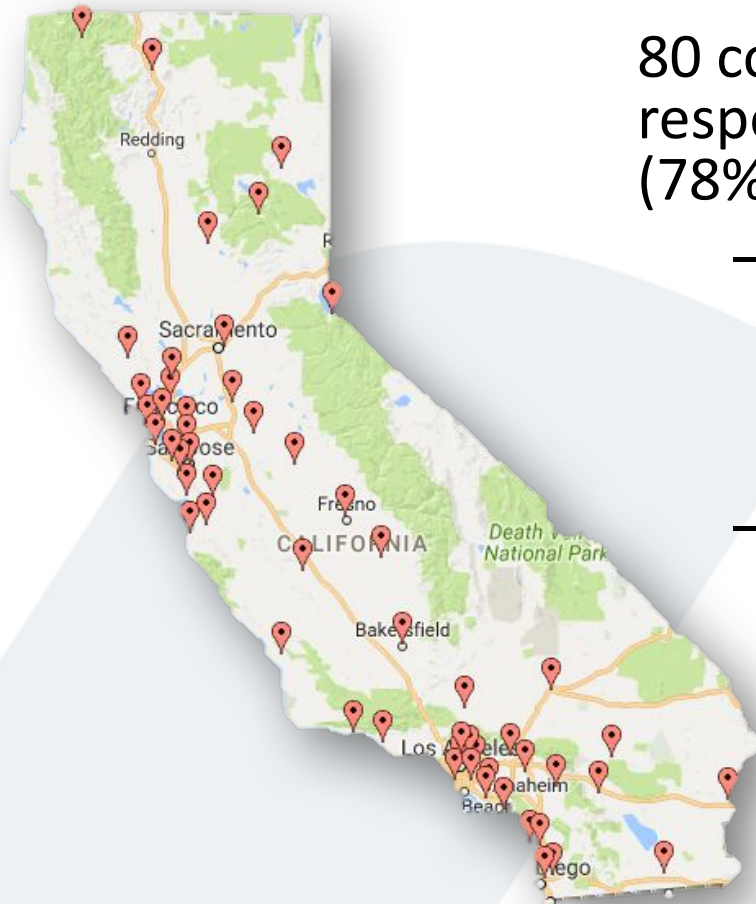
Overview & Methodology

- Sample
 - Approximately 700 people: CIOs, CSSOs, Faculty Senate Presidents, CBOs, Deans/Directors of IR/IE, and PIOs
 - ASCCC pushed out the survey invite to faculty senate presidents so that they could participate.
- Data Collection
 - Online survey (approx. 40 items)
 - Open for four weeks January-February 2017



