Developing an Effective Enrollment Management Plan

August 5, 2015

Gregory M Stoup
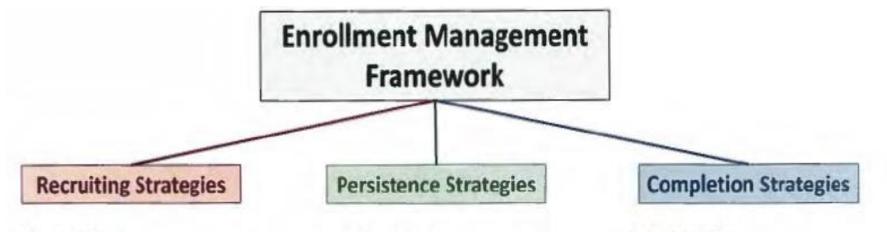*Sr. Dean Contra Costa Community College District*

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

Enrollment Management Framework

Recruiting Strategies

- **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

Persistence Strategies

- **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

Completion Strategies

- **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

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 Improvement (user enters % figure)	Add'l # of successes required to meet target	Add'l FTES Generated
	FTES	Head Count	Pct of total Headcount	FALL 2010	FALL 2011	FALL 2012	FALL 2013	FALL 2014	Age Group	Head Count			
1. International Students Based on Student Visa Status	223.2	505	6%	368	440	480	532	505	<20 / 20-24 / 25+ / Total:	324 / 161 / 20 / 505	0.0% / 0.0% / 0.0% / 0.0%	0 / 0 / 0 / 0	0.0 / 0.0 / 0.0 / 0.0
2. Four-Year Student Swirl Students stating that they are also enrolled at a four-year institution	75.6	255	3%	273	221	289	302	255	<20 / 20-24 / 25+ / Total:	102 / 94 / 59 / 255	0.0% / 0.0% / 0.0% / 0.0%	0 / 0 / 0 / 0	0.0 / 0.0 / 0.0 / 0.0
3. Concurrent HS High School students enrolled at 4CD	121.8	680	9%	461	462	509	579	680	<20 / 20-24 / 25+ / Total:	680 / - / - / 680	0.0% / 0.0% / 0.0% / 0.0%	0 / 0 / 0 / 0	0.0 / 0.0 / 0.0 / 0.0
4. ESL Students Students enrolled in one or more ESL courses	74.1	264	3%	380	321	289	313	264	<20 / 20-24 / 25+ / Total:	32 / 52 / 180 / 264	0.0% / 0.0% / 0.0% / 0.0%	0 / 0 / 0 / 0	0.0 / 0.0 / 0.0 / 0.0
5. Basic Skills Students taking any pre-transfer-level course in math or English	572.6	1,274	16%	944	975	1,129	1,214	1,274	<20 / 20-24 / 25+ / Total:	826 / 233 / 215 / 1,274	0.0% / 0.0% / 0.0% / 0.0%	0 / 0 / 0 / 0	0.0 / 0.0 / 0.0 / 0.0
6. CTE-Oriented Students whose goal and course taking behavior suggest a CTE orientation	149.4	394	5%	576	450	388	439	394	<20 / 20-24 / 25+ / Total:	87 / 80 / 227 / 394	0.0% / 0.0% / 0.0% / 0.0%	0 / 0 / 0 / 0	0.0 / 0.0 / 0.0 / 0.0
7. Degree/Transfer-Oriented Students whose goal and course taking behavior suggest a Degree or Transfer orientation	1,447.4	3,191	41%	3,303	3,006	3,035	2,993	3,191	<20 / 20-24 / 25+ / Total:	2,174 / 610 / 407 / 3,191	0.0% / 0.0% / 0.0% / 0.0%	0 / 0 / 0 / 0	0.0 / 0.0 / 0.0 / 0.0
8. Skills-Builder Single course taking students pursuing career advancement	149.7	799	10%	834	488	383	658	799	<20 / 20-24 / 25+ / Total:	201 / 185 / 413 / 799	0.0% / 0.0% / 0.0% / 0.0%	0 / 0 / 0 / 0	0.0 / 0.0 / 0.0 / 0.0
9. Life-long Learners Single course taking students pursuing personal enrichment / exploration	111.0	480	6%	729	826	811	685	480	<20 / 20-24 / 25+ / Total:	91 / 91 / 298 / 480	0.0% / 0.0% / 0.0% / 0.0%	0 / 0 / 0 / 0	0.0 / 0.0 / 0.0 / 0.0
All Segments Sum of all Segments*	2,924.9	7,842	100%	7,868	7,189	7,313	7,715	7,842	<20 / 20-24 / 25+ / Total:	4,517 / 1,506 / 1,819 / 7,842	0.0% / 0.0% / 0.0% / 0.0%	0 / 0 / 0 / 0	0.0 / 0.0 / 0.0 / 0.0

We can examine the enrollment profiles for each

Student Segment	FALL 2014			Five Year Headcount Trend				
	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 behavior suggest a Degree or Transfer orientation	**1,447.4**	**3,191**	41%	3,303	3,006	3,035	2,993	3,191
9. Life-long Learners Single course taking students pursuing personal enrichment / exploration	**111.0**	**480**	6%	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

Student Segment	Group Stats		Targeted Improvement (user enters % figure)	Add'l # of successes required to meet target	Add'l FTES Generated
	Age Group	Head Count			
Degree/Transfer-Oriented Students whose goal and course taking behavior suggest a Degree or Transfer orientation	<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

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

Student Segment	FALL 2014		FALL '14 - SPRING '15 Persistence Rate	Targeted Improvement for Enrollment (captured from previous page)	Add'l # of successes required to meet enrollment target	Add'l FTES Generated a enrollment target	Targeted Improvement for Persistence (captured from previous page)	Add'l # of successes required to meet perssitence target	Add'l FTES Generated persistenc target	Total Add'l FTES Generated from Enrollment & Persitence strategies	Segment Six Year Completion Rate	Estimated increase in Completion Rat associated with chosen targets
	FTES	Head Count										
1. International Students — Based on Student Visa Status	223.2	505	97%	3.0%	15	6.7	1.0%	5	2.2	8.9	12.8%	0.5%
2. Four-Year Student Swirl — Students stating that they are also enrolled 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 — High School students enrolled at 4CD	121.8	680	43%	0.5%	3	0.6	1.0%	7	1.2	1.8	6.2%	0.5%
4. ESL Students — Students enrolled in one or 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 — Students taking any pre-transfer-level 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 — Students whose goal and course taking behavior suggest a CTE orientation	149.4	394	63%	3.5%	14	5.2	2.0%	8	3.0	8.2	3.1%	1.0%

The Enrollment Management Institute
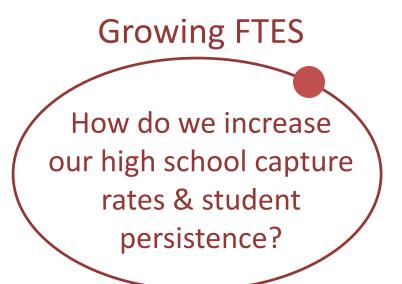
- Districtwide infrastructure to provide on-going EM training in tools

    - Targeted enrollment growth
    - Increasing student persistence
    - Better management of student wait lists
    - Improving student completion
    - Student equity
    - 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

Our dominant strategies often operate in separate orbits

Growing FTES

How do we increase our high school capture rates & student persistence?

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?

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

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.