College of Alameda
Enrollment Management Framework
2016-2017

The Mission of College of Alameda is to serve the educational needs of its diverse community by providing comprehensive and flexible programs and resources that empower students to achieve their goals.

Introduction

The *College of Alameda Enrollment Management Plan* is an operational plan that includes strategies in support of the College's Mission and Educational Master Plan.

This Enrollment Management Plan identifies strategies for institutional effectiveness in supporting college connection, persistence, and completion. The plan is committed to data informed decision making which strives to maximize educational opportunity for the community we serve. While general information (aggregated data) regarding all students supports effective enrollment management, disaggregating data explores how policies and practices may disproportionately impact subgroups of the students we serve. This deeper level analysis can inform enrollment management policies and practices that can both maximize efficiency and improve educational outcomes across all groups.

Enrollment Management Planning Assumptions

A common model of developing planning assumptions, building strategies to support those assumptions, expecting certain outcomes, and assessing outcomes has been used for this plan and is part of the College of Alameda strategic planning process.

The following are the most current assumptions using data received from the Chancellor's Office and from other internal and external sources.

- o The economy is unpredictable.
- o College of Alameda funding cap determined by the state is subject to frequent change.
- o College of Alameda will have a workload that supports a balanced budget.
- o The College of Alameda will pursue marketing strategies to support the FTES goals.
- o The FTES target must be within a flexible range to increase or decrease based on information from the state regarding the budget.
- o The institution will focus on scheduling its programs by using data.
- o Every effort will be made to communicate targeted FTES to all constituent groups.
- o Facility usage will focus on maintaining or increasing efficiency for courses.
- o The College is part of a multi-college District and is dependent on central services to achieve its enrollment targets

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Enrollment Management Plan Purpose Statement

The purpose of the Enrollment Management Plan is to articulate foci and corresponding actions and/or interventions for addressing these initiatives that ultimately assist College of Alameda in meeting its Mission, Institutional Goals, and Institutional Objectives. The Enrollment Management Plan also identifies data-driven initiatives that incorporate enrollment targets and outlines strategies and benchmarks to achieve those targets while focusing on student success.

The Enrollment Management Committee is responsible for developing and annually assessing this district-wide plan based on collaborative planning, institutional research, and community input that is driven by and supports the College of Alameda's Mission and Educational Master Plan. The committee analyzes enrollment data to identify a means to recruit, enroll, and retain students in pursuit of associate degrees, certificates, transfer to a four year university, enrichment classes and/or non-credit classes.

The Enrollment Management Committee assesses this plan annually and updates initiatives, and/or foci and benchmarks accordingly, based on current college challenges, priorities or goals.

The Enrollment Management Plan is tied to the budget allocation process and the Institutional Program Review through recommendations to College Council and the President on the target number for Full Time Equivalent Students (FTES). These recommendations drive the base apportionment, which is a main source revenue for the institution.

College of Alameda Enrollment Management Committee

The Enrollment Management Committee is charged to develop a holistic, comprehensive, and integrated approach to enrollment management while recommending scheduling, instructional and student support strategies to enhance access, success, persistence and goal attainment.

Roles of Constituent Groups in Enrollment Management

Enrollment management should be viewed as a college wide priority with leadership and support from all areas of the college. It is critical that all those involved in enrollment planning are knowledgeable and receive training through in-service activities. While almost every constituent on campus is affected by factors of student enrollment, this section will summarize some of the primary players and their principle roles.

<u>Role of Faculty</u>

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Faculty members can play an assortment of roles in enrollment management, certainly as senators, in their positions as department or division chairs, in their departments, when they write a program review or work on educational master planning, as well as when they serve on college and district participatory governance committees or represent faculty interests through their union work. The academic senate is the official voice of faculty, and as such, should take the faculty lead in enrollment management policy discussions. Title 5 and Education Code both provide a rationale for faculty participation.

Faculty are the academic experts. The academic senate not only recommends curriculum (through their curriculum committees) but it also makes recommendations regarding degree and certificate requirements. Senates, or faculty members in their departments, participate in developing and conducting program reviews; they set standards and policies for student preparation and student success, establish pre-requisites and they know the needs of the workplace for occupational programs and the needs of universities for students who transfer. Therefore, the faculty must be major participants in setting the academic directions for the college, including enrollment management and scheduling policies.

