Enrollment Management Case Studies

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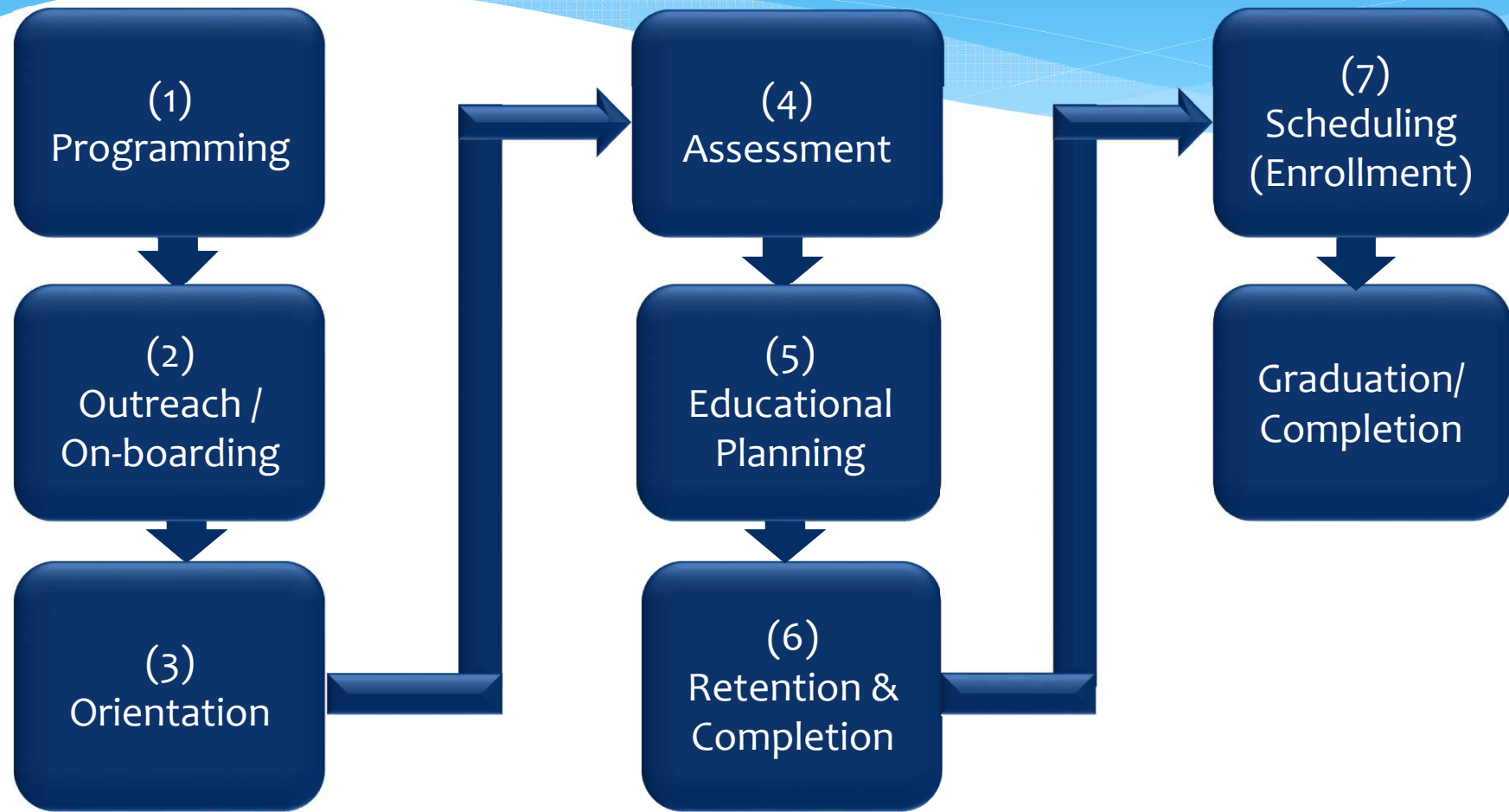
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acca

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COMMUNITY COLLEGE ADMINISTRATORS

Recruitment to Completion

Overview

* Look at how different components come together to create an enrollment management plan

* Examples are provided to help you brainstorm your own possibilities

* Most ideas are pilots – Scaling is recent, in progress, or planned

* A focus on access through completion and success is new/renewed
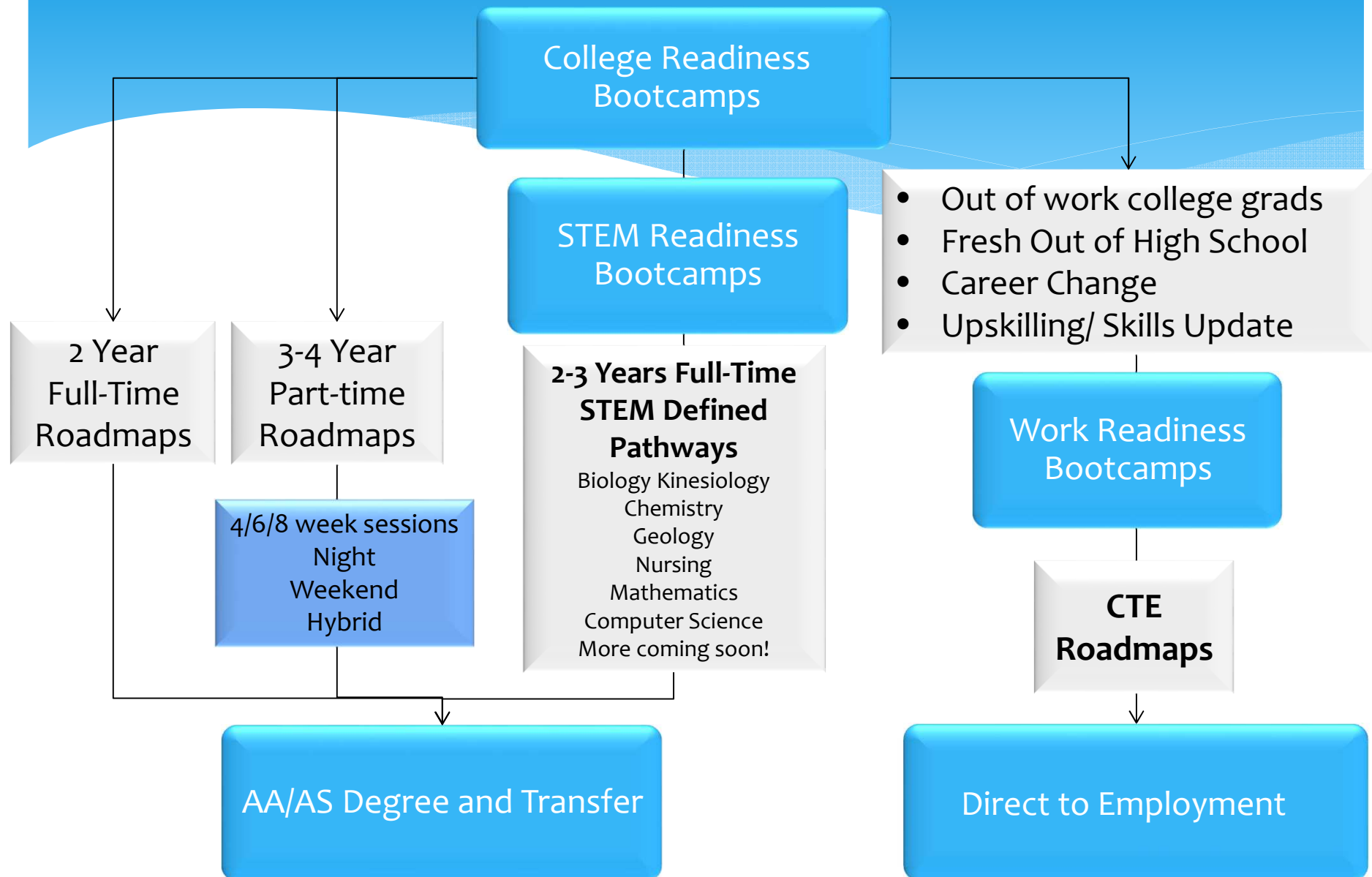
Recruitment to Completion
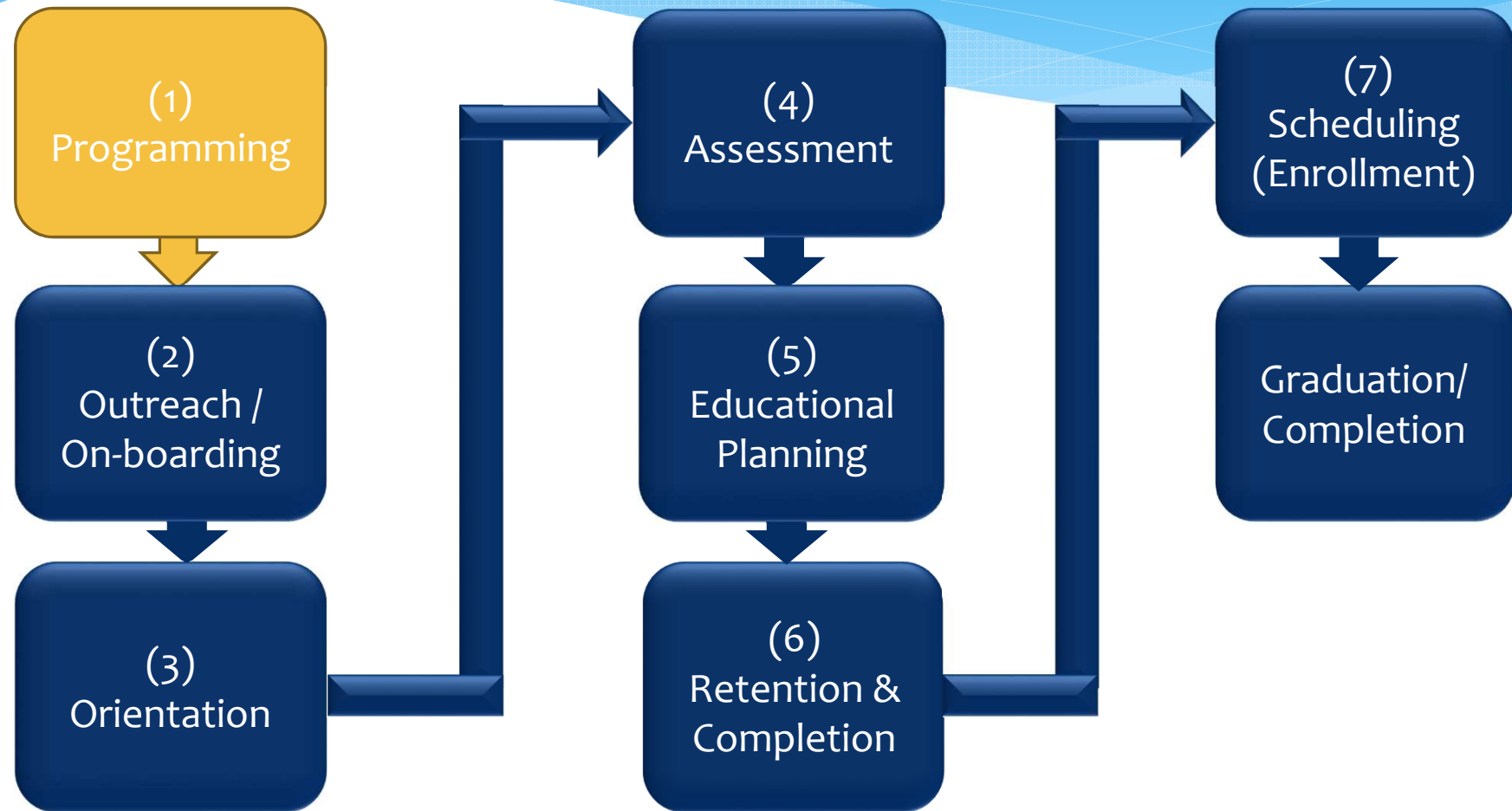
Area 1:
Programming

How do you define and articulate to potential students the educational opportunities provided by your college?

Session Example Strategies:

- Completing a comprehensive review of offerings and marketing plan
- Developing k-16 career pathways
- Targeted accelerated university transfer programs

Review of Offerings

Programming

College Readiness Bootcamps

STEM Readiness Bootcamps

- Out of work college grads
- Fresh Out of High School
- Career Change
- Upskilling/ Skills Update

2 Year Full-Time Roadmaps

3-4 Year Part-time Roadmaps

4/6/8 week sessions
Night
Weekend
Hybrid

2-3 Years Full-Time STEM Defined Pathways
Biology Kinesiology
Chemistry
Geology
Nursing
Mathematics
Computer Science
More coming soon!