Respondent Profile

District Representation

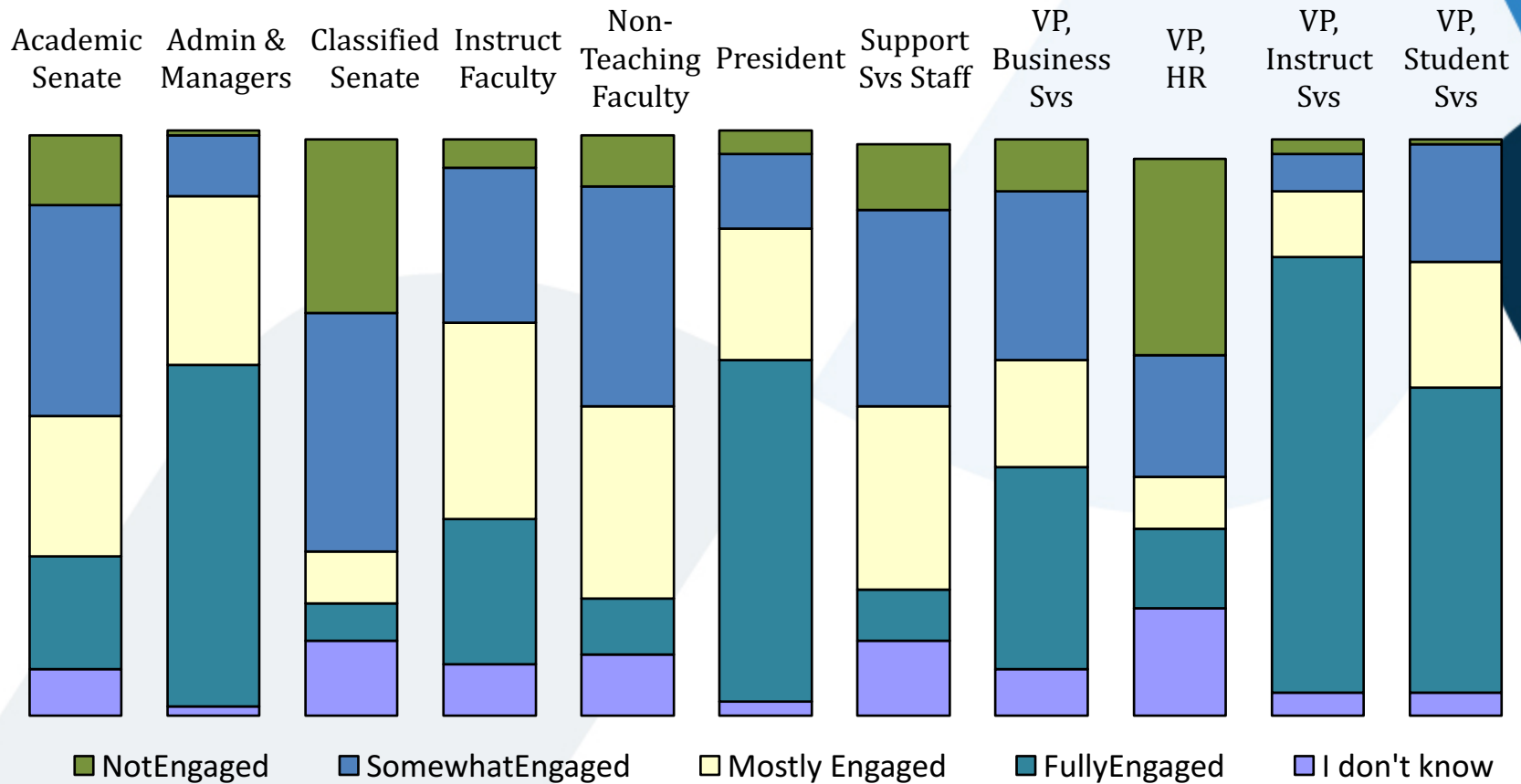


80 colleges are represented in the response sample, and 56 districts (78% of the CCC overall).

- By size
 - 70% of small colleges
 - 76% of medium colleges
 - 38% of large colleges
- By type
 - 77% of single college districts
 - 80% of multi college districts



Organization & Participation





Engagement in SEM

An illustration of four white 3D figures standing around a table, each holding a different colored puzzle piece (yellow, green, red, blue) that they are fitting together.

Involvement

Just under half reported that SEM is always part of their responsibility and practice, while another one-third are often involved. The remaining one-quarter are not as involved in SEM practices.

An illustration of two white 3D figures standing on a surface, each pushing a large red gear. The gears are interlocked, symbolizing operational definition or process.

Operational Definition

A small percentage have formally defined or operationalized SEM. The vast majority either did not have a definition, or didn't know.

