Enrollment Management Committee

Meeting #3

December 12, 2018

Agenda Item	Discussion Lead	Time Allotted
Review of SEM Committee • Sharing data and progress on the ERM website. • Meeting Schedule for spring 2019 • Timeline	Dr. Tammy Robinson, VPI Dr. Karen Engel, Dean of PRIE	15
Guided Pathways and Enrollment Management (see IEPI crosswalk) • Compare current SEM strategies with Quality Focus Essay, I CAN Start Strong plan • Compare SEM to other High Impact Practices • SEM activities v. Guided Pathways activities	Dr. Char Perlas, VPSS Dr. Tammy Robinson, VPI	30
Maintaining an Equity Lens • Considering disaggregated distance education course success data	Dr. Karen Engel, Dean of PRIE	5
Other Data Requested • Degrees or Certificates offered 100% online • Enrollment patterns of concurrently enrolled high school students	Dr. Karen Engel, Dean of PRIE All	5
Next Steps & Items for Future Meetings	All	5
ADJOURN		

Meeting schedule for spring 2019

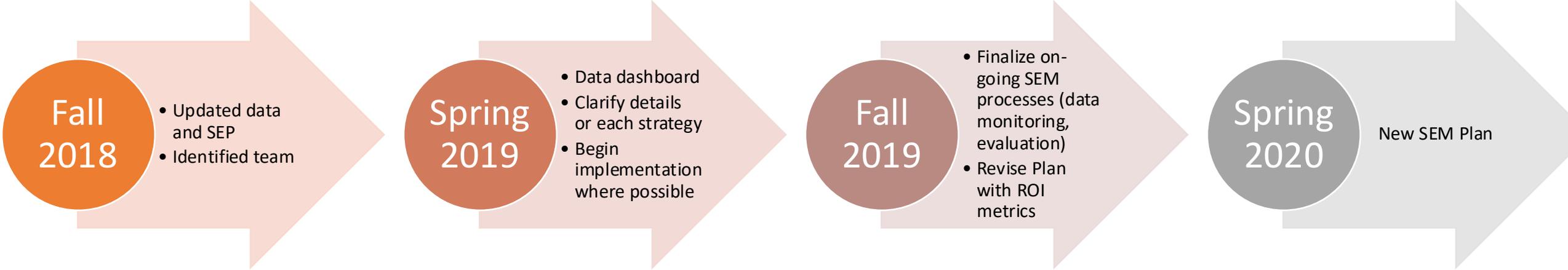- Every two weeks?
- Monday afternoons?

Strategic enrollment planning phases

1. Preparation
2. Identification of key performance indicators
3. Developing a comprehensive situation analysis (data compilation, research, the SEP dashboard, etc.)
4. Strategy identification
5. Action plan development (business plan for each potential strategy)
6. Strategy prioritization (mission-fit, ROI, likelihood of success)
7. Develop quantifiable goals and a funding strategy
8. Execution, evaluation, and modification

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First Draft complete
Evolving Dashboard?

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SEM and Guided Pathways Strategies and Actions

Timeline

Fall 2018
- Updated data and SEP
- Identified team

Spring 2019
- Data dashboard
- Clarify details or each strategy
- Begin implementation where possible

Fall 2019
- Finalize on-going SEM processes (data monitoring, evaluation)
- Revise Plan with ROI metrics

Spring 2020
New SEM Plan

ISER Quality Focus Essay:

I CAN Start Strong

Objective	Activities	Timeline	Responsible Person(s)	Cañada Goal
Increase by at least 20 percent the number of Cañada students annually who acquire associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.	• Complete-ability • Increased accuracy of Student Education Plans which can inform course scheduling • Grouping degree programs into 'Interest Areas' or 'Meta Majors' • Optimization of the class schedule to avoid class cancelations and conflicts • Alignment of support services with interest areas	Inquiry Phase – Fall 2018 Identify Strategy - Summer 2019 Implementation – Fall 2019 and Spring 2020 Collection and Data Analysis – Spring 2021	Guided Pathway Teams: 1. Academic Pathways 2. Student Voices 3. Business Process Analysis 4. Steering Group	1. Student Completion/Success
Increase by 35 percent the number of Cañada students transferring annually to a UC or CSU.	• Implementation/expansion of various high school engagement strategies: Dual Enrollment, Summer Programs, Outreach Events, etc… • Modification of the current Priority Enrollment Program (PEP) to better serve incoming students • Expansion of cohorts via learning communities • Expansion of Support and Instructional Programs	Inquiry Phase – Fall 2018 Identify Strategy - Summer 2019 Implementation – Fall 2019 and Spring 2020 Collection and Data Analysis – Spring 2021	Guided Pathway Teams: 1. Academic Pathways 2. Student Voices 3. Business Process Analysis 4. Steering Group	1. Student Completion/Succes
Decreased by at least 1.1 percent the average number of units accumulated by Cañada students earning associate's degrees (at Cañada this would be represented by a decrease from 112 units to 101 units).	• Complete-ability • Increased accuracy of Student Education Plans which can inform course scheduling • Grouping degree programs into 'Interest Areas' or 'Meta Majors' • Optimization of the class schedule to avoid class cancelations and conflicts • Alignment of support services with interest area.	Inquiry Phase – Fall 2018 Identify Strategy - Summer 2019 Implementation – Fall 2019 and Spring 2020 Collection and Data Analysis – Spring 2021	Guided Pathway Teams: 1. Academic Pathways 2. Student Voices 3. Business Process Analysis 4. Steering Group	1. Student Completion/Success And 3. Organizational Development
Increased the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.	• Expansion of Support (including Job Placement and Career assistance) and Instructional Programs • Identification of job placement data tool	Inquiry Phase – Fall 2018 Identify Strategy - Summer 2019 Implementation – Fall 2019 and Spring 2020 Collection and Data Analysis – Spring 2021	Guided Pathway Teams: 1. Academic Pathways 2. Student Voices 3. Business Process Analysis 4. Steering Group	1. Student Completion/Success 2. Community Connections 3. Organizational Development
Reduced equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.	• Streamlining the application process • Proactive Registration • Modification of the current Priority Enrollment Program (PEP) to better serve incoming students • Providing the needed support for FAFSA completion • Development of a First Year Experience program (Bridge Progs) • Expansion of cohorts via learning communities	Inquiry Phase – Fall 2018 Identify Strategy - Summer 2019 Implementation – Fall 2019 and Spring 2020 Collection and Data Analysis – Spring 2021	Guided Pathway Teams: 1. Academic Pathways 2. Student Voices 3. Business Process Analysis 4. Steering Group	1. Student Completion/Success 2. Community Connections 3. Organizational Development

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Decreased by at least 1.1 percent the average number of units accumulated by Cañada students earning associate's degrees (at Cañada this would be represented by a decrease from 112 units to 101 units).	• Increase % of first-time students completing transfer-level English, math and ESL in one year. • Increased accuracy of Student Education Plans which can inform course scheduling • Grouping degree programs into 'Interest Areas' or 'Meta Majors' • Optimization of the class schedule to avoid class cancelations and conflicts • Alignment of support services with interest area.	Inquiry Phase – Fall 2018 Identify Strategy - Summer 2019 Implementation – Fall 2019 and Spring 2020 Collection and Data Analysis – Spring 2021	Guided Pathway Teams: 1. Academic Pathways 2. Student Voices 3. Business Process Analysis 4. Steering Group	1. Student Completion/Success And 3. Organizational Development
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Table 1. Thirteen Promising Practices from the Community College Institutional Survey (CCIS)