Work Readiness Bootcamps

CTE Roadmaps

AA/AS Degree and Transfer

Direct to Employment

Accelerated University Transfer Programs

* ADTs are gaining popularity

* Random course taking patterns versus major pathways and "cohorts"

* CSUin2 is an example of this model

Programming CSUin2 **Two-Year Daytime Pathway**

	Summer	Year One Fall	Year One Spring	Year Two Fall	Year Two Spring	
		Fall	**Spring**	**Fall**	**Spring**	
GE Courses CSU-GE & IGETC (Blue) CSU-GE Only (Gray)	College 100 or COUN 104	Engl 100 (4) - 72 Hrs 7 Sections * 30 4 LHE * 7	Math 160 (4) - 72 Hrs 7 Sections * 30 4 LHE * 7	Engl 110 (3) - 54 Hrs 7 Sections * 30 4 LHE * 7	BIOL 100 (4) -108 Hrs 2*100 + 7 * 30 3 LHE * 1.5 * 2 + 2.25 LHE * 7	
		HLED 100 (3) - 54 Hrs 1 section * 210 3 LHE * 2	Hist 170 (3) - 54 Hrs 1 section * 210 3 LHE * 2	Anth 100 (3) - 54 Hrs 1 Section * 210 3 LHE * 2	Phil 120 (3) -54 Hrs 1 Section * 210 3 LHE * 2	
		Psych 100 (3) - 54 Hrs 1 section * 210 3 LHE * 2	Comm 110 (3) - 54 Hrs 7 Sections * 30 3 LHE * 7	ASTR 100 (3) - 54 Hrs 1 Section * 210 3 LHE * 2		
		Art 100 (3) - 54 Hrs 1 Section * 210 3 LHE * 2	PSCI 180 (3) - 54 Hrs 1 Section * 210 3 LHE * 2			
Major/Cert		TBD (3) 7 Sections * 30 3 LHE * 7	TBD (3) 7 Sections * 30 3 LHE * 7	TBD (6) 7 Sections * 30 * 2 3 LHE * 7 * 2	TBD (6) 7 Sections * 30 * 2 3 LHE * 7 * 2	
Other	SOAR + English & Math Refresher			Prepare University Apps		
Units		16	16	15	13	60
Schedule		Monday-Thursday 0800-Noon 1:00 -2:00 PM	Monday-Thursday 0800-Noon 1:00 -2:00 PM	Monday-Thursday 0800-Noon 1:00 -2:00 PM	Monday-Thursday 0800-Noon	
Cost (LHE) for each group of 210 Students		67	82	82	72.75	304
Potential FTES / Group						446

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Programming
CSUin2 Two-Year – Evening Pathway

|	Summer	Year One		Year Two		
		Fall	**Spring**	**Fall**	**Spring**	
GE Courses **CSU-GE & IGETC (Blue)** **CSU-GE Only (Gray)**	Coll Prep course? CO...	Engl 100 (4) - 72 Hrs 7 Sections * 30 4 LHE * 7	Math 160 (4) - 72 Hrs 7 Sections * 30 4 LHE * 7	Engl 110 (3) - 54 Hrs 7 Sections * 30 4 LHE * 7	BIOL 100 (4) -108 Hrs 2*100 + 7 * 30 3 LHE * 1.5 * 2 + 2.25 LHE * 7	
		HLED 100 (3) - 54 Hrs 1 section * 210 3 LHE * 2	Hist 170 (3) - 54 Hrs 1 section * 210 3 LHE * 2	Anth 100 (3) - 54 Hrs 1 Section * 210 3 LHE * 2		
		Psych 100 (3) - 54 Hrs 1 section * 210 3 LHE * 2	Comm 110 (3) - 54 Hrs 7 Sections * 30 3 LHE * 7			
ONLINE		Art 100 (3) - 54 Hrs 1 Section * 210 3 LHE * 2	PSCI 180 (3) - 54 Hrs 1 Section * 210 3 LHE * 2	ASTR 100 (3) - 54 Hrs 1 Section * 210 3 LHE * 2	Phil 120 (3) -54 Hrs 1 Section * 210 3 LHE * 2	
Major/Cert		TBD (3) 7 Sections * 30 3 LHE * 7	TBD (3) 7 Sections * 30 3 LHE * 7	TBD (6) 7 Sections * 30 * 2 3 LHE * 7 * 2	TBD (6) 7 Sections * 30 * 2 3 LHE * 7 * 2	
Other	SOAR + English & Math Refresher			Prepare University Apps		
Units		16	16	15	13	**60**
Schedule		Monday-Thursday 6:00-10:00 PM Plus One Online Class	Monday-Thursday 6:00-10:00 PM Plus One Online Class	Monday-Thursday 6:00-10:00 PM Plus One Online Class	Monday-Thursday 6:00-10:00 PM Plus One Online Class	
Cost (LHE) for each group of 210 Students		67	82	82	72.75	**304**
Potential FTES / Group						**446**

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Area 1:
Programming

How do you define and articulate to potential students the educational opportunities provided by your college?

Things to discuss and consider:

- Need an inventory of programs you have and the gaps

- Consider logical sequences of course-taking patterns

- Consider interest and demand

- How would you message and promote your offering?

Recruitment to Completion
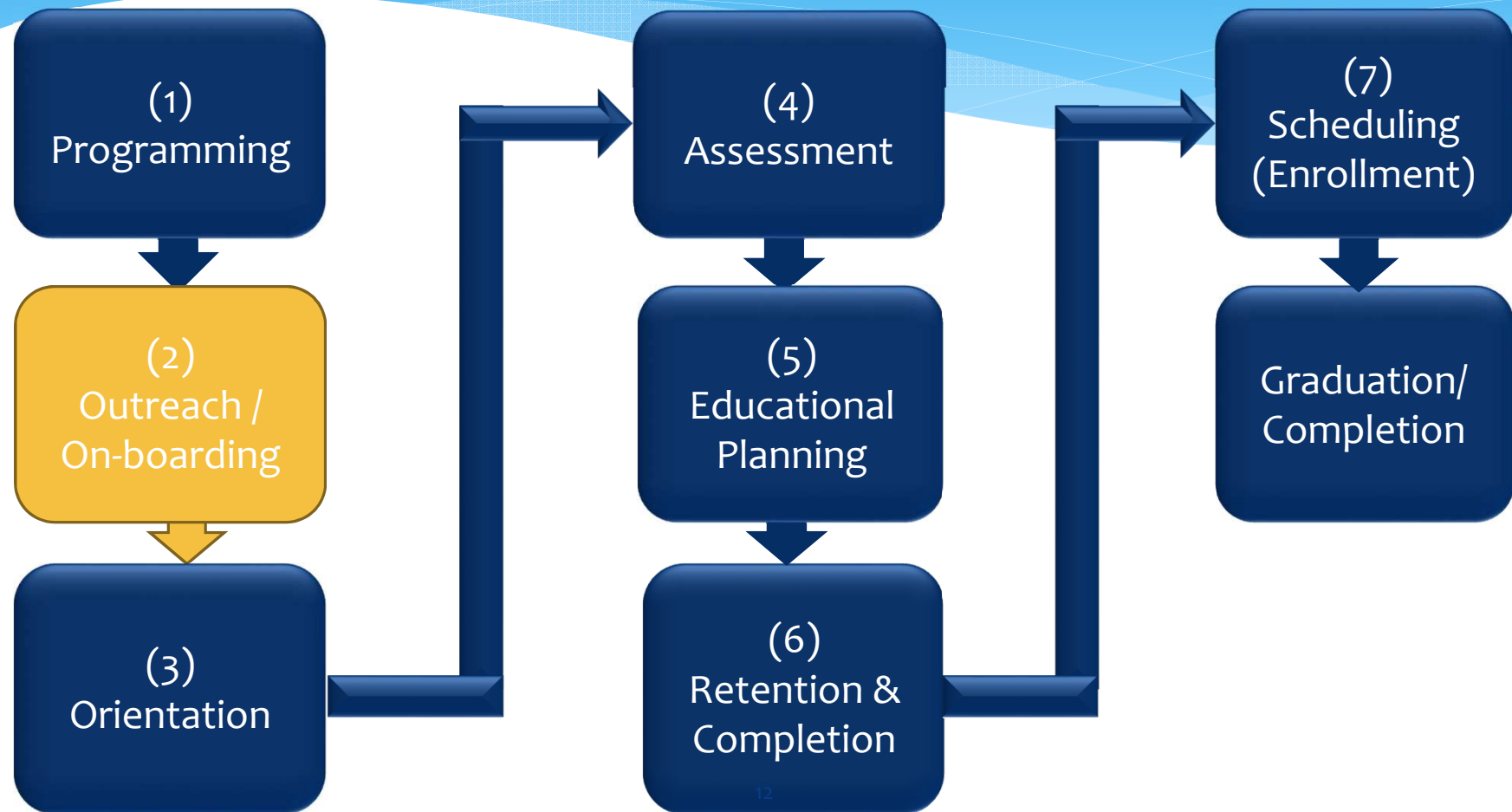
Area 2:
Outreach & Onboarding

*How do you attract potential students
and get them connected to your college?*

Session Example Strategies:
- Strengthening K-16 partnership or implementing "promise" agreements
- Targeted on-campus freshman outreach activities
- Leveraging industry ties to CTE programs

K-16 Partnerships & Promise Agreements

College Promise Agreements:

1. Early outreach/universal commitment — 4th/5th Grade Tours, 6th Grade Commitment

2. Pipeline from CC to University — LBUSD-LBCC-CSULB (+LBC)

3. Student Incentives — LB College Promise Scholarship
Priority Admissions
Priority Registration
Multiple Measures Assessment

On-Campus Freshman Outreach

* Turning visitors into applicants (25% increase)
    * College Application workshops and Financial Aid workshops during College Preview Day and Chican@/Latin@ Day

* Increasing services during Freshmen Priority Day
    * Registering students in guided workshops
    * Adding Financial Aid workshops

CTE Industry Ties

Long Beach Culinary Arts Program

* Capitalizing on media attention of new facilities

* Leverage advisory boards to market program and build capacity
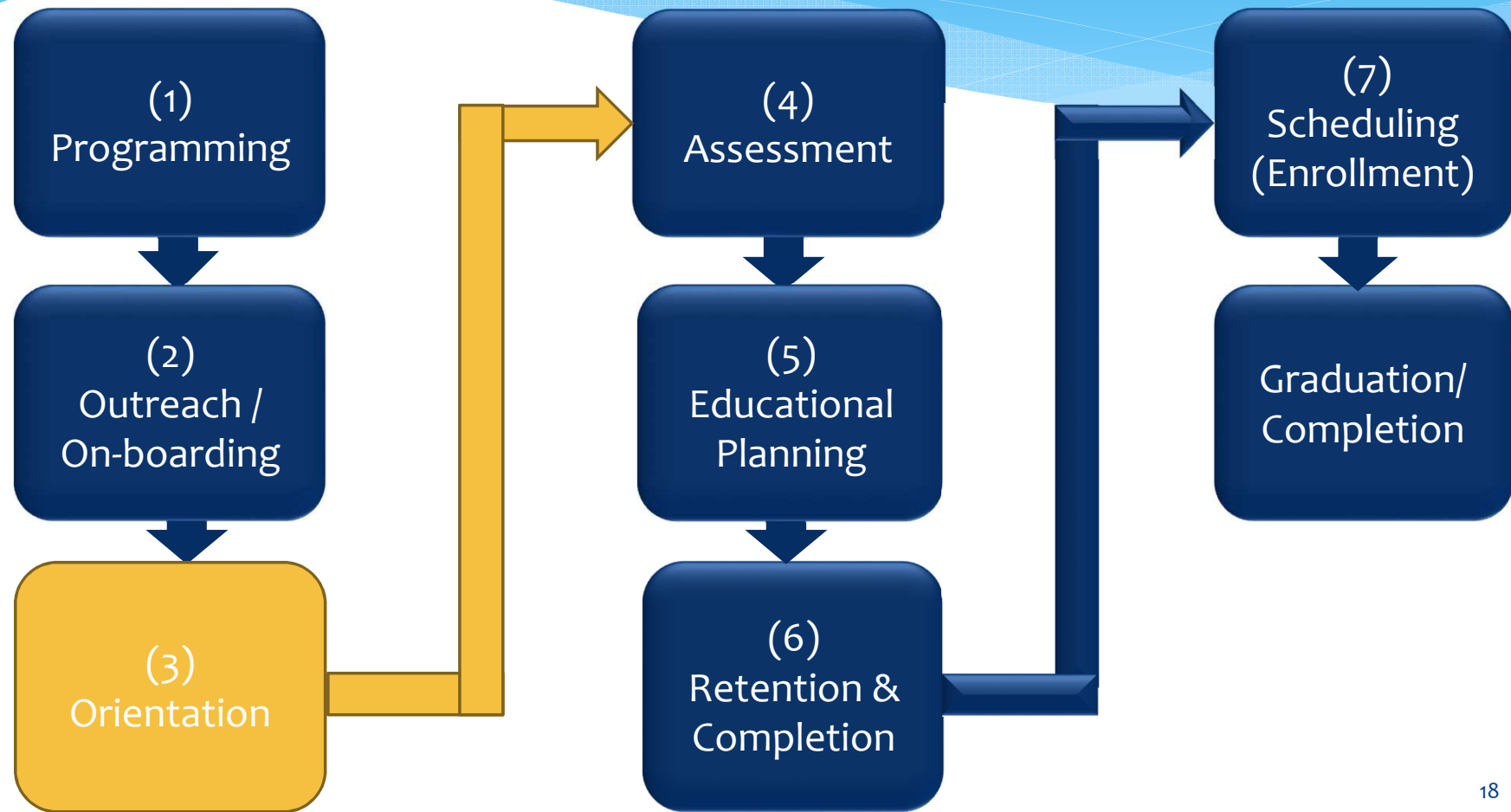
* Provide community/student "engagement points"

Area 2:
Outreach & Onboarding

*How do you attract potential students
and get them connected to your college?*

Things to discuss and consider:
- What relationships can you leverage?
- What are the programs you will be known for?
- How do you get potential students on campus and connected?

