

Enrollment Management Workshop

## Developing an Effective Enrollment Management Plan

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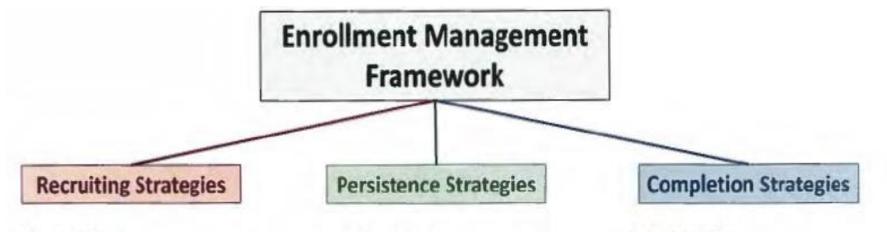


# Two quick points about developing an effective EM plan:

- Understand your student populations in terms that support Enrollment Mgmt strategies
- Don't lose site of student success and student equity in pursuit of FTES



### Developing an Effective Enrollment Management Plan



- Instruction
  - Activity 1 & population served
  - Activity 2 & population served
  - ...

#### Support Services

- Activity 1 & population served
- Activity 2 & population served
- ...

#### Admin Services

- Activity 1 & population served
- Activity 2 & population served

#### Instruction

- Activity 1 & population served
- Activity 2 & population served
- ...

#### Support Services

- Activity 1 & population served
- Activity 2 & population served
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#### Admin Services

- Activity 1 & population served
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#### Instruction

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#### Support Services

- Activity 1 & population served
- Activity 2 & population served
- ...

#### Admin Services

- Activity 1 & population served
- Activity 2 & population served

### **Enrollment Management Tools**





- **1. International Students** based on student VISA status.
- **2. Four-Year Student Swirl** students self identified as concurrently attending a four year institution.
- **3. Concurrently enrolled High School Students** students concurrently enrolled in high school.
- **4. ESL Students** students taking one or more ESL course.
- **5. Basic Skills Students** students enrolled in any non-college level course in either math or English\*.
- **6. CTE-Oriented Students** students whose educational goal and course taking pattern indicate a CTE focus.
- **7. Degree / Transfer-Oriented Students** students whose educational goal and course taking indicate a Degree or Transfer focus.
- **8. Skills-builder Students** single course taking student indicating career related improvement as primary goal.
- **9. Lifelong Learners** single course taking student indicating personal enrichment or goal exploration as primary goal.