1 First-year experience

2 Learning communities

3 College orientation

4 Student success course

5 Accelerated courses or fast-track programs in developmental/ remedial education

6 Academic goal setting and planning

7 Experiential learning beyond the classroom

8 Tutoring

9 Supplemental instruction

10 Assessment and placement

11 Registration before classes begin
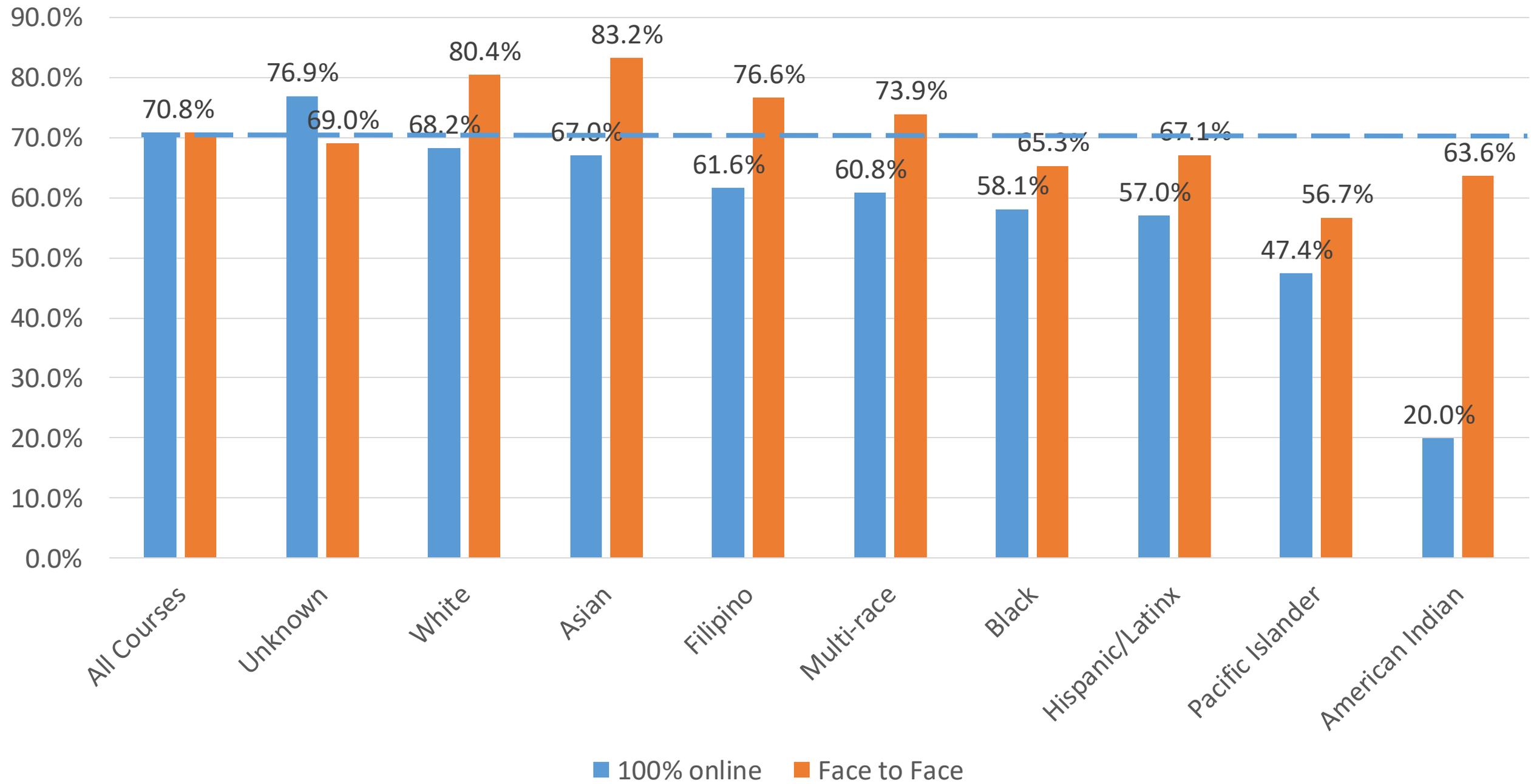
12 Class attendance

13 Alert and intervention

Missing strategies?

- Marketing
- Increasing the number of international students
- Monitoring all data (disaggregated)
- Student success or "sampler" courses
- Supplemental instruction (and Writing Center) plans
- Alerts and interventions – Success Teams?