Recruitment to Completion

(1) Programming → (2) Outreach / On-boarding → (3) Orientation → (4) Assessment → (5) Educational Planning → (6) Retention & Completion → (7) Scheduling (Enrollment) → Graduation/ Completion
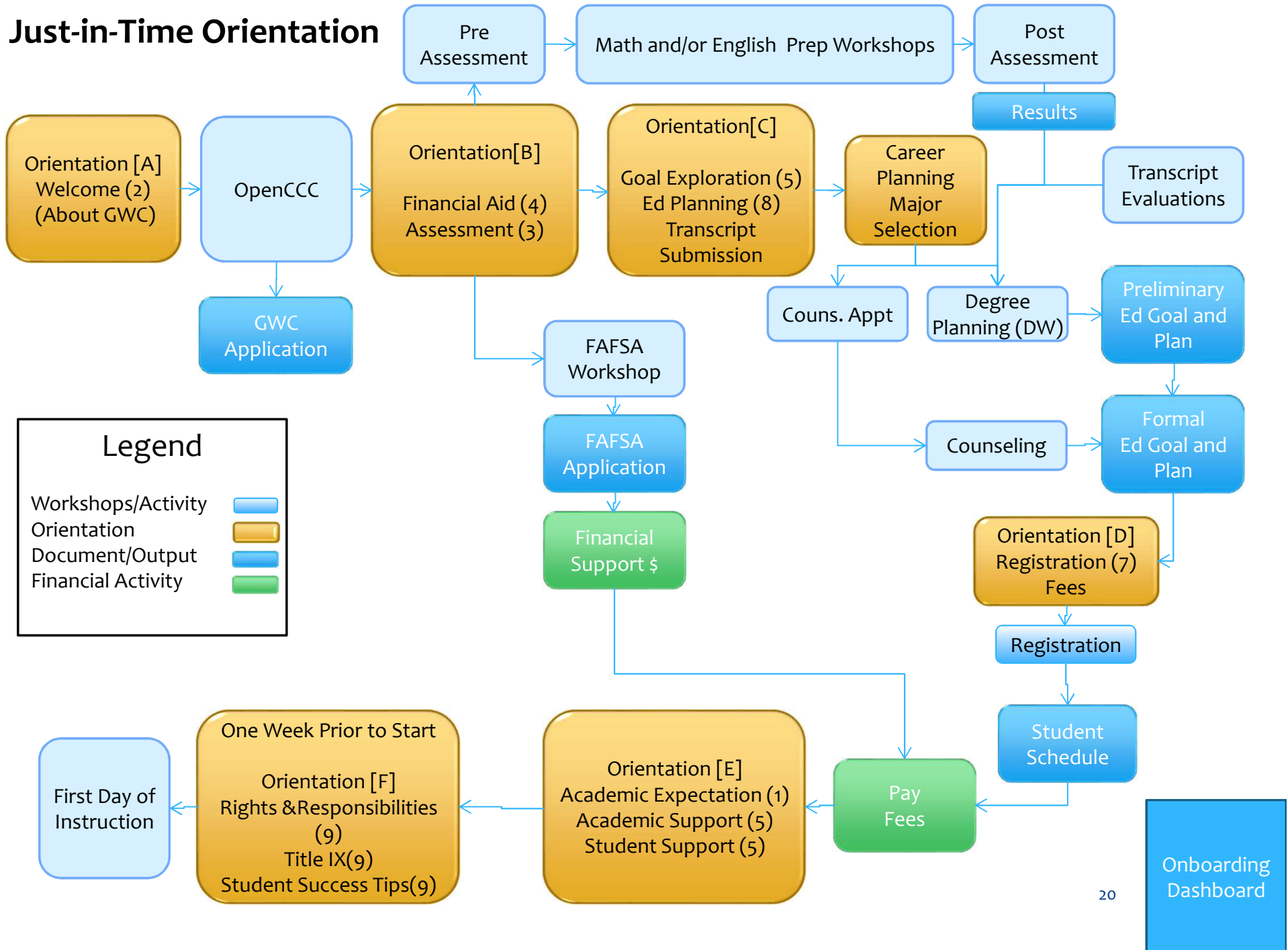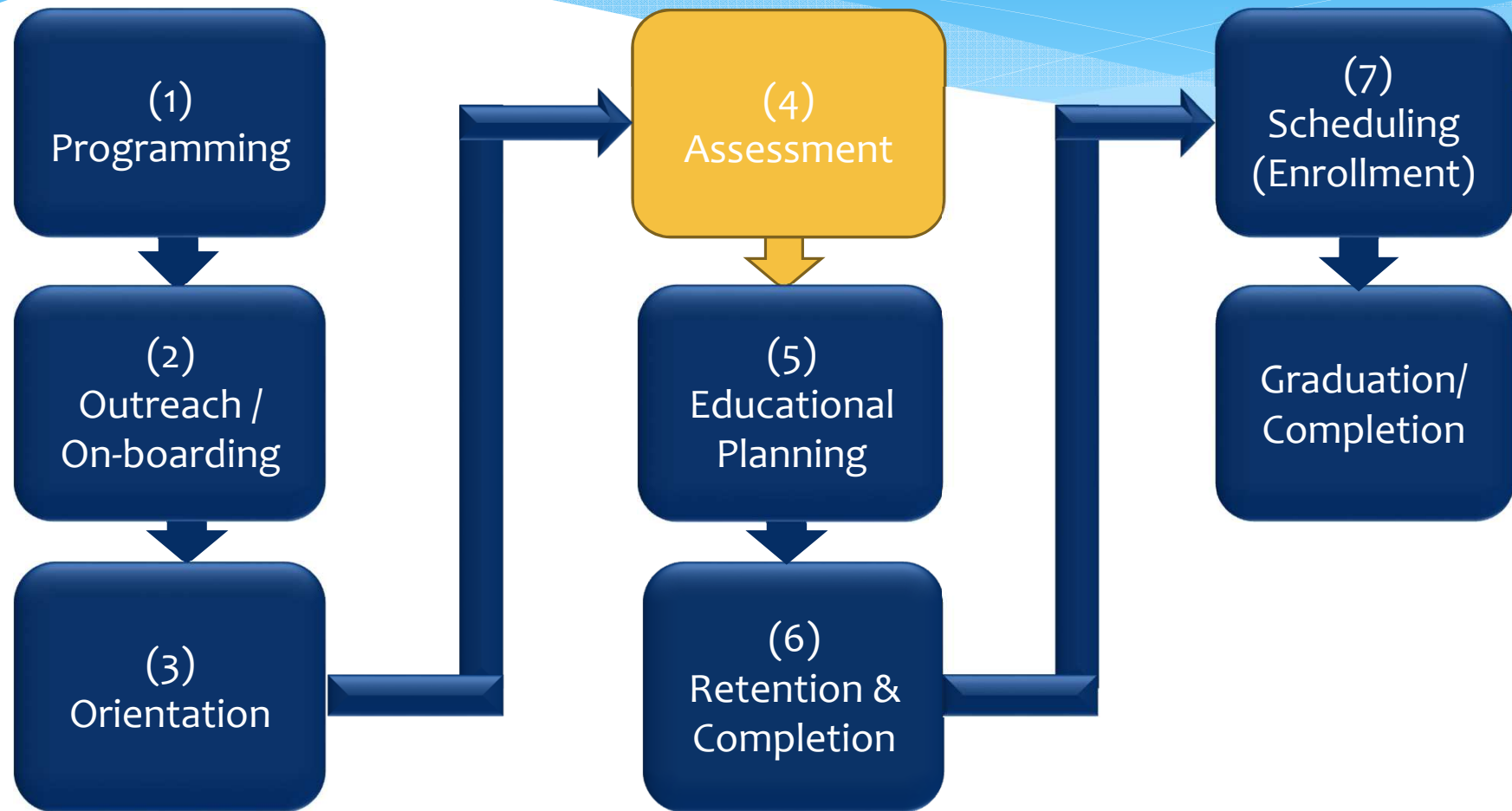
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Area 3:
Orientation

How do you ensure that new students have the information they need to navigate the college's systems and ultimately enroll in and successfully complete classes?

Session Example Strategies:
- Implementing just-in-time orientation models
- Program-specific orientations

Just-in-Time Orientation

Pre Assessment → **Math and/or English Prep Workshops** → **Post Assessment** → **Results**

Orientation [A]
Welcome (2)
(About GWC) → **OpenCCC** → **Orientation[B]** Financial Aid (4) Assessment (3) → **Orientation[C]** Goal Exploration (5) Ed Planning (8) Transcript Submission → **Career Planning Major Selection**

Transcript Evaluations

OpenCCC → **GWC Application**

Orientation[B] → **FAFSA Workshop** → **FAFSA Application** → **Financial Support $**

Career Planning Major Selection → **Couns. Appt**, **Degree Planning (DW)**

Degree Planning (DW) → **Preliminary Ed Goal and Plan** → **Formal Ed Goal and Plan**

Couns. Appt → **Counseling** → **Formal Ed Goal and Plan**

Formal Ed Goal and Plan → **Orientation [D]** Registration (7) Fees → **Registration** → **Student Schedule**

Legend

Workshops/Activity	
Orientation	
Document/Output	
Financial Activity	

Financial Support $ → **Pay Fees**

Student Schedule → **Pay Fees**

One Week Prior to Start Orientation [F] Rights &Responsibilities (9) Title IX(9) Student Success Tips(9) → **First Day of Instruction**

Orientation [E] Academic Expectation (1) Academic Support (5) Student Support (5) → **One Week Prior to Start**

Pay Fees → **Orientation [E]**

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Onboarding Dashboard

Program-Specific Orientations

* The purpose of the orientation is to:
  * Provide a program overview, including safety requirements
  * Provide math skill assessment and opportunity to test out of Electrical Mathematics course and advance directly to next level
  * Outline certificate and degree requirements and assist with course selection

* Nearly 30% (278 of 969) of students passed math assessment, testing out of ELEC 202 (Electrical Mathematics)
* Course success rates increased on average 20 percentage points

Area 3:
Orientation

How do you ensure that new students have the information they need to navigate the college's systems and ultimately enroll in and successfully complete classes?

Things to discuss and consider:
- Where are the best points in time to provide information?
- What are the best formats/mediums to provide information?

Recruitment to Completion


```
(1) Programming  →  (4) Assessment  →  (7) Scheduling (Enrollment)
     ↓                    ↓                    ↓
(2) Outreach /       (5) Educational      Graduation/
    On-boarding          Planning             Completion
     ↓                    ↓
(3) Orientation  →   (6) Retention &  →
                         Completion
```

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Area 4:

Assessment

How do you ensure that students are appropriately placed into college-level coursework so that they have the best chance to successfully complete certificate, degree, and transfer requirements?

Session Example Strategies:
- Employing pre-assessment workshops
- Piloting multiple measures assessment models
- Using co-requisite models

Math Attrition in Basic Skills

With somewhat lower per class success rates, the outcome for students starting from three levels below in the math sequence is even starker, as shown in Figure 2.