## We've identified nine unique student populations

Student Segment	FALL 2014			Five Year Headcount Trend				Group Stats		Targeted	Add'l # of successes	Add'l FTES		
	FTES	Head Count	Pct of total Headcount	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014	Age Group	Head Count	Improvement (user enters % figure)	required to meet target	Generated	
1. International Students						_		_	<20	324	0.0%	0	0.0	
1. International Students	223.2	505	6%		/				20-24	161	0.0%	0	0.0	
Based on Student Visa Status									25+	20	0.0%	0	0.0	
				368	440	480	532	505	Total:	505	0.0%	0	0.0	
2. Four-Year Student Swirl						/			<20	102	0.0%	0	0.0	
Students stating that they are also enrolled at a	75.6	255	3%		< $<$				20-24	94	0.0%	0	0.0	
Four-year institution				272	221	200	202	255	25+	59 255	0.0%	0	0.0	
			+	273	221	289	302	255	<20	680	0.0%	0	0.0	
3. Concurrent HS									20-24	-	0.0%	0	0.0	
High School students enrolled at 4CD	121.8	680	9%						25+	-	0.0%	0	0.0	
The second second set of the set of the set of the second s				461	462	509	579	680	Total:	680	0.0%	0	0.0	
4 FOL Churchente									<20	32	0.0%	0	0.0	
4. ESL Students	74.4	264	3%						20-24	52	0.0%	0	0.0	
Students enrolled in one or more ESL courses	74.1					$\sim$		<u> </u>	25+	180	0.0%	0	0.0	
				380	321	289	313	264	Total:	264	0.0%	0	0.0	
5. Basic Skills	572.6		16%			_			<20	826	0.0%	0	0.0	
S. Dasic Skills		1,274			_				20-24	233	0.0%	0	0.0	
Students taking any pre-transfer-level course in	072.0	1,274							25+	215	0.0%	0	0.0	
math or English		ļ	1	944	975	1,129	1,214	1,274	Total: <20	1,274 87	0.0%	0	0.0 0.0	
6. CTE-Oriented										20-24	80	0.0%	0	0.0
Students whose goal and course taking	149.4	394	5%		_				20-24	227	0.0%	0	0.0	
behavior suggest a CTE orientation				576	450	388	439	394	Total:	394	0.0%	0	0.0	
		1	1						N20	2,1/4	0.0%	Ű	0.0	
7. Degree/Transfer-Oriented								/	20-24	610		-	0.0	
Students whose goal and course taking	1,447.4	1,447.4	3,191	41%		$\backslash$		/		25+	407	0.0%	0	0.0
behavior suggest a Degree or Transfer				3,303	3,006	3,035	2,993	3,191	Total:	3.191	0.0%	0	0.0	
orientation				3,303	3,000	3,035	2,555	3,191	N20	201	0.0%	0	0.0	
8. Skills-Builder									20-24	185	0.0%	0	0.0	
Single course taking students pursuing carrer	149.7	799	10%			$\checkmark$			25+	413	0.0%	0	0.0	
advancement			1	024	100	202	650	700	Totali	700	0.03/	•	0.0	
9. Life-long Learners				-	-	-			<20	91	0.0%	0	0.0	
. Lite-long Learners	111.0	480	180 6%						20-24	91	0.0%	0	0.0	
Single course taking students pursuing personal	111.0	400	070						25+	298	0.0%	0	0.0	
enrichment / exploration				729	826	811	685	480		480	0.0%	0	0.0	
All Segments							/		<20	4,517	0.0%	0	0.0	
All Segments														
All Segments	2,924.9	7,842	100%			/			20-24 25+	1,506 1,819	0.0%	0	0.0	



## We can examine the enrollment profiles for each

		Five Year Headcount Trend								
Student Segment	FTES	Head Count		Pct of total Headcount	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014	
7. Degree/Transfer-Oriented Students whose goal and course taking	1,447.4	3,191		41%						
behavior suggest a Degree or Transfer orientation					3,303	3,006	3,035	2,993	3,191	
9. Life-long Learners Single course taking students pursuing personal	111.0	480	)	6%						
enrichment / exploration					729	826	811	685	480	

Specific student populations based on course-taking behavior Current FTES and headcount for each population Five-year enrollment trends for each population



## Small improvements can quickly accumulate into big increases

Grou	p Stats	Targeted			Add'I # of successes		Add'l FTES	
Age Head Group Count		Improvement (user enters % figure)			required to meet target		Generated	
<20	2,174		3.0%			65	31.3	
20-24	610		2.0%			12	5.2	
25+	407		1.0%			4	1.5	
Total:	3,191	2.6%			81		37.0	
	Age Group <20 20-24 25+	Group         Count           <20	Age         Head         Im           Group         Count         (user)           <20	Age         Head         Improvement           Group         Count         (user enters % f           <20	Age Group         Head Count         Improvement (user enters % figure)           <20	Age Group         Head Count         Improvement (user enters % figure)         req           <20	Age GroupHead CountImprovement (user enters % figure)required to meet target<20	Age GroupHead CountImprovement (user enters % figure)required to meet targetAdd I FIE Generate<20

The user can enter a goal target (a desired increase in student enrollment) for any student population

The tool then calculates how many additional successes are required to reach that goal and, based on historic unit load patterns, the predicted impact on total FTES