Role of Administration

College deans and vice presidents as well as other college and district administrators have the task of managing enrollment in their job description. The leadership function of administrators in enrollment management is most critical, for administrators are in a position to encourage and support constituent participation in planning as well as to ensure policies are implemented. Ideally they work collaboratively with the academic senate and with other faculty who participate in day-to-day decisions (e.g., department chairs).

Administrators are in a different position from most faculty members. Because they are not attached to specific departments, administrators should be able to provide the wider interests of all the programs and students. An important function of administrators is to ensure that enrollment decisions are informed by good data; they can ensure that the most current, relevant information is made available to all parties involved, for when all parties have the best and the same information, everyone learns and grows together and the best decisions can be made.

Roles of Students and Staff

Many college governance committees have seats for staff members and students to ensure that their concerns and ideas inform the group recommendations. In the case of enrollment management, the effects on students and staff can be great, for example, when scheduling the hours that staff members work in labs, or when class cancellation criteria are established.

Adopted by College Council (October 2015)

Student Services must also be involved in the enrolment management plan. The professionals in the division should focus on co-curricular offerings that are responsive to student interests. There should be mechanisms available to determine appropriate activities. Activities can be a powerful influence for retention. The Admission Office is very important. Representatives in the recruitment effort must achieve new student enrolment objectives in line with the strategic plan. The Financial Aid Office contributes to the overall effectiveness of an enrolment management plan. Financial aid officers are charged with supporting both recruitment and retention through award policies, application procedures, the timeliness of awards and service to students

College of Alameda Integrated Planning Model

The College of Alameda model of integrated planning is included in this document to present an overview of how resource allocations are tied to planning. This model depicts how the components in planning processes link to one another in a cycle of evaluation, development of goals and objectives, resource allocation, plan implementation, and re-evaluation. It is through the regular sequence of these planning practices that the college assesses institutional effectiveness and uses those assessments to continually improve the college's services to students.

Research is central to the College of Alameda model of integrated planning because plans are developed based on data, and plan outcomes are assessed using quantitative and qualitative data. With this grounding in research, the components of the college's model of integrated planning are as follows:

- The College of Alameda **Mission** describes the intended student population and the programs and educational services that the College provides to the community. As such, this statement is the foundation for all planning processes.

- Periodic **data analysis** includes the use of:

    - College data to assess its current effectiveness in meeting the College of Alameda mission and

    - Community demographic data to foresee challenges and opportunities.

Based on these data, **current and anticipated challenges** are identified. These challenges are foundational for the development of the **Educational Master Plan.** Through the process of developing the Educational Master Plan, the College develops Institutional Goals that are intended to focus the district in advancing the mission and

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meeting the identified current and anticipated challenges.

- In the development of the **Enrollment Management Plan**, the Institutional Goals are used to develop Strategies that describe specific initiatives that will be undertaken to achieve the Enrollment Goals.
- **Resource Allocations** are determined at three levels: unit, area and institution. These allocations are based on the priorities established in the Educational Master Plan, the Institutional Program Reviews, and the Annual Unit Plans.
- Once resources are allocated, the college **implements the plans** by completing the action steps identified in the Enrollment Management Plan and by completing the program objectives as identified in the Institutional Program Reviews and Annual Unit Plans.

Annual data analysis includes two types of assessment:

- **Assessments of program effectiveness** measure each unit's effectiveness in comparison to historical data as well as in comparison to the Institutional Goals and Institutional Effectiveness Outcomes. This data analysis is the foundation for the Institutional Program Planning and Review process.
- **Assessments of plan effectiveness** measure the College's progress in achieving Institutional Goals and Institutional Objectives. This data analysis is documented in an annual College of Alameda report that informs the internal and external community about progress toward long-term goals.

The processes that comprise this model of integrated planning are assessed every other year. This assessment is the basis for improvements to the planning processes.

2016-2017 Goals

The Enrollment management Committee selected interventions in each of the foci to prioritize for the 2016-2017 academic year. Below is the status update for each prioritized intervention.

Enrollment Management Foci

To achieve a systemic enrollment management culture that aligns to student needs, accreditation standards, State regulations, and is responsive to the community the following seven foci were developed with specific articulate interventions. Every aspect of the College and our partners at the District Office are critical agents to realize the enrollment management plan.