3 *levels below*

- 31,959 students enroll in fall 2010
- 67% succeed

51% move up

27% move up

- 16,362 students enroll
- 66% succeed

1

- 8,787 students enroll
- 68% succeed

11% move up

7% Complete

- 3,383 enroll in transfer-level by spring 2013
- 69% succeed

Transfer level

2
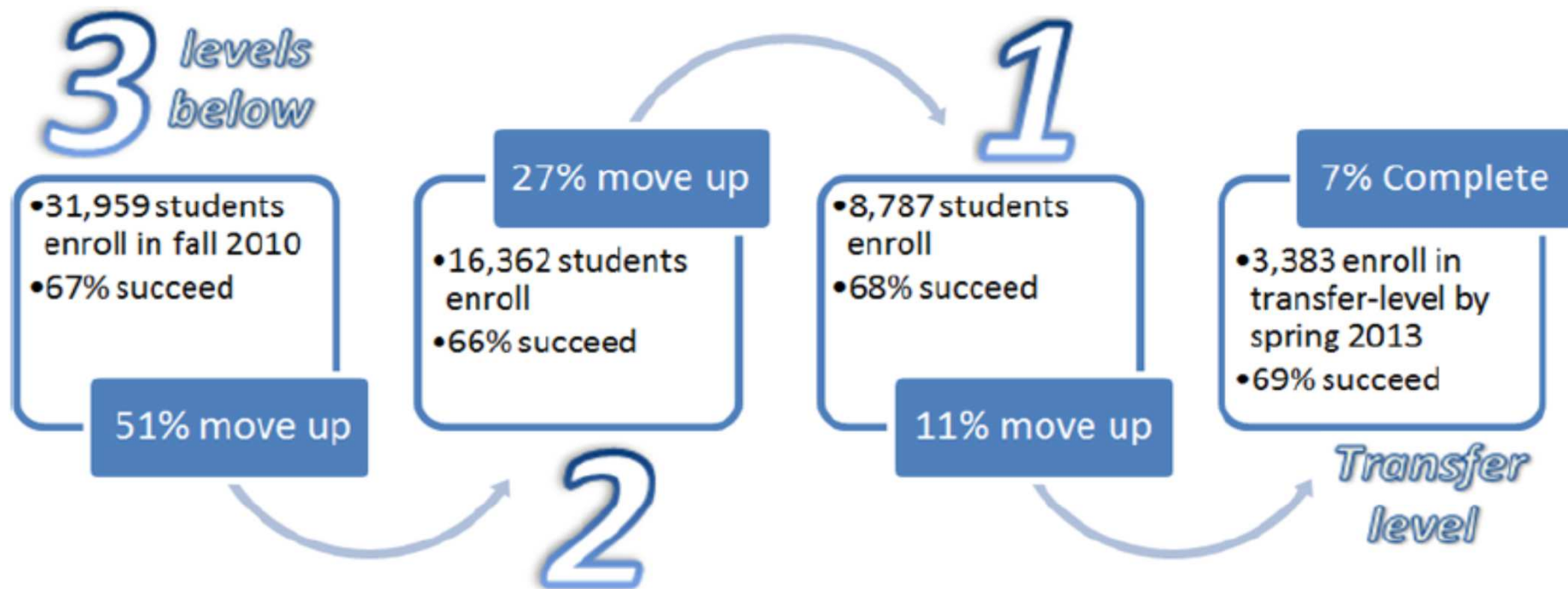
Figure 2. Statewide progression of students from three levels below transfer to transfer-level math from fall 2010 through spring 2013.

[7] http://datamart.cccco.edu/Outcomes/BasicSkills_Cohort_Tracker.aspx
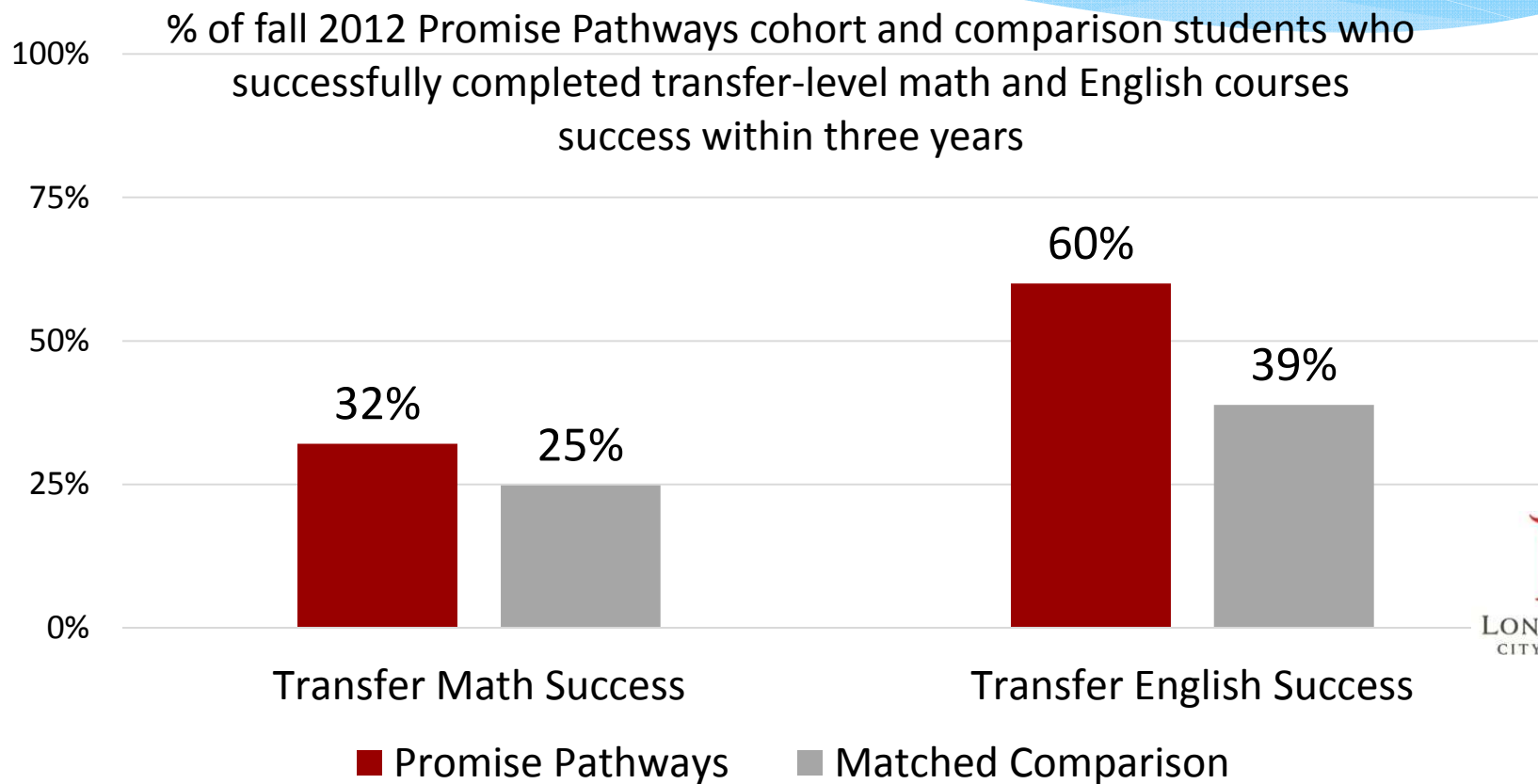
Employing Pre-Assessment Workshops

Math Prep Workshop Results from Local High School

YEAR	Total Tested	Number Tested	Math 005	Math 008	Math 010	Math 10 Consider taking the EAT	Math 020/ 030	Math 100-160 Not 140	Math 100-160	Math 170	Math 180	Take Elem. Algebra Test	Take Interm. Algebra Test
2012	74	50	3	4	16	0	17	5	0	1	3	0	1
2013	48	16	0	0	1	0	11	2	0	1	0	1	0
2014	96	66	0	0	17	2	30	6	0	2	6	0	3
2015 pre-test	79	79	--	< M1054	18	0	6	--	1	--	--	--	--
2015 post-test	79	59	0	0	0	0	25	3	7	5	4	8	7

Piloting Multiple Measures
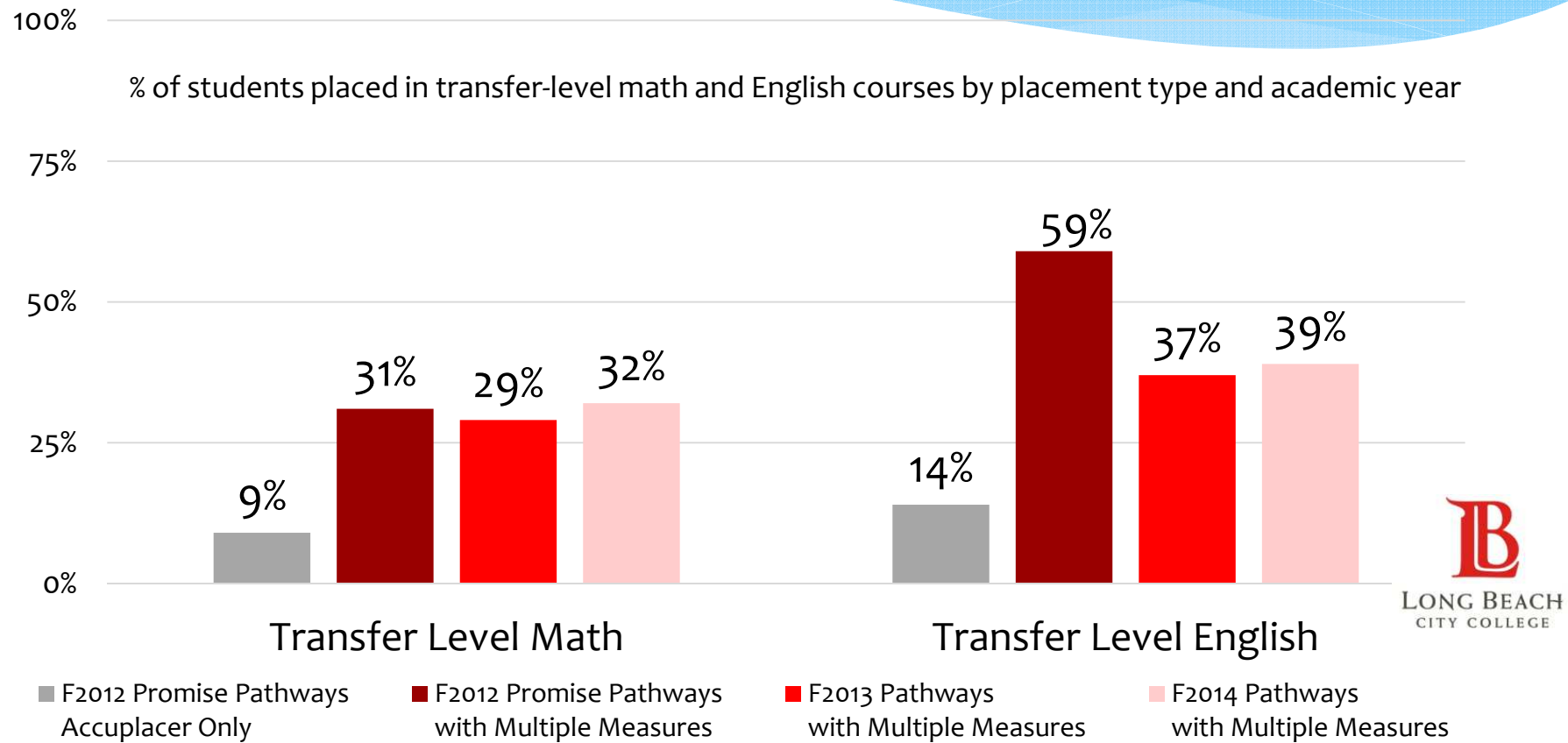
% of students placed in transfer-level math and English courses by placement type and academic year

Transfer Level Math

Transfer Level English

- F2012 Promise Pathways Accuplacer Only
- F2012 Promise Pathways with Multiple Measures
- F2013 Pathways with Multiple Measures
- F2014 Pathways with Multiple Measures

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Using Co-Requisite Models

Integrate needed support in college-level gateway courses. Depending on the needs of students, three methods are most effective:

1. Single-semester, co-requisite approaches deliver remediation to students enrolled in traditional single-semester, college-level gateway courses.

2. One-course pathways stretch common single-semester gateway courses over two semesters instead, benefitting students in need of more academic help while ensuring them full credit that counts toward degrees.

