

LAMC Strategic Enrollment Management Plan 2016-2019

Executive Summary

In order to ensure its fiscal stability, Los Angeles Mission College must be in a position to take decisive action regardless of the fiscal stability of the state, which provides the funding for the operations necessary to function as an institution.

Mission

The mission of Strategic Enrollment Management at Los Angeles Mission College is to use evidence-based strategies to attract and retain a population of students who meet and/or will benefit from the College's overall and programmatic goals for quality, quantity, and diversity in higher education.

Rationale

Each year the College receives budgeted enrollment goals. Numerous activities are conducted to attract and enroll students so that the College's enrollment goals are met or exceeded. With a Strategic Enrollment Management approach, evidence-based decisions are made to determine where and how growth is promoted.

Responding to the questions below leads to specific strategies, which accomplish the College goals.

- Are there under-enrolled programs that would benefit from additional students?
- Are there programs that need to be discontinued?
- Are there target markets (CTE) that we can develop and build?
- Should distance learning enrollment be increased?
- What can be done to encourage diversity?
- What is LAMC's institutional capacity?
- What is the capacity in each program?
- How can financial aid be best leveraged to attract students?
- Is the College ready to educate students who require extensive basic skills?

Los Angeles Mission College has built a comprehensive Strategic Enrollment Management Plan (SEMP) that

- avoids random¹ decision making
- builds on the current planning and efficiency model
- uses a systematic set of activities and programming efforts to coordinate student recruitment and retention and other enrollment management initiatives for LAMC
- integrates with other planning documents
 - Strategic Master Plan
 - Educational Master Plan
 - Technology Plan
 - Facilities Master Plan

¹ In the context of enrollment management in this document "random" refers to the absence of evidence or reliable data.

The SEMP is a collaborative effort across all three divisions of the institution – Academic Affairs, Student Services, and Administrative Services. Utilizing the SEM approach results in decision-making based on evidence, data, and a high level of accuracy when it comes to predicting enrollment outcomes.

The Strategic Enrollment Management Plan is built on our decisions and is firmly tied to our mission.

Current Mission Statement

Los Angeles Mission College is committed to the success of our students. The College provides accessible, affordable, high quality learning opportunities in a culturally and intellectually supportive environment by:

- Ensuring that students successfully transfer to four-year institutions, prepare for successful careers in the workplace, and improve their basic skills;
- Encouraging students to become critical thinkers and lifelong learners;
- Providing services and programs that improve the lives of the diverse communities we serve.

INTRODUCTION

Enrollment management is a term used to describe aspects of community college planning that may be inclusive of:

- marketing programs, particularly new programs and programs with low enrollment, and recruiting students
- managing intake functions of admissions, outreach and recruitment, and registration
- managing policies that promote student success, particularly retention and persistence
- tracking student data for the purpose of creating more productive schedules, focusing on class fill rates
- scheduling classes in order to meet specific enrollment targets

Los Angeles Mission College's **Strategic Enrollment Management Plan (SEMP)** for 2016-2019 focuses on scheduling classes to meet the needs of students while meeting enrollment targets. It is important to recognize that reaching these targets depends on collaboration between scheduling, marketing, admissions, and tracking of student success efforts. The objective is to satisfy the demands within the financial constraints of a balanced budget.

PURPOSE

Enrollment management is a process by which students enrolled and class sections offered are coordinated to achieve maximum access and success for students. All enrollment management decisions must be made in the context of our mission and **Educational Master Plan (EMP)** in addition to fiscal and physical considerations.

The purpose is to create a responsive, flexible, educationally and financially sound, research-based approach to enrollment management, which will guide and protect the College and its educational programs not only during periods when state funding mechanisms and demographic trends are supporting enrollment growth, but also during periods when they are discouraging growth. Los Angeles Mission College's growth enrollment efforts should help to ensure the following:

- The achievement of enrollment targets in order to obtain the maximum resources available to the College
- Maintenance of the greatest possible student access consistent with educational quality
- A well-balance and varied schedule, responsive to the needs of students and community and businesses
- A comprehensive, well-balanced and varied education program that is responsive to the needs of our students and community

BASIC PRINCIPLES

- The enrollment management strategies should ensure that the College is as effective as it can possibly be, within the scope of its resources, in meeting the educational needs of the community and serving all of its diverse student segments.

- While the College is committed to meeting its enrollment targets in order to ensure the greatest possible revenue for its programs, it should do so in ways that support student learning, student success, and academic standards/quality.
- The College will pursue its enrollment strategies in close cooperation with the faculty to ensure that an appropriate balance is maintained in the curriculum between transfer, career and technical education, certificate, and basic skills classes and programs.
- The College has a special commitment to the entire K-12 system in the local area and to working with schools at all levels to ensure that students are encouraged to pursue post- secondary education and that they are well-prepared to succeed when they do so.
- The College is committed to meeting the educational needs of the businesses to ensure a skilled workforce.
- While specific offices on campus have responsibility for administering aspects of enrollment management, in a more fundamental sense, enrollment management is everyone's responsibility; administration, faculty, and classified staff play a critical role in every interaction they have with students or the public.

EFFICIENCY STRATEGIES

Establish a scheduling priority by discipline, category, degree or transfer or certificate requirement, basic skills, workforce, etc.

See Appendix A – Academic Affairs Schedule Development Guidelines 2016-2019.

- Develop and implement a coordinated class scheduling process
 - Adjust schedule offerings in winter and summer based on Fall and Spring FTES targets and budget resources
- Institute enrollment management practices to maximize FTES generation at census
- Adjust maximum class sizes to optimize facility utilization in accord with educational integrity considerations and in accordance with the contract
- Develop plans that establish programmatic FTES goals and activities to achieve them
- Develop and implement student success strategies to improve student retention and persistence rates
- Focus schedule offerings primarily in Fall and Spring; with emphasis on Fall enrollments
- Gather and analyze data to ensure students' academic needs/demands are met
- Process for updating student educational plans
- Define and clarify data needs
 - Necessary to identify who our students are
 - To determine who has priority

2016-2019 STRATEGIC ENROLLMENT MANAGEMENT PLANNING STATEMENT

The Los Angeles Mission College Strategic Enrollment Management Plan (SEMP) will help address the College's fiscal stability by increasing/decreasing enrollment strategically and efficiently. The 2016-2019 Strategic Enrollment Management Plan consists of goals that will be met by activities in the following areas:

- 1) Managing policies that promote student access and success
 - a) Retention
 - b) Education Plan
 - c) Persistence
 - d) Completions and transfer
- 2) Fiscal/Budget
- 3) Schedule management
 - a) Create more productive schedules
 - b) Focus on fill rates (including implications of scheduling cycles)
- 4) Schedule classes to meet specific enrollment targets
- 5) A marketing and communications plan for enhancing the following
 - a) New programs
 - b) Programs with low enrollment
 - c) Recruitment of students

At the heart of all enrollment management challenges is the inherent tension between the College's core values of student access, success, and retention and the harsh reality of fluctuating economic constraints. The College must be in a position to take decisive action regardless of the fiscal stability of the state, which provides the funding for the operations necessary to operate the institution.

Within this plan we intend to create a responsive, flexible, educationally and fiscally sound approach to enrollment management. We will use valid historical data regarding fill rates of sections, productivity and seat availability, as well other college plans and goals.

The Education Master Plan serves as the foundation for the College's Strategic Enrollment Management Plan. There are five goal areas in the Strategic Enrollment Management Plan which align with the four goals of the Education Master Plan and with the College