The appendices of the report provide examples of the specific timelines, rubrics, resource allocation forms, and data sheets that comprise the continuous planning and allocation processes of the College. These tools adapt and change to address the fluid environment

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Adopted by College Council (October 2015)

of California Community Colleges.

One: Systems and Data

Accurate, timely, and robust data and systems are needed to effectively monitor and forecast enrollment patterns and scheduling. Without foundational support data-driven decisions are impaired. To continuously improve the decision making and planning processes the following interventions are identified:

Intervention	Action	Owner
Activate Waitlist for Dynamic classes	Enable short term courses to have waitlists	District
BI Tool- waitlist in daily report	Create a waitlist report	District
BI Tool- year to goal projection	Add year to goal information (actual FTES) to enrollment trend report	District
BI Tool- percent to goal	Add percentage to annual goal to enrollment trend report	District
Use targeted queries to identify under enrolled or previously enrolled students	Provide College student queries, including preferred email address for college communication purposes	District/ College

Two: Planning and Reporting

To maximize communication, robust dialog, and effective planning to ensure College and District enrollment targets are met integrated reporting and planning tools will be utilized. To further the College's research capacity the following items will be addressed.

Intervention	Action	Owner
Planning timeline (schedule production, program review)	Distribute timelines for sub-systems, like schedule production, program review, to constituency groups	College

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Provide FTES target in January	Establish a calendar to determine annual FTES targets in January for the upcoming academic year	District
College will review 320 report	Collaborate with District Office to review 320 data prior to each reporting period.	College
Develop 2- year plans for degree/ certificate	Department Chairs will develop a 2-year degree/certificate matrix.	College
Include in enrollment management plan language on disproportionate impact	Mine data to better understand impact on marginalized communities of enrollment decisions.	College

Three: Facilities

The teaching and learning environment of the College is deeply dependent on having modern facilities that are flexible to support student achievement and diverse teaching methodologies.

Intervention	Action	Owner
Maintain physical appearance of buildings.	Powerwash DMECH building	College
Recommend facilities committee to include enrollment management as an integrated part of facilities planning	Charge facilities committee to inventory classroom fixtures and prioritize replacement and/or scheduled maintenance.	College

Four: Technology

The baseline expiation by students and faculty is technology resources will be universal, robust, and dependable to support classroom curriculum and the delivery of student/instructional services.

Intervention	Action	Owner
Recommend tech committee to include enrollment mgmt. as an integrated part of	Charge technology committee to inventory classroom and service	College

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technology planning.	computers and peripherals and prioritize replacement and/or scheduled maintenance.	
Permission codes after first day of instruction	Revise procedures to require permission codes after the first day of instruction	District

Five: Student Services

Enrollment is supported by the entire College enterprise. Each element contributes to the success and retention of our students. Student services are essential in enrollment management.

Intervention	Action	Owner
ADT campaign	Plan a publicity campaign to students regarding new transfer degrees.	College
Utilize exception report (CCCapply)	Outreach to student on exception report	College

Six: Instructional Innovation

Instruction is dynamic and is consistently examined to meet educational outcomes of our students. The following inventions will continue our commitment to instructional innovation.

Intervention	Action	Owner
Accelerated transfer planning	Investigate 8 week sessions; intersession; multi-start summer sessions	College
ID articulation gaps to transfer colleges	Articulation officer will conduct a gap analysis of course articulation to major feeder universities.	College

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Accelerated weekend college	Establish a weekend college model to assist working adults to achieve an AA degrees	College

Seven: Professional Development

Ongoing professional development is vital to collective responsibility regarding enrollment management. Foundational knowledge is needed to facilitate discussion on common values and goals.

Intervention	Action	Owner
BI tool access (faculty, admin)	Provide access to BI tool to College leaders	District
BI tool training	Provide ongoing training opportunities to department chairs and leaders on using BI Tool	College
Enhance DE professional development	Increase training occasions for faculty to prepare to teach in an online environment and continuously develop skills and knowledge	College

Eight: Communication

Current and contextualized information is indispensable to enrollment strategies. Student, faculty, staff need the resources to make responsible decisions. The items below are intended to enhance our communication strategies.

Intervention	Action	Owner
Multilingual materials	Produce more materials in language in languages other than English to	College

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	facilitate orientation to college processes	
Domain Name	Purchase a simpler domain name for college	College
Outreach plan to target re-entry	Focus on re-entry students to boost enrollment	College
Local visibility / events	Increase college participation in community events to increase visibility	College