3. Parallel remediation is effective for students enrolled in career technical or applied degree programs. Any academic shortcomings are addressed in connection to the program of study, so needed English and math remediation do not become obstacles to beginning coursework.
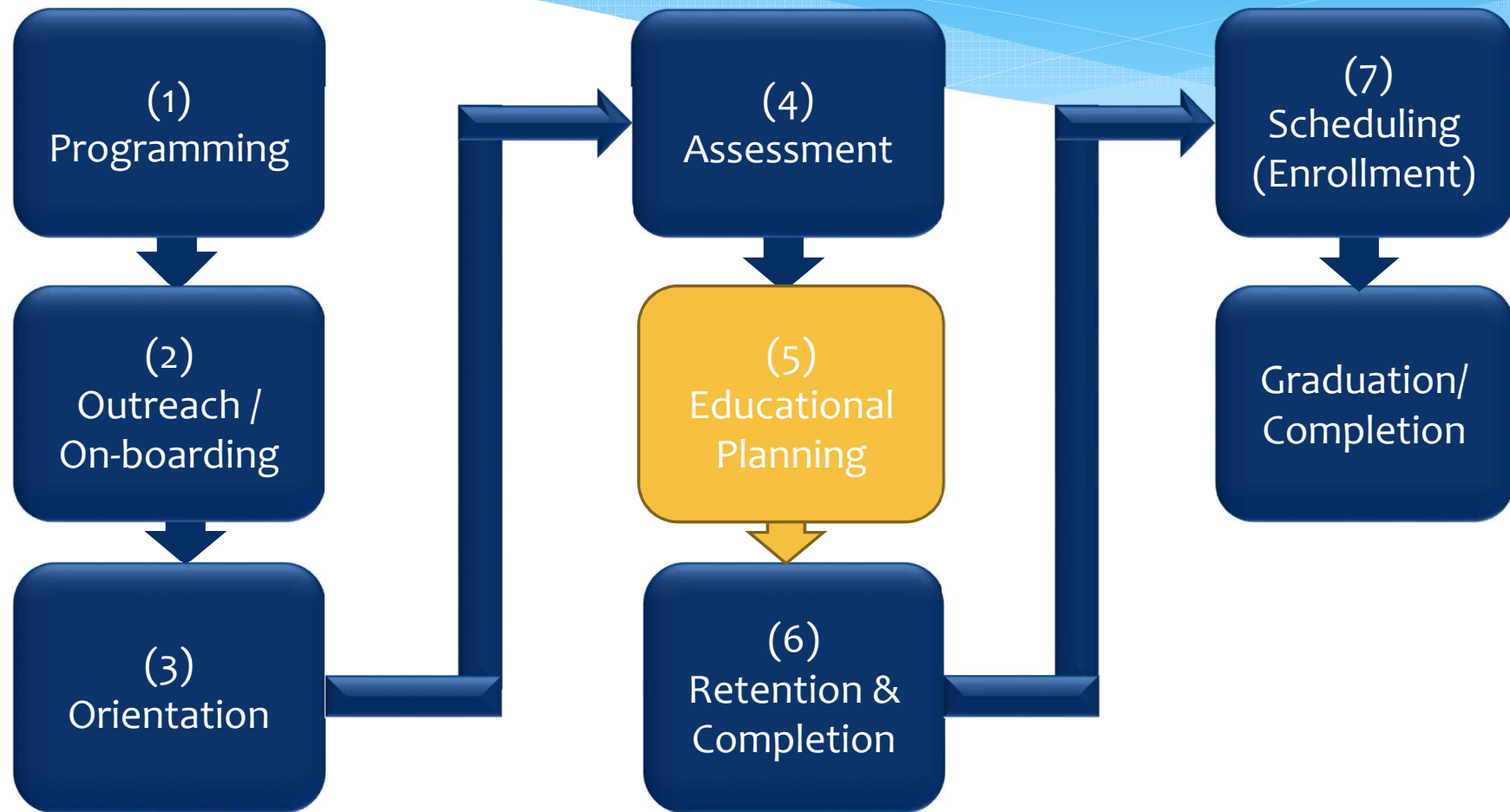
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Area 4:

Assessment

How do you ensure that students are appropriately placed into college-level coursework so that they have the best chance to successfully complete certificate, degree, and transfer requirements?

Things to discuss and consider:
- How can you make assessment less of a barrier?
- How can you accelerate student progress while ensuring readiness?

Recruitment to Completion

(1) Programming

(2) Outreach / On-boarding

(3) Orientation

(4) Assessment

(5) Educational Planning

(6) Retention & Completion

(7) Scheduling (Enrollment)

Graduation/ Completion

Area 5:
Educational Planning

How do you guide students to identify a meaningful academic goal and give them clear directions and support in order to achieve that goal in a timely manner?

Session Example Strategies:
- Leveraging abbreviated and comprehensive Student Education Plans (SEPs)
- Scaling counseling models
- Linking SEPs to schedule creation

Leveraging SEPs

Existing vs. New Students

	Student Headcount		
	Existing	New	Total
CTE Cert Only	2400	400	
EOPS	750	250	
DSPS	700	200	
International	200	100	
Athletes	200	100	
ESL	500	100	
Major Known	2000	200	
1-2 courses	2500	400	
Freshman Priority		1000	
Other Major Unknown	4000	1000	
Financial Aid			
Total	13250	3750	17000

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Scaling Counseling Models

Full Time Counselors	
Counselors	10
Avg Salary	$ 120,000
hrs/counl/year	1200
Total counl Hrs	12000
Cost/hr	$ 100.00

Part-time Counselors		Abbr SEP	Full SEP
Cost/hr	55		
Catego. Funds	$ 350,000		
Hours	6087		
Workshops	40%	9180	1020
eSEP	10%	609	
Express	10%	609	
regular	10%		609
Other	30%		
		10397	1629

Linking SEP to Schedule Creation

* How accurate is our SEP data?

* How accessible is our SEP data?

* How closely are students following their SEPs?

* How do you incentivize a student to follow an SEP?

* How many colleges are they maintaining SEPs at?

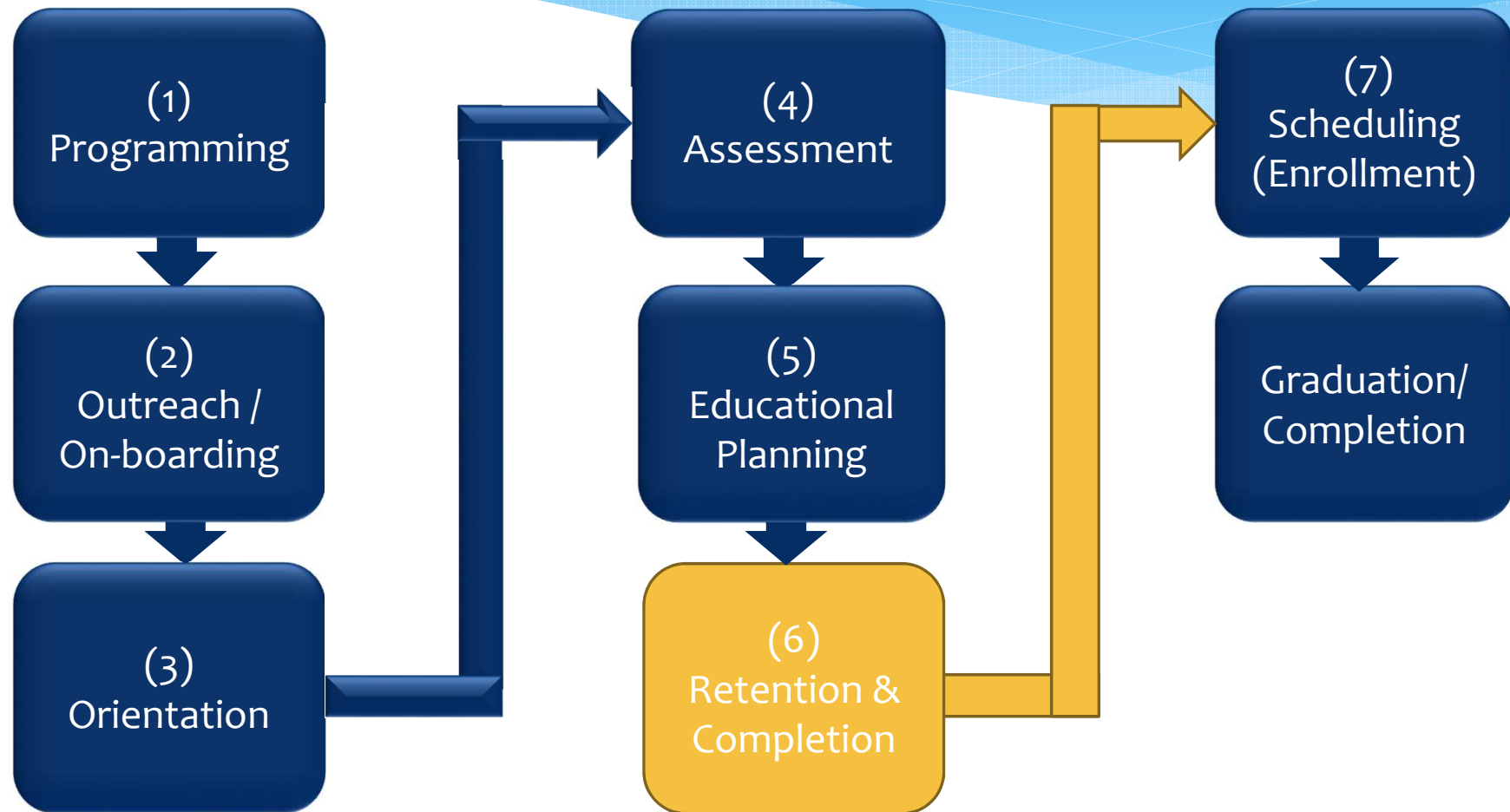* Tying priority registration to courses on SEPs

Area 5:
Educational Planning

How do you guide students to identify a meaningful academic goal and give them clear directions and support in order to achieve that goal in a timely manner?

Session Example Strategies:
- How can you get more students on a guided pathway earlier?
- How can SEPs inform your scheduling process?

Recruitment to Completion

(1) Programming → (2) Outreach / On-boarding → (3) Orientation → (4) Assessment → (5) Educational Planning → (6) Retention & Completion → (7) Scheduling (Enrollment) → Graduation/ Completion

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Area 6:
Retention & Completion

How do you keep students engaged and progressing towards their academic goals? How do you help them achieve their goals?

Session Example Strategies:
- Employing tuition fee payment strategies and other financial supports for students
- Using proactive "nods and nudges" to communicate to students vs. compliance communication
- Detecting near finishers early & identifying overlooked completers

Employing Financial Supports

	All	# < $50	# < $100	# < $150	# < $200
Count	569	159	178	192	299
$ Total	$ 206,732	$ 5,993	$ 7,381	$ 9,117	$27,816
Sections	1681	498	559	585	773
Sec/stud	2.95	3.13	3.14	3.05	2.59
FTES	173	51	57	60	80

Drop for Non-Payment
From 717 to 17

Payment Strategies & Financial Supports

* Dropping for Non-Payment
* Emphasizing FAFSA Deadline/Timely Awarding
* Availability of Textbooks—Textbook Vouchers
* Streamlined Promise Scholarship
* Student Payment Plans

Nods and Nudges

Focusing on Success:
Nods and Nudges

[Sending probation/disqual letters each semester]