...and enrollment, persistence and completion strategies can be elegantly linked

### **District Enrollment Scenario Planning Tool**

	FALL 2014		FALL'14-	Targeted	Add'l # of successes	Add'I FTES	Targeted	Add'l # of successes	Add'LETES	Total Add'I FTES Generated from	Segment Six	Estimated	
Student Segment	FTES	Head Count	SPRING '15 Persistence Rate	Improvement for Enrollment (captured from previous page)	required to meet enrollment target	Generated a enrollment target	Improvement for Persistence (captured from previous page)	required to meet perssitence target	Generated : persistenc target	Generated from Enrollment & Persitence strategies	Year Completion Rate	increase in Completion Rat associated with chosen targets <sup>4</sup>	
1. International Students	223.2	505	97%	3.0%	15	6.7	1.0%	5	2.2	8.9	12.8%	0.5%	
Bared on Student Vira Statur	223,2	505	3770	5.0%	15	0.7	1.070		2.2	0.5	12.070	0.570	
2. Four-Year Student Swirl		255	5001										
Studentrating that they are also encolled at a four- year institution	75.6	255	52%	4.0%	10	3.0	2.0%	5	1.5	4.5	3.2%	1.0%	
3. Concurrent HS	424.0	600	400/	0.5%			4.007	_	1.0	4.0	6.00/	0.5%	
High Schoolstudents enrolled at 40D	121.8	680	43%	0.5%	3	0.6	1.0%	7	1.2	1.8	6.2%	0.5%	
4. ESL Students	74.4	264	5.69/	4.0%		0.7	4.5%			4.0	1 70/	0.70/	
Students ensalled in one os more ESL courses	74.1	264	56%	1.0%	3	0.7	1.5%	4	1.1	1.9	1.7%	0.7%	
5. Basic Skills	572.6	4.074	700/	2.5%		14.2	2.0%	25	44.5	25.0	c. 00/	4.00/	
Studentr taking any pro-transfor-lovel course in math or English	572.6	1,274	70%	2.5%	32	14.3	2.0%	25	11.5	25.8	6.8%	1.0%	
6. CTE-Oriented	140.0	204	629/	2.5%	14	5.0	2.0%		2.0		2.19/	1.09/	
Studentr uhuro qual and cuurse taking behaviur suggest a CTE urientatiun	149.4	394	63%	3.5%	14	5.2	2.0%	8	3.0	8.2	3.1%	1.0%	

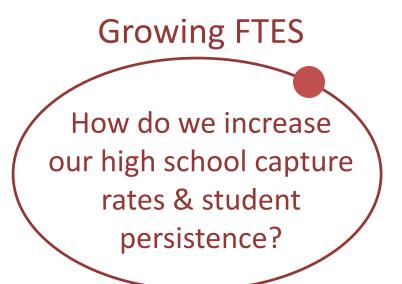


- Districtwide infrastructure to provide on-going EM training in tools
  - Targeted enrollment growth
  - Increasing student persistence
  - Better management of student wait lists
     Still others
- Team training approach; college specific tools
- Document, share and discuss strategies that work as we go
- Circulate and review best practices from other colleges
- Create institutional knowledge about effective practices

- Improving student completion
- Student equity

Our dominant strategies often operate in separate orbits





**Improving Completion** 

How do we get more students through the completion pipeline?

#### Closing the achievement gap

How do we improve or scale up our programs that support our under performing student?



Reframing the challenge can help bring about better alignment

What FTES and completion strategies support the equity outcomes we are pursuing?



Are we properly aligning and integrating our strategies?

Some evidence that we may not be:

- Roughly 85% of colleges experiencing increases in overall completing rates did so at the cost of a widening of the achievement gap.
- Of the colleges that experienced some degree of reduction in their achievement gap, **80%** of them did so by decreasing the top performing group.

Source: California Student Success Scorecard. Completion rate improvement was determined by looking at the three year performance of colleges (2003/04, 2004/05, & 2005/06 cohorts). The achievement gap was defined as the net change in the gap between the highest and lowest performing ethnicity groups for each college in the Scorecard (removing records containing small sample sizes for any of the ethnicity groups) over the same three year period.