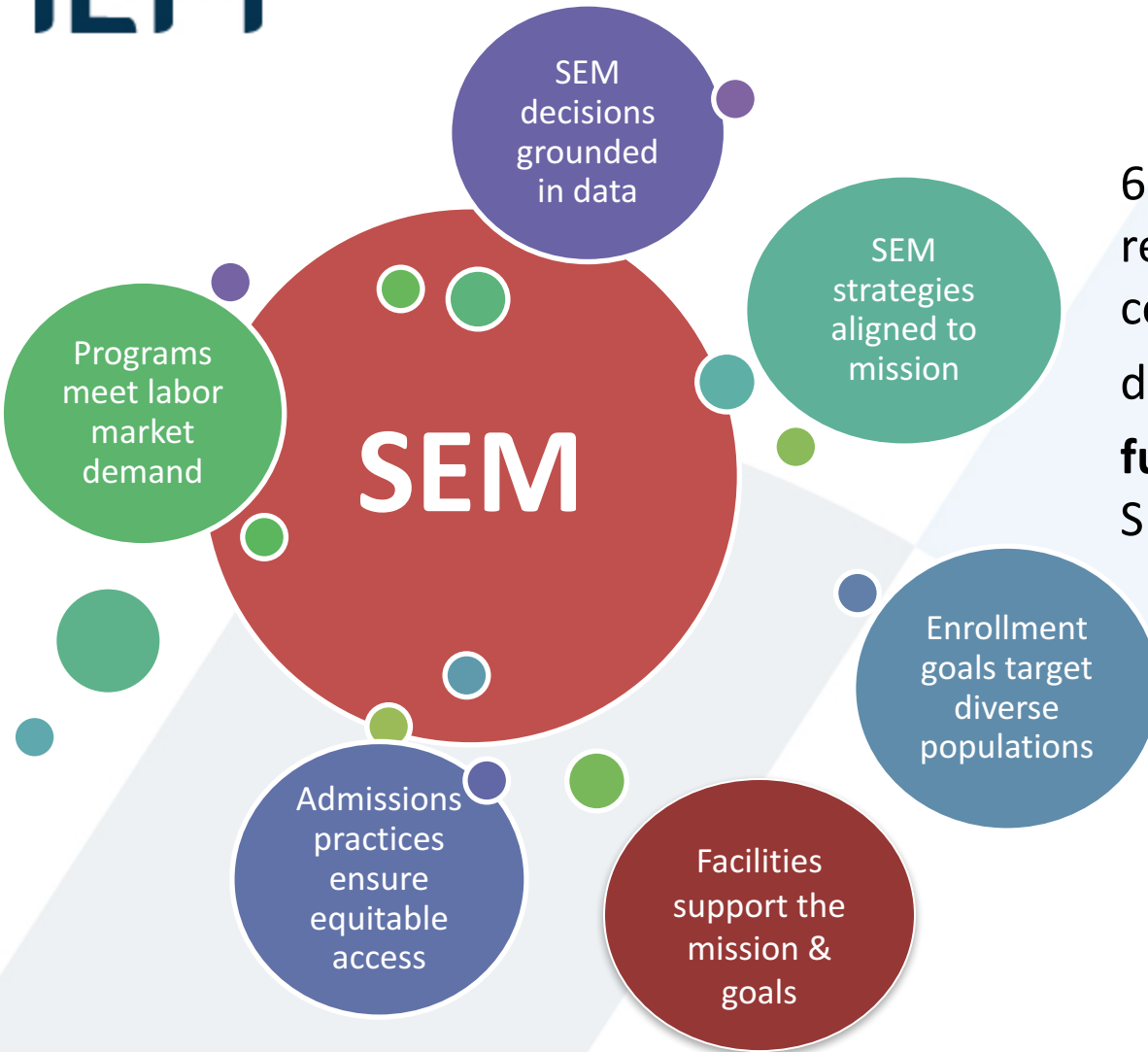
An illustration of four white 3D figures standing behind large, colorful letters that spell out the word 'PLAN'. The letters are red, yellow, green, and blue.

Planning

Just over half indicated that their college or district implements SEM practices, but there is no formal plan in place. One-quarter had a formal SEM plan, but it wasn't fully implemented. A small percentage had developed and fully implemented an SEM plan.