* Sending out letters to first-semester and first-year completers congratulating them
* Tracking and connecting with students that have finished 30 units with the college
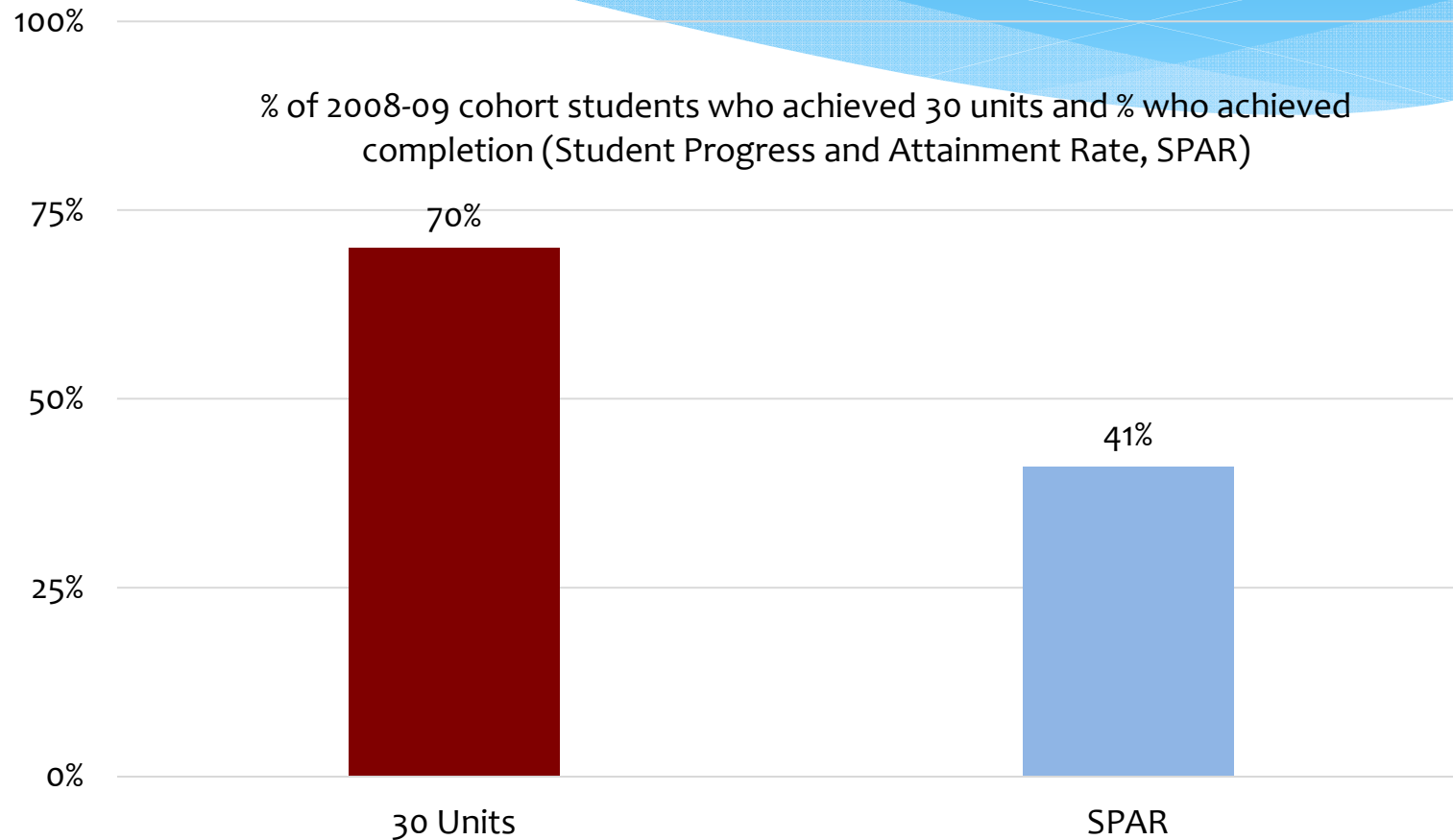* Searching through records for students that are 2-3 courses from completion

Which is harder: Getting new students or keeping the ones the college has?

Retention & Completion
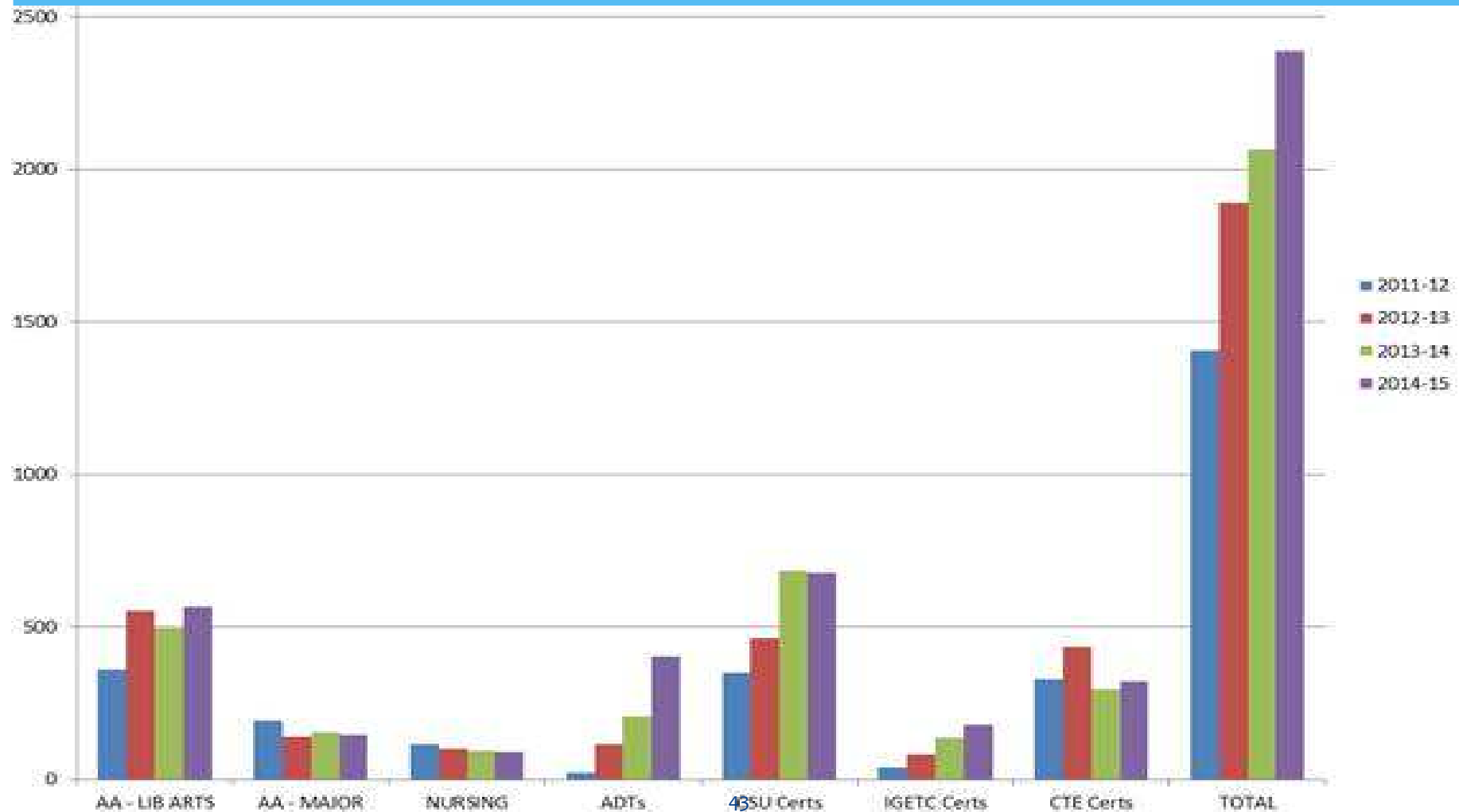
Early Detection of Near Finishers or Overlooked Completers

Retention & Completion

Early Detection of Near Finishers or Overlooked Completers

% of 2008-09 cohort students who achieved 30 units and % who achieved completion (Student Progress and Attainment Rate, SPAR)

70%

41%

100%

75%

50%

25%

0%

30 Units

SPAR

Area 6:
Retention & Completion

How do you keep students engaged and progressing towards their academic goals? How do you help them achieve their goals?

Things to discuss and consider:
- Improving financial support strategies such as delaying-drops and textbook vouchers
- Using positive reinforcements
- Proactively monitoring students' success

Recruitment to Completion
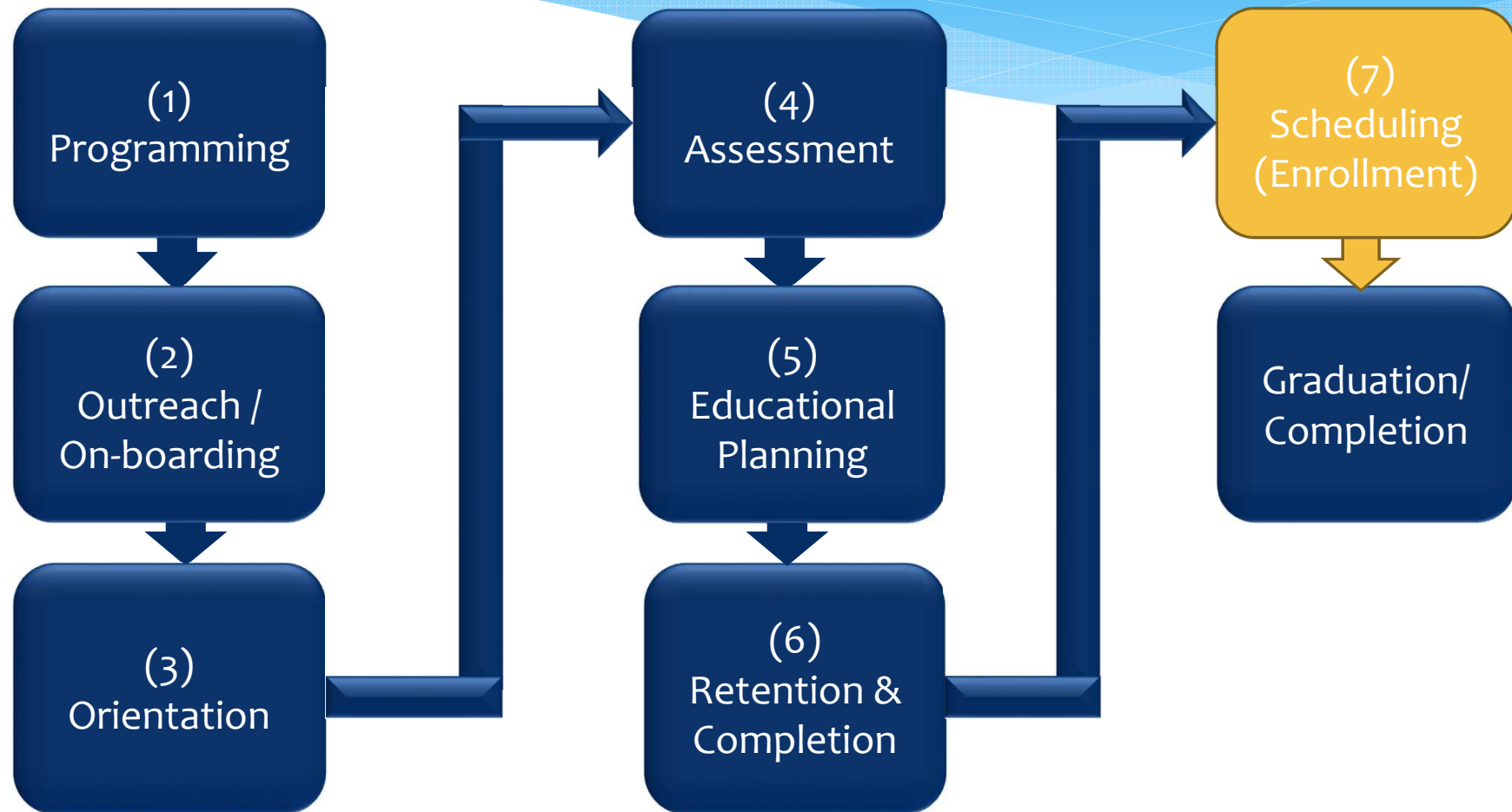
(1) Programming

(2) Outreach / On-boarding

(3) Orientation

(4) Assessment

(5) Educational Planning

(6) Retention & Completion

(7) Scheduling (Enrollment)

Graduation/ Completion

Area 7:
Scheduling

How do you most efficiently schedule courses in order to increase student persistence and completion?

Session Example Strategies:
- Employing regular schedule analysis
- Monitoring waitlists and success rates
- Establishing course priorities
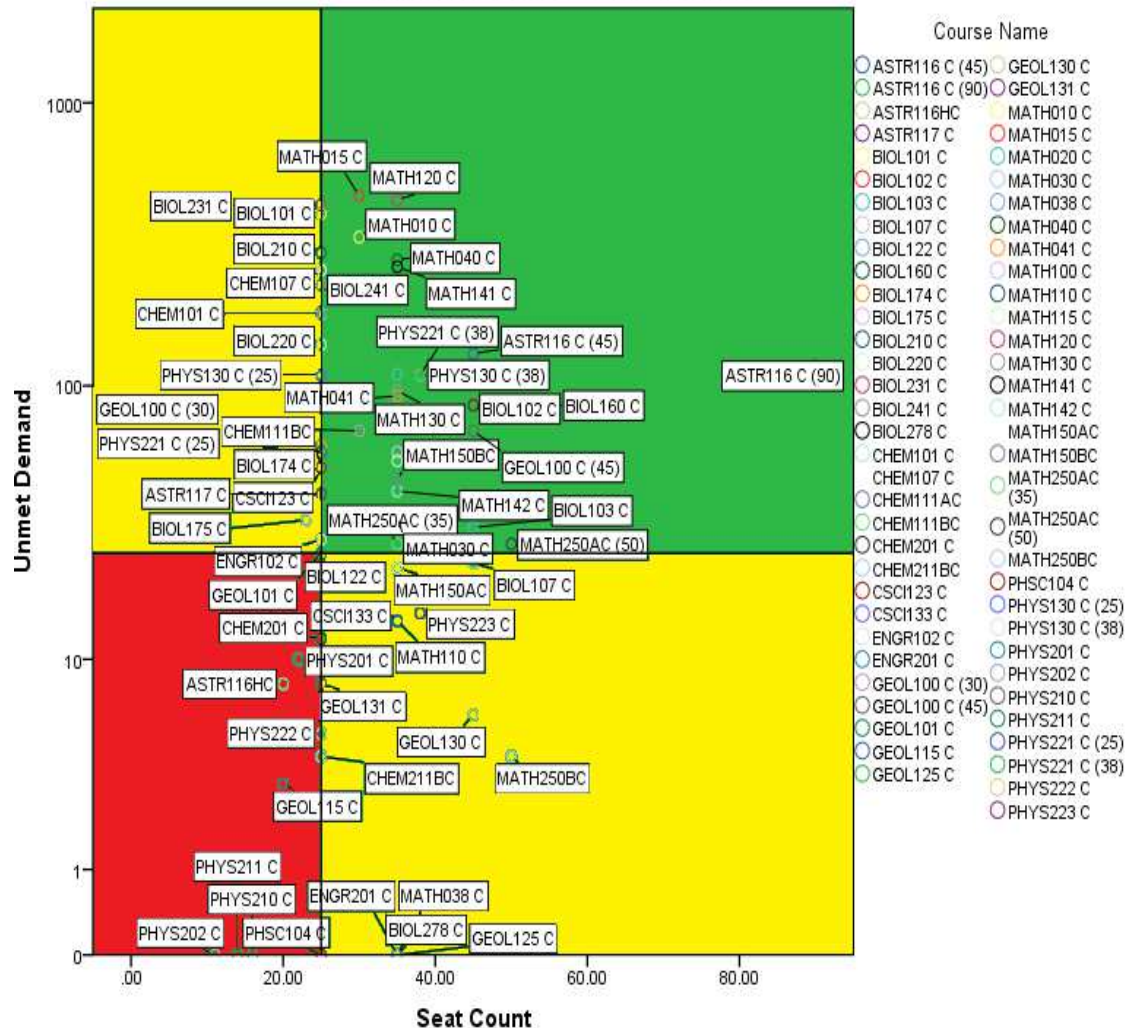
Regular Schedule Analysis

Year Ahead vs. JIT

* How much of your schedule should be published a year in advance?