Areas for Enrollment Management Committee focus?

Maintaining an Equity Lens

Fall 2017 Course Success Rates by Race/Ethnicity: Online v. Face to Face

Race/Ethnicity	100% online	Face to Face
All Courses	70.8%	70.8%
Unknown	76.9%	69.0%
White	68.2%	80.4%
Asian	67.0%	83.2%
Filipino	61.6%	76.6%
Multi-race	60.8%	73.9%
Black	58.1%	65.3%
Hispanic/Latinx	57.0%	67.1%
Pacific Islander	47.4%	56.7%
American Indian	20.0%	63.6%

Impact of online enrollments:
Online only students (headcount)

Impact of online enrollments: FTES

23% Online or Hybrid

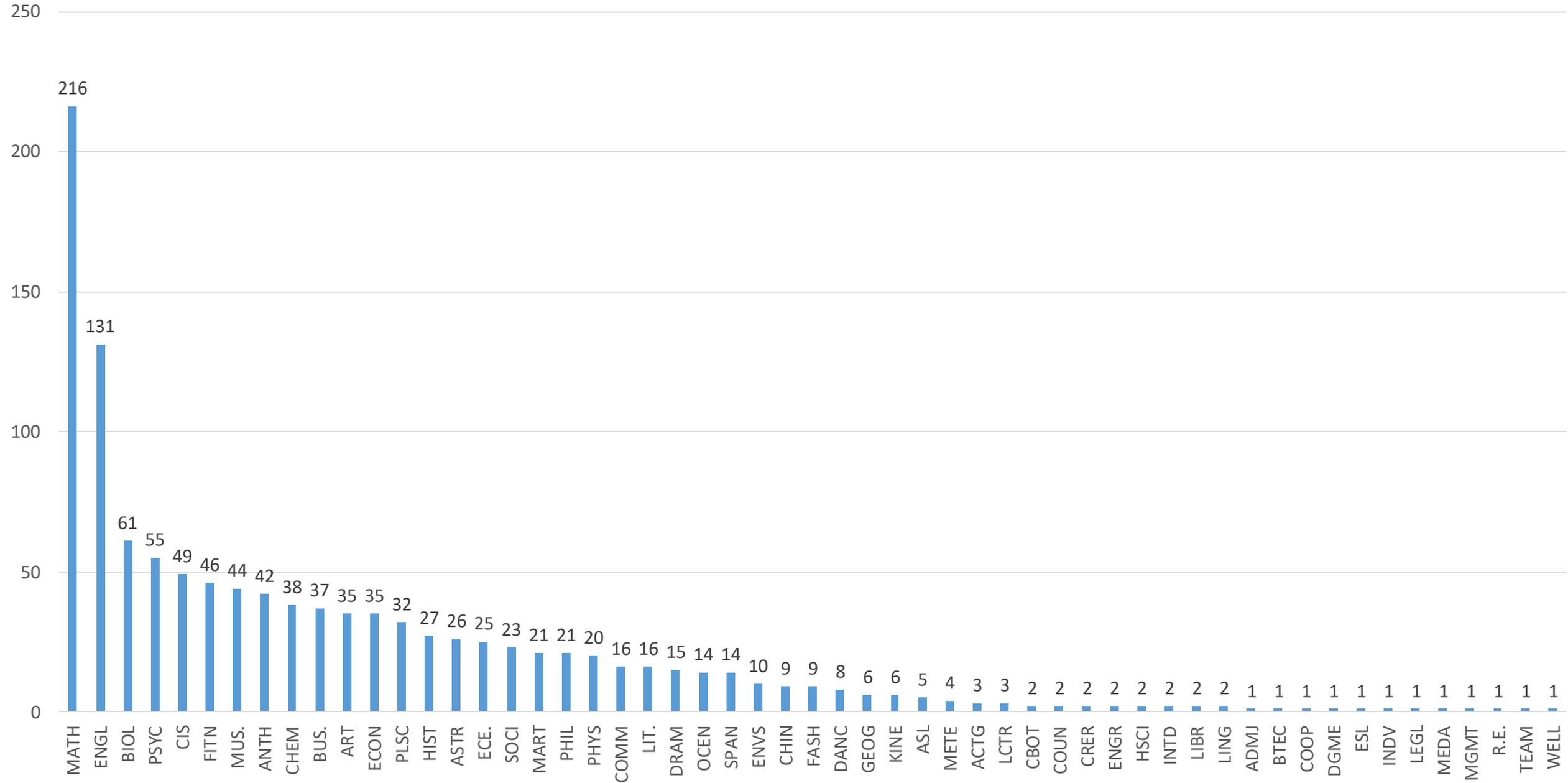FACE TO FACE TOTAL   ONLINE TOTAL   HYBRID TOTAL
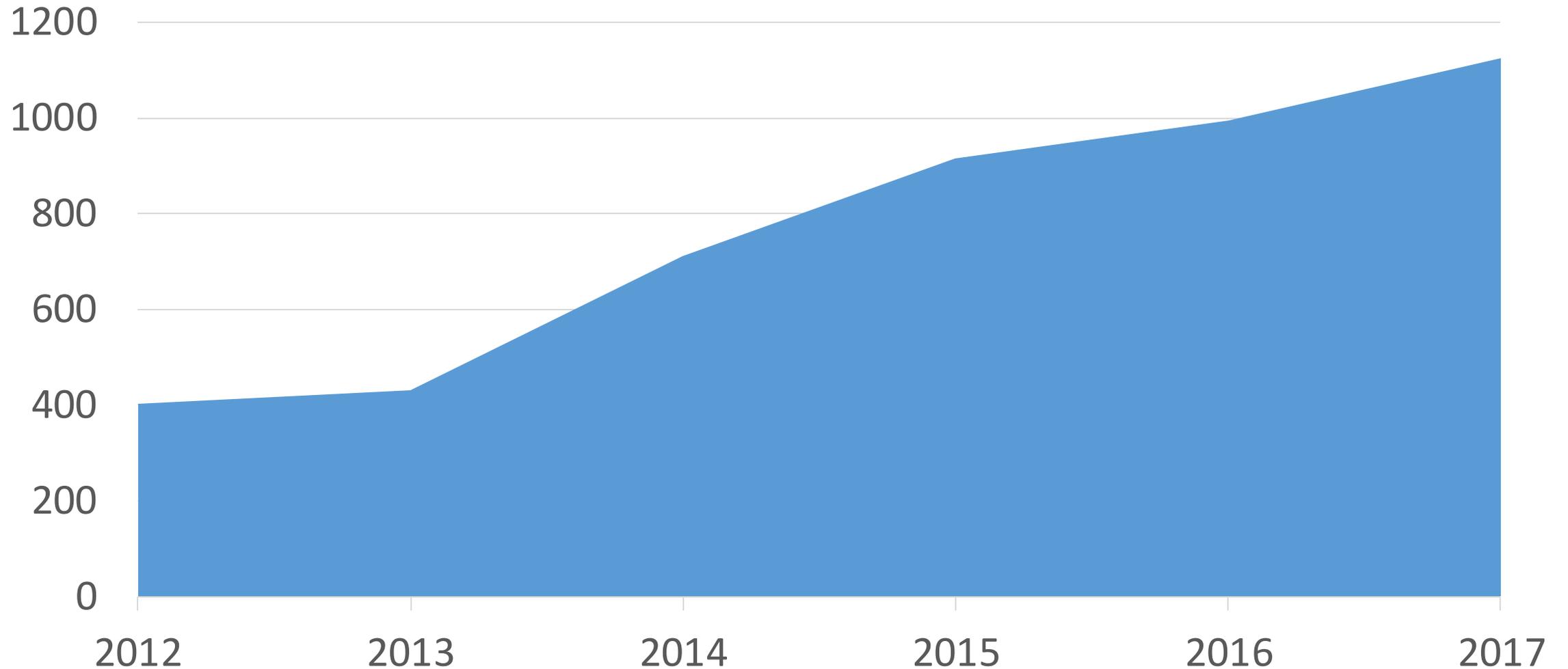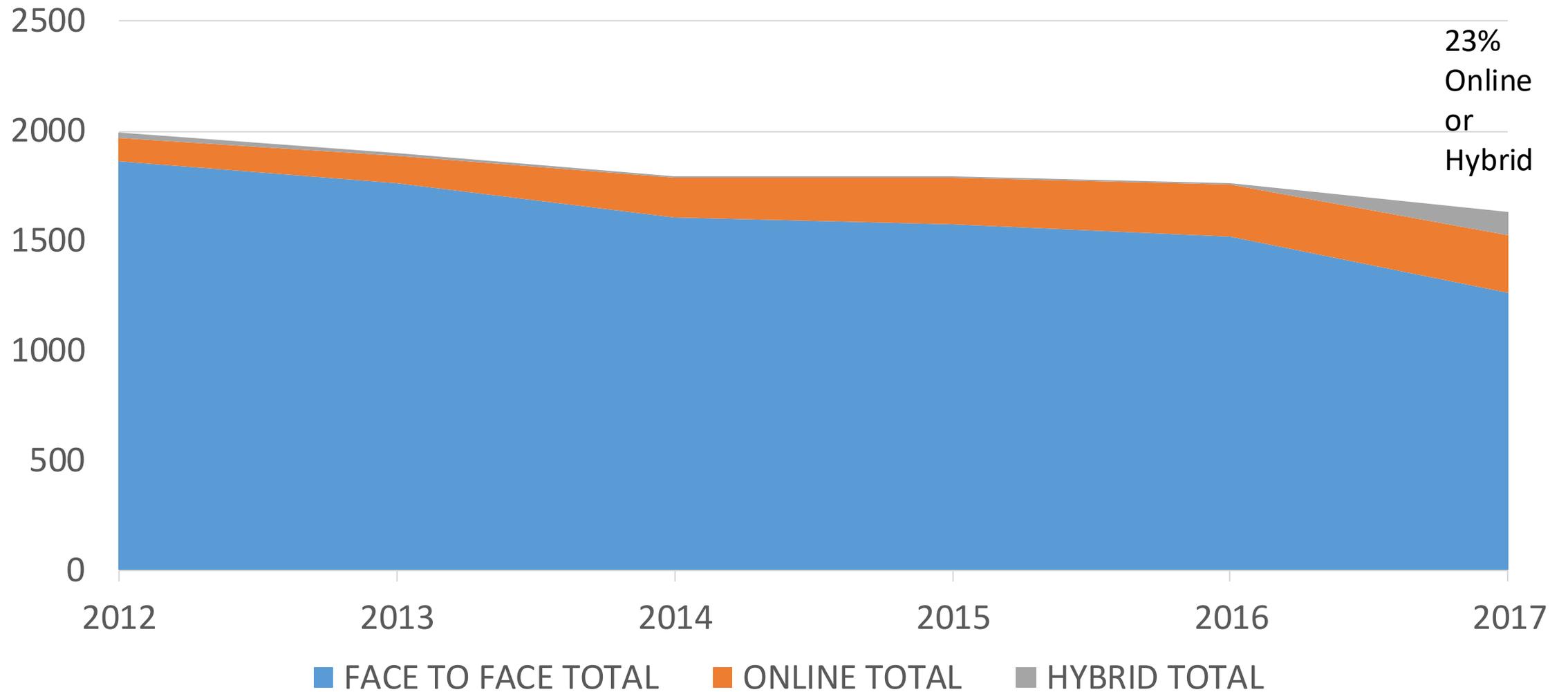
100% online degrees and certificates