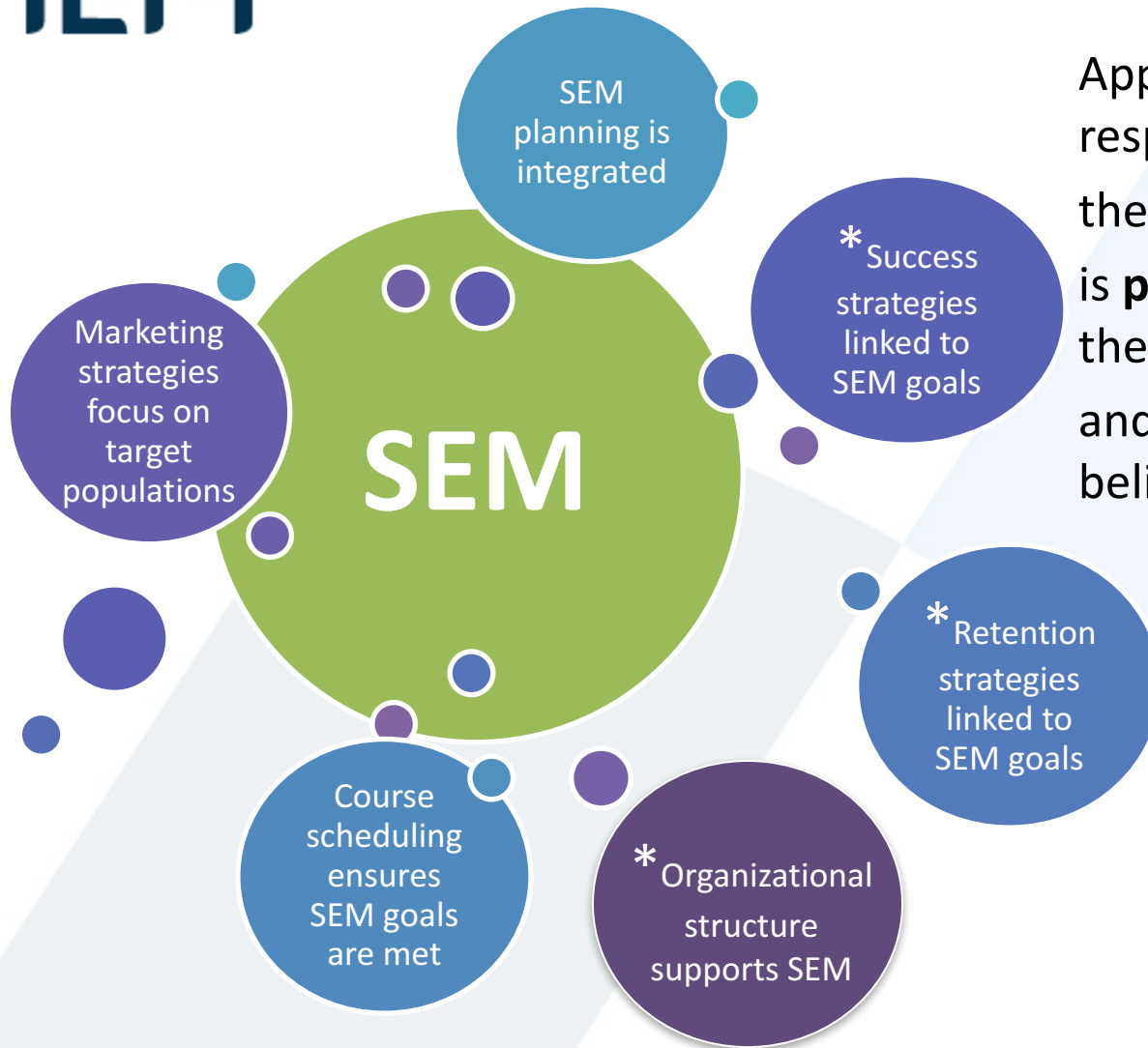
Implemented Practices



60% or more of the respondents believed their college or district is **mostly or fully implementing** these SEM practices.