* Disconnecting scheduling from faculty assignments!

* How much of the schedule should be Just-in-Time?

* Consideration for random demands?

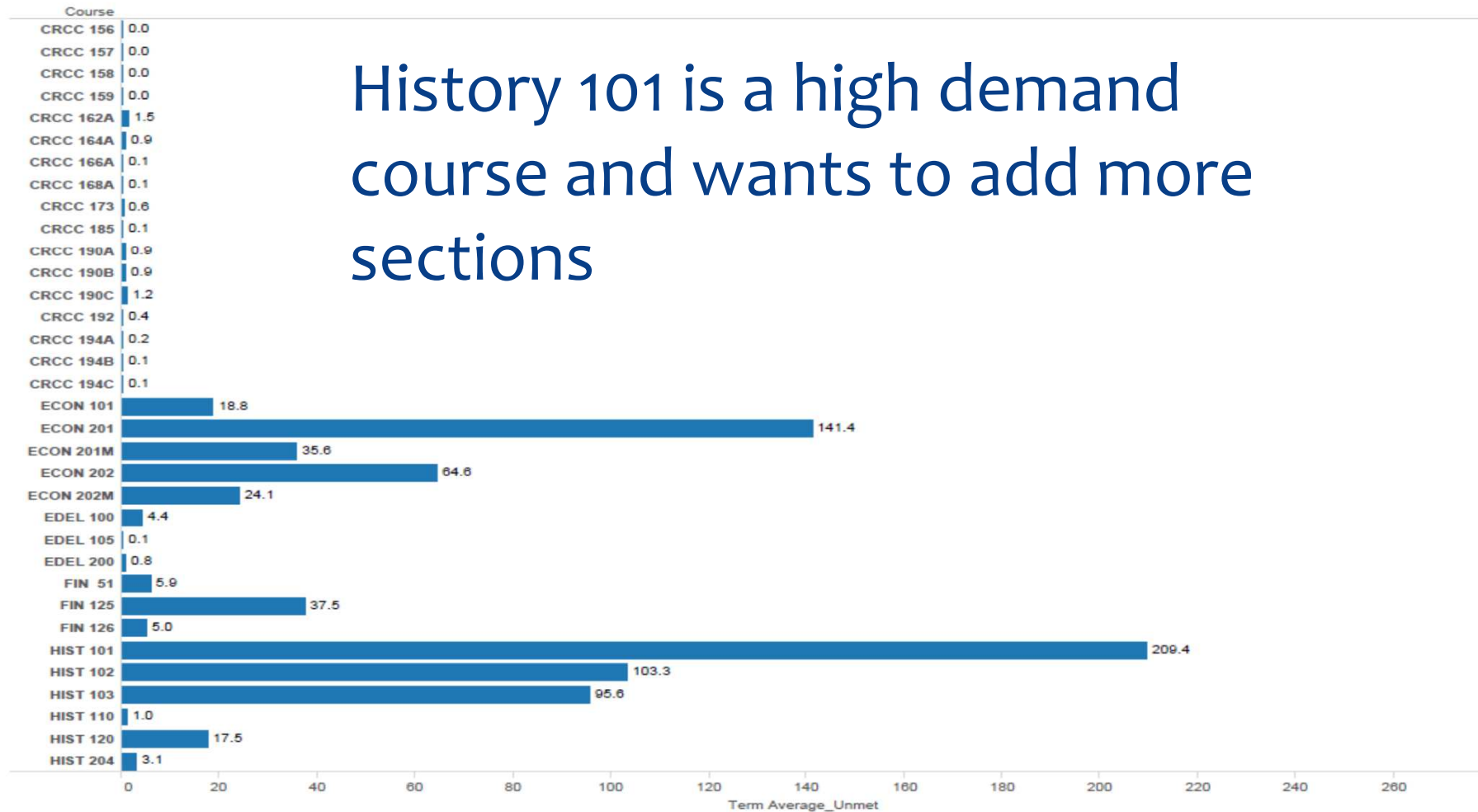* Consideration for student educational plans?

Demand vs. Contribution

SEM Division Seat Count & Demand

Four Quadrants

* Green (Q1): High demand, High capacity

* Amber (top left) (Q2): High demand, low capacity

* Red (Q3): Low demand, low capacity

* Amber (bottom right) (Q4): Low demand, high capacity

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Monitoring Waitlists

Unmet Section_All Courses (Fall-Spring 14-Sem Avg)

History 101 is a high demand course and wants to add more sections

Course

Course	Term Average_Unmet
CRCC 156	0.0
CRCC 157	0.0
CRCC 158	0.0
CRCC 159	0.0
CRCC 162A	1.5
CRCC 164A	0.9
CRCC 166A	0.1
CRCC 168A	0.1
CRCC 173	0.6
CRCC 185	0.1
CRCC 190A	0.9
CRCC 190B	0.9
CRCC 190C	1.2
CRCC 192	0.4
CRCC 194A	0.2
CRCC 194B	0.1
CRCC 194C	0.1
ECON 101	18.8
ECON 201	141.4
ECON 201M	35.6
ECON 202	64.6
ECON 202M	24.1
EDEL 100	4.4
EDEL 105	0.1
EDEL 200	0.8
FIN 51	5.9
FIN 125	37.5
FIN 126	5.0
HIST 101	209.4
HIST 102	103.3
HIST 103	95.6
HIST 110	1.0
HIST 120	17.5
HIST 204	3.1

Term Average_Unmet for each Course. The data is filtered on Term and Division. The Term filter keeps 14 of 21 members. The Division filter keeps BUS and HUMSS.

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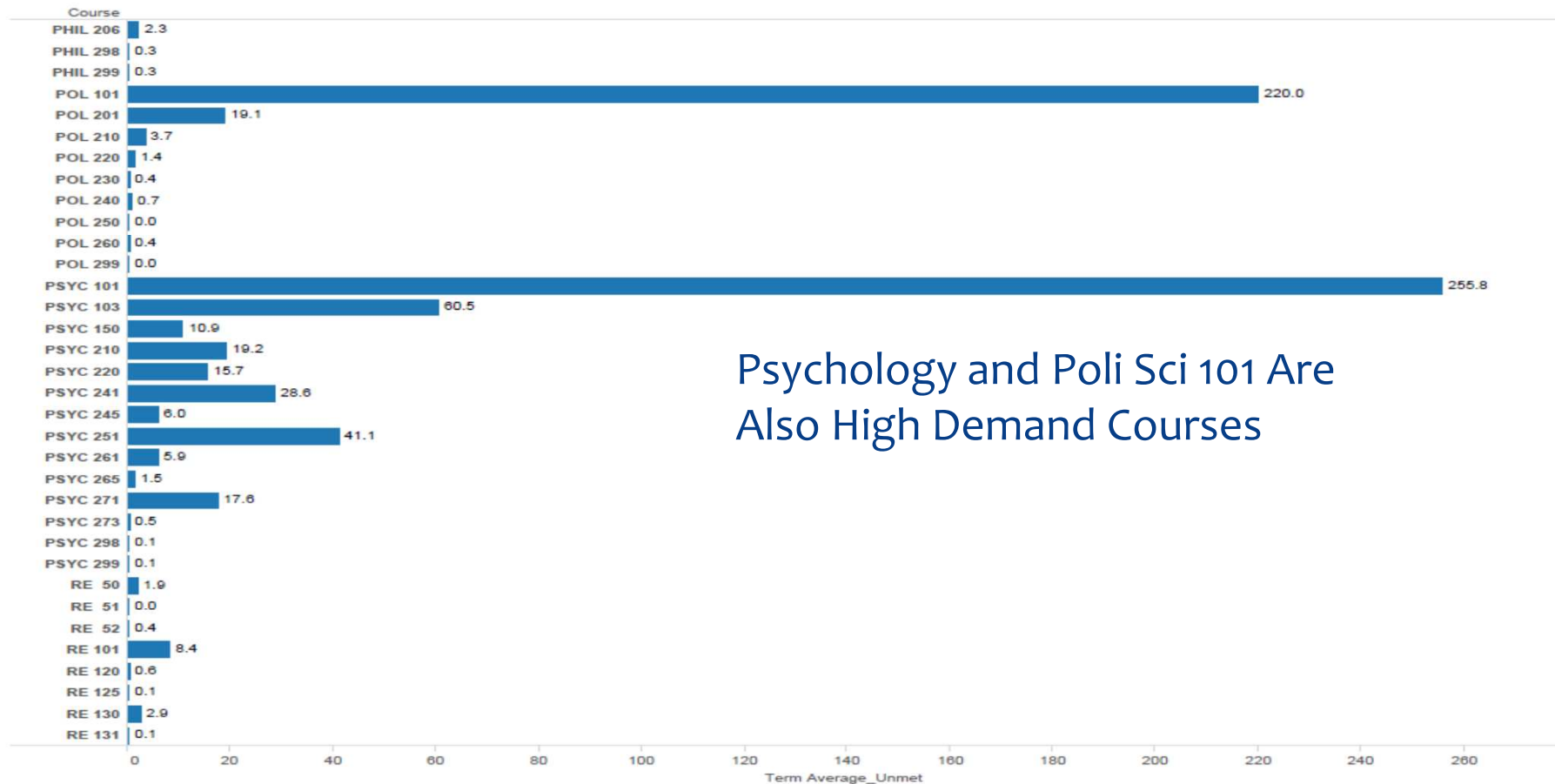
Solid Fill Ratio, Completion, and Success