AA Degrees that could be taken 100% online

- Anthropology (0)
- Economics (34)
- History (2)
- Political Science (4)
- Psychology, including AA-T (28)
- Interdisciplinary Studies: Social and Behavioral Sciences (69 for all IS)
- Interdisciplinary Studies with Transfer: Social & Behavioral Sciences
- Interdisciplinary Studies: Natural Science and Mathematics
- Interdisciplinary Studies with Transfer: Natural Science and Mathematics
- New: Business Administration Certificate (19 units)

Concurrent Enrollment Data

2018-19 high school students concurrently enrolled by subject
Canada as primary campus; enrollments at any campus

Subject	Count
MATH	216
ENGL	131
BIOL	61
PSYC	55
CIS	49
FITN	46
MUS.	44
ANTH	42
CHEM	38
BUS.	37
ART	35
ECON	35
PLSC	32
HIST	27
ASTR	26
ECE.	25
SOCI	23
MART	21
PHIL	21
PHYS	20
COMM	16
LIT.	16
DRAM	15
OCEN	14
SPAN	14
ENVS	10
CHIN	9
FASH	9
DANC	8
GEOG	6
KINE	6
ASL	5
METE	4
ACTG	3
LCTR	3
CBOT	2
COUN	2
CRER	2
ENGR	2
HSCI	2
INTD	2
LIBR	2
LING	2
ADMJ	1
BTEC	1
COOP	1
DGME	1
ESL	1
INDV	1
LEGL	1
MEDA	1
MGMT	1
R.E.	1
TEAM	1
WELL	1

Concurrently Enrolled High School Students 2018-19

951, 83%

138, 12%

61, 5%
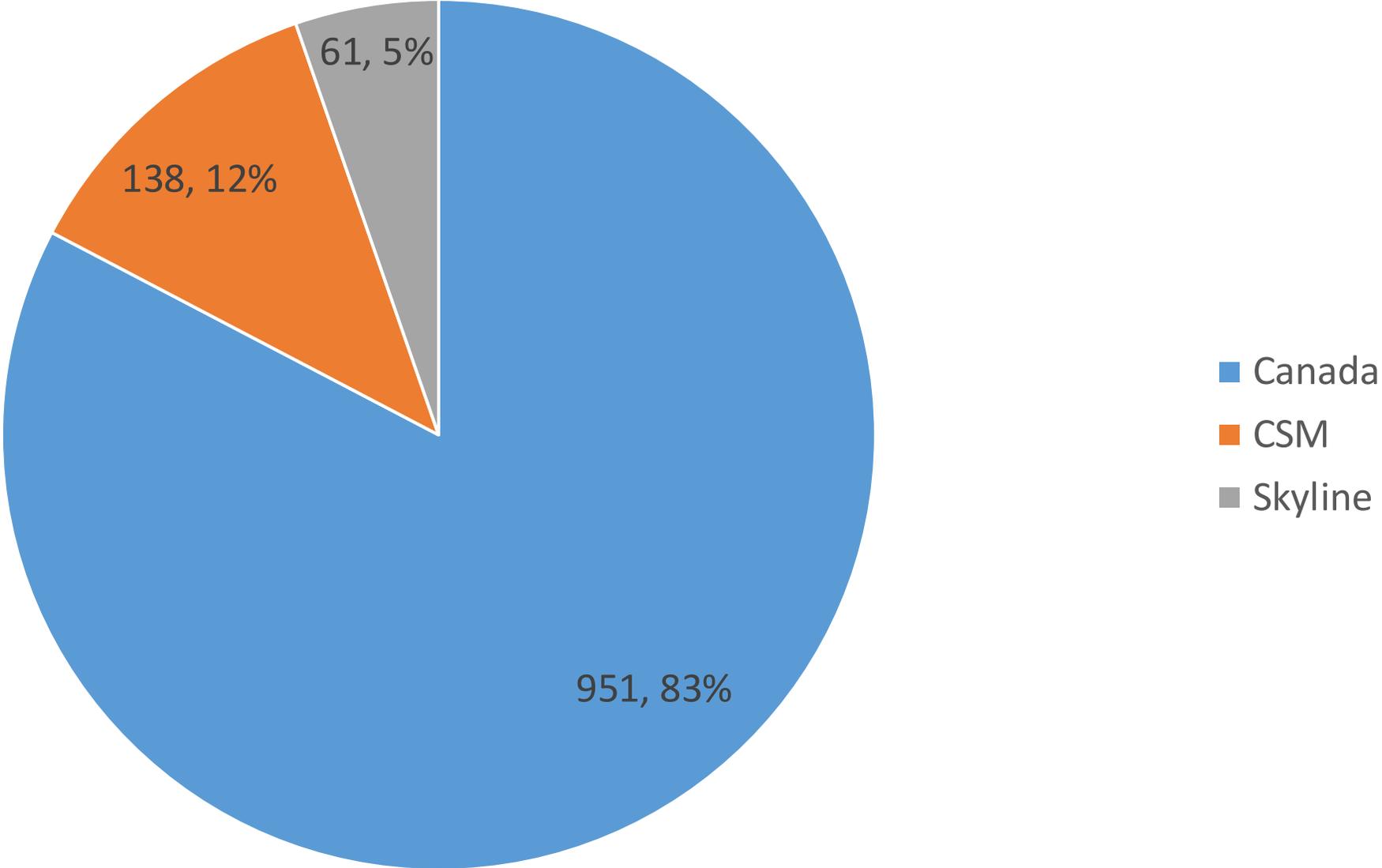
- Canada
- CSM
- Skyline

Students Work for Pay data

How much do Cañada students work?

How much Canada students who attend less than full time work for pay during a typical, 7-day week

- None, 17%
- 1-5 hours, 5%
- 6-10 hours, 8%
- 11-20 hours, 12%
- 21-30 hours, 20%
- More than 30 hours, 39%
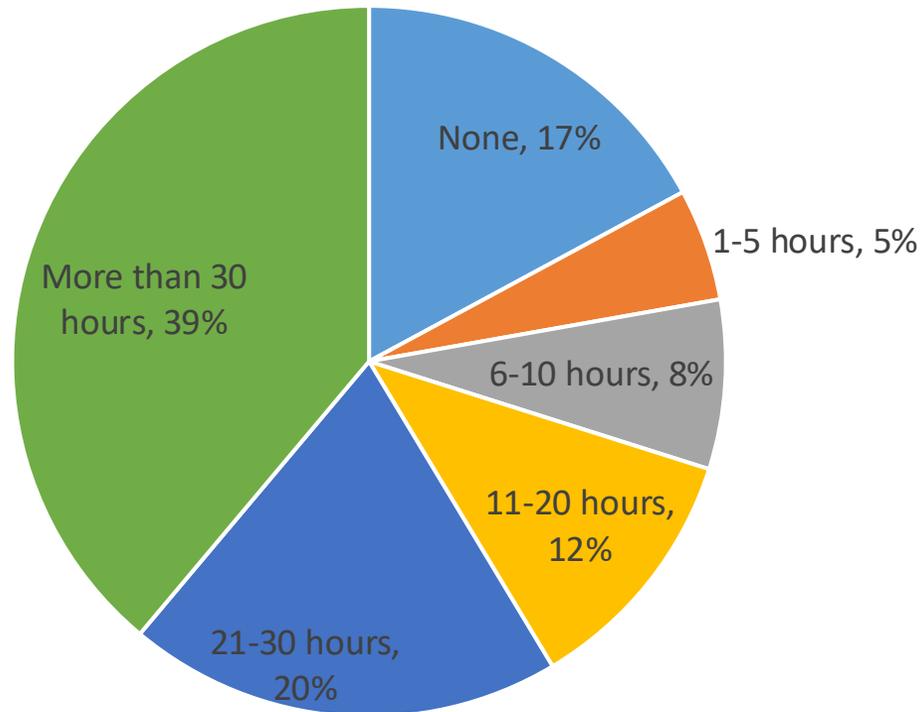
How much Canada students who **attend full time** work for pay during a typical, 7-day week

- None, 24%
- 1-5 hours, 7%
- 6-10 hours, 11%
- 11-20 hours, 23%
- 21-30 hours, 18%
- More than 30 hours, 17%