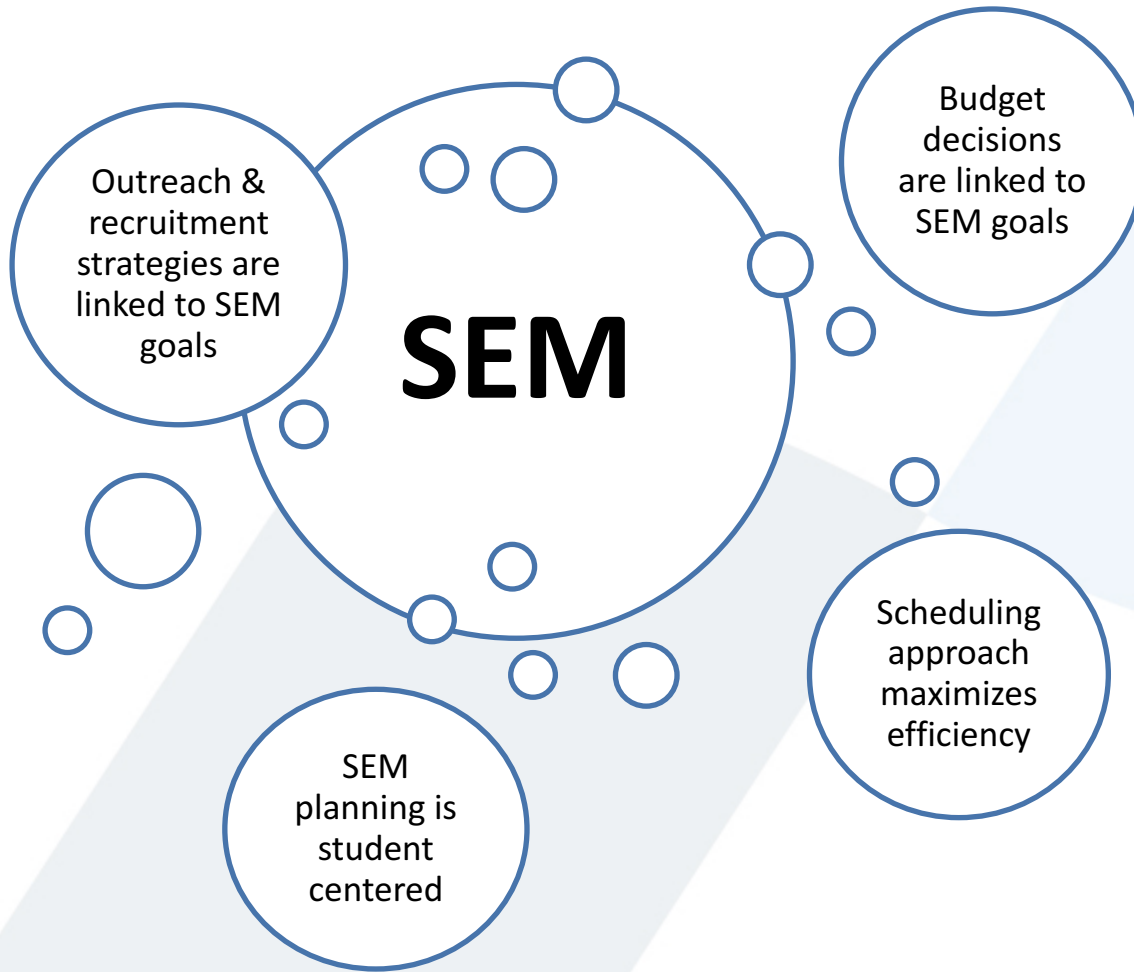
Implemented Practices



Approximately 40% of respondents believed their college or district is **partially implementing** these SEM practices, and approximately 50% believed they are **mostly or fully implementing** the practices with a star.*



Implemented Practices



Results were mixed regarding these SEM practices, with no clear majority indicating fully, partially, or not implemented at their college or district.



Challenges

Low Areas of Influence

- Competitive Landscape
- Demographics
- Economy
- Funding
- Policies

High Areas of Influence

- Data
- Facilities
- Leadership & Collaboration
- Marketing
- Outreach
- Partnerships
- Planning
- Program Development
- Qualified Faculty
- Scheduling
- SEM Expertise



Loud and **C**lear: Need support from CCCCCO

- Tools & Templates
- Best Practices
- Training/Professional Development
- Marketing & Promotion
- Data



SEM Framework for Developing the ASK-SEM Tools and Resources



SEM Framework for Developing the ASK SEM Tools and Resources

STRATEGIES & PRACTICES

- Scheduling & Program Pathways
- Student 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



ASK-SEM Resources & Tools

1. Assessments & Evaluations

- SEM institutional self-assessment
- Inventory of retention & persistence practices

2. Data Resources & Tools

- Inventory of enrollment and outcomes data for SEM
- Scheduling software

3. Exemplars & Models

- SEM planning models & frameworks
- Enrollment forecasting models

4. Promising Practices

- Admissions & placement policies
- Engagement strategies for SEM planning



ASK-SEM Resources & Tools

5. Professional Development

- FTES and budgeting practices
- Data tools and resources
- Scheduling & space utilization practices
- SEM planning practices
- Marketing and communication planning for SEM
- Student learning support needs
- Effective retention and success strategies



Next Steps

- Meet with Advisory Committee end of April
- Prioritize the resources for the ASK
- Begin Phase II: Design and Implement
- *Are there any core challenges that your college and/or you as faculty face that we may not have covered? Are there any ASK-SEM resources and tools that might help to address these challenges that we haven't covered?*



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