5-Yr Avg by Section; Fill- Completion- Success- Rates
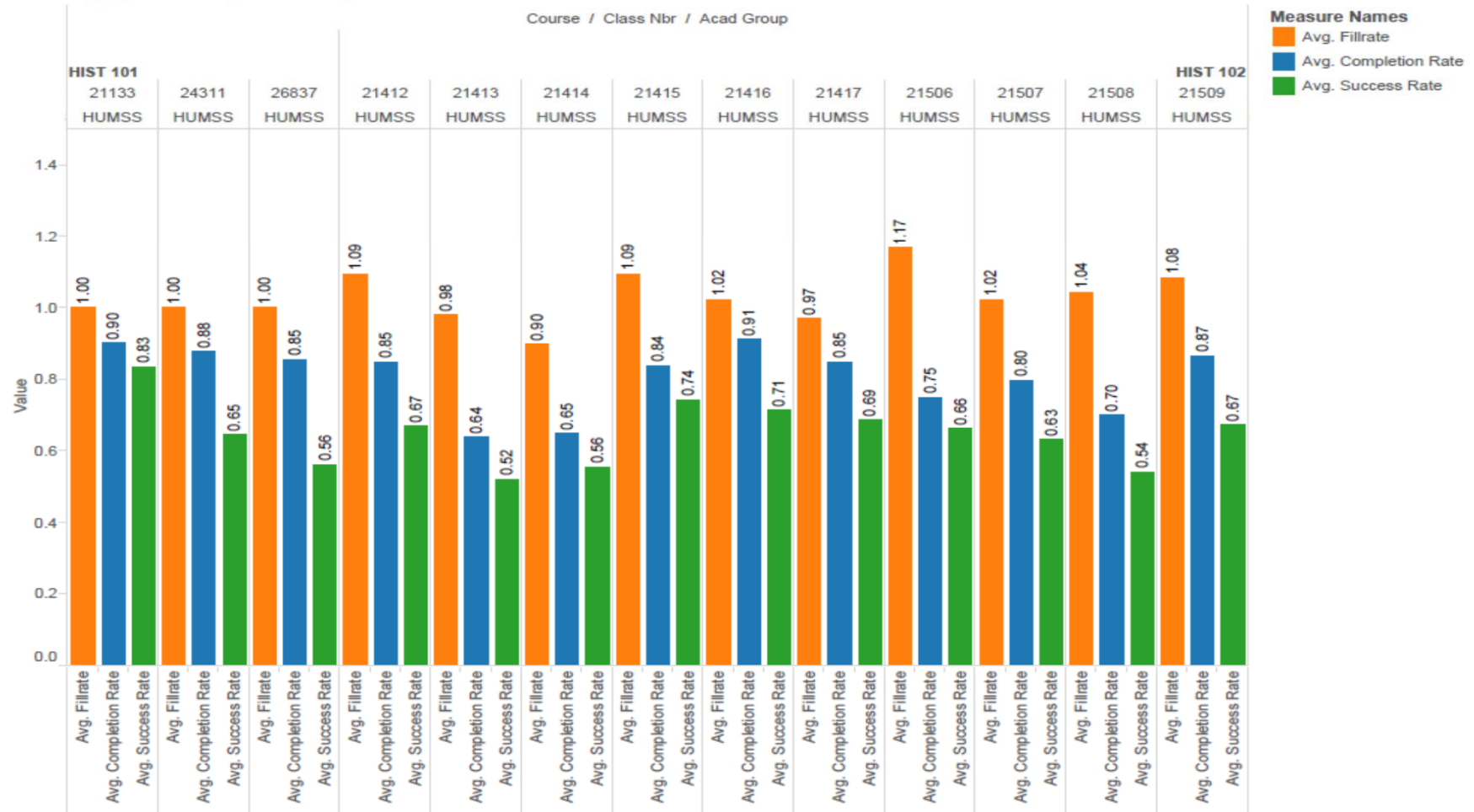
Avg. Fillrate, Avg. Completion Rate and Avg. Success Rate for each Acad Group broken down by Course and Class Nbr. Color shows details about Avg. Fillrate, Avg. Completion Rate and Avg. Success Rate. The data is filtered on Term and Acad Group (group). The Term filter keeps 6 of 6 members. The Acad Group (group) filter keeps BUS & HUMSS. The view is filtered on Class Nbr, which keeps 4,695 of 5,239 members.

Establishing Course Priorities

## Unmet Section_All Courses (Fall-Spring 14-Sem Avg)

Course	Term Average_Unmet
PHIL 206	2.3
PHIL 298	0.3
PHIL 299	0.3
POL 101	220.0
POL 201	19.1
POL 210	3.7
POL 220	1.4
POL 230	0.4
POL 240	0.7
POL 250	0.0
POL 260	0.4
POL 299	0.0
PSYC 101	255.8
PSYC 103	60.5
PSYC 150	10.9
PSYC 210	19.2
PSYC 220	15.7
PSYC 241	28.6
PSYC 245	6.0
PSYC 251	41.1
PSYC 261	5.9
PSYC 265	1.5
PSYC 271	17.6
PSYC 273	0.5
PSYC 298	0.1
PSYC 299	0.1
RE 50	1.9
RE 51	0.0
RE 52	0.4
RE 101	8.4
RE 120	0.6
RE 125	0.1
RE 130	2.9
RE 131	0.1

Psychology and Poli Sci 101 Are Also High Demand Courses

Term Average_Unmet for each Course. The data is filtered on Term and Division. The Term filter keeps 14 of 21 members. The Division filter keeps BUS and HUMSS.

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To Add or Not To Add PSYCH 101?

5-Yr Avg by Section; Fill- Completion- Success- Rates
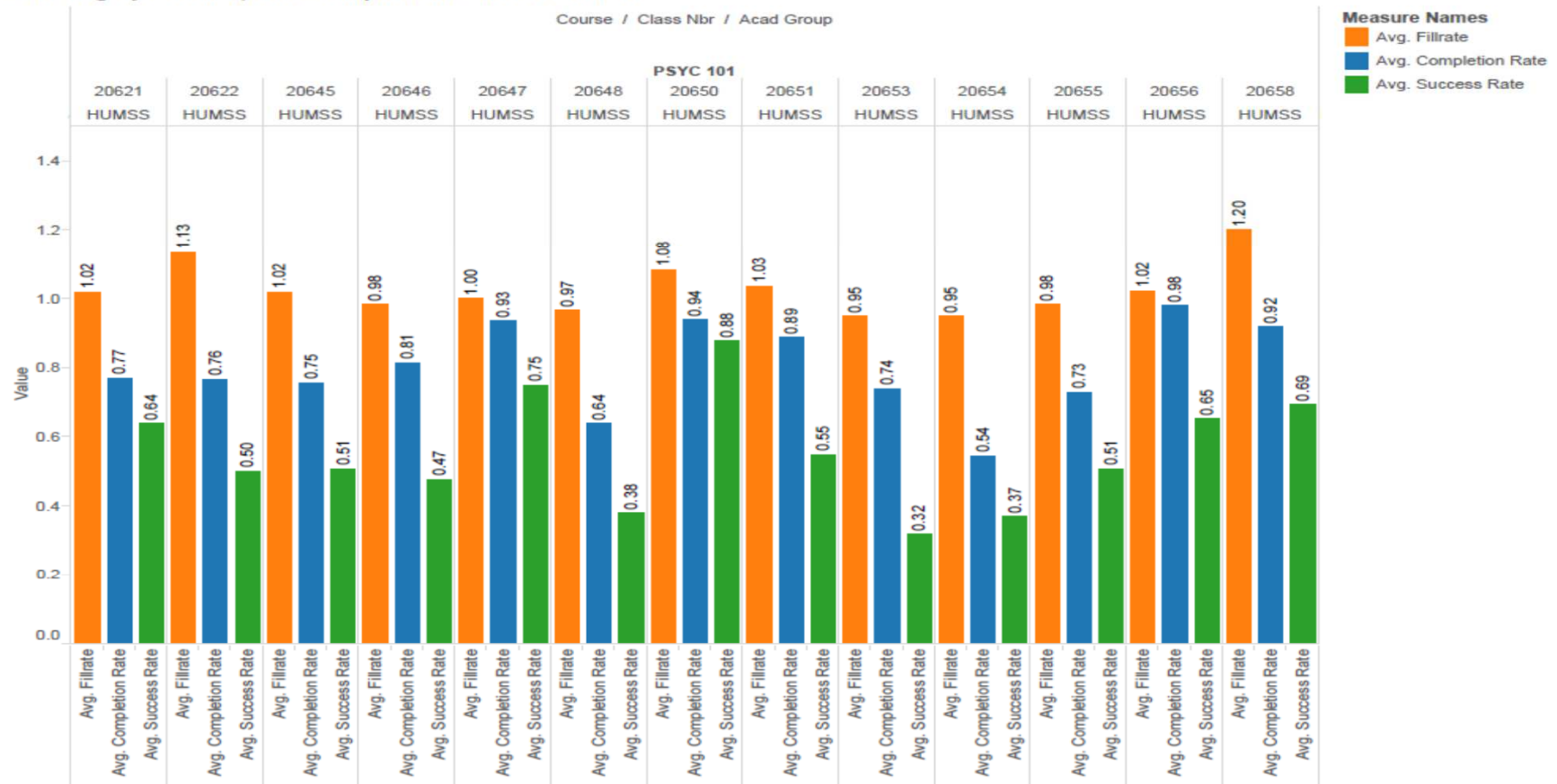
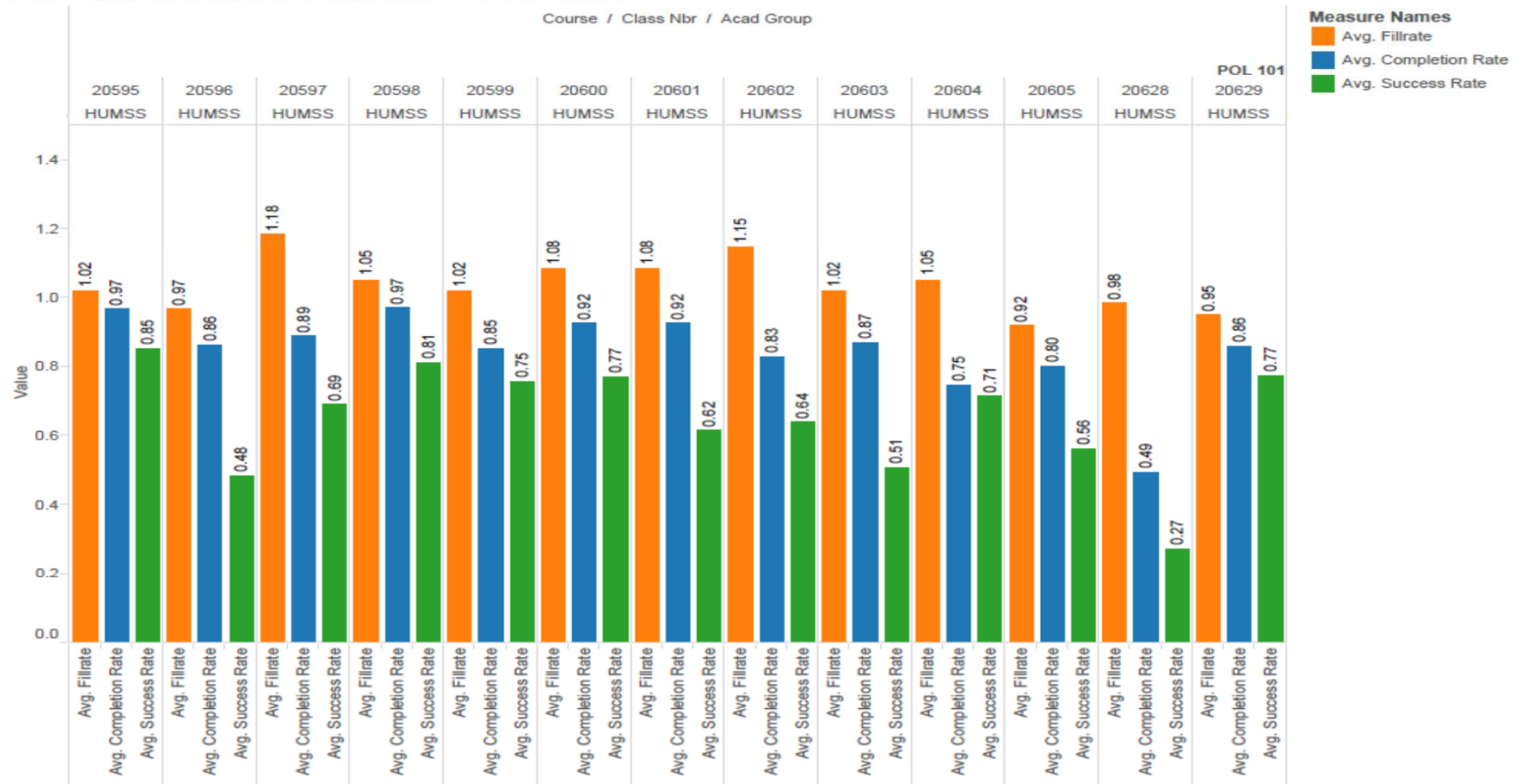JoAnna Schilling @Cerritos.edu

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What Would You Do?

5-Yr Avg by Section; Fill- Completion- Success- Rates

Avg. Fillrate, Avg. Completion Rate and Avg. Success Rate for each Acad Group broken down by Course and Class Nbr. Color shows details about Avg. Fillrate, Avg. Completion Rate and Avg. Success Rate. The data is filtered on Term and Acad Group (group). The Term filter keeps 6 of 6 members. The Acad Group (group) filter keeps BUS & HUMSS. The view is filtered on Class Nbr, which keeps 4,695 of 5,239 members.

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Area 7:
Scheduling

How do you most efficiently schedule courses in order to increase student persistence and completion?

Things to discuss and consider:
- Tools and practices for schedule analysis
- Tools and practices for monitoring enrollment trends
- Establishing course priorities

Q&A

Discussion

Enrollment Management

Case Studies

Dr. Gregory Peterson

Vice President of Student Support Services

Long Beach City College

Dr. Omid Pourzanjani

Vice President of Instruction and Student Learning

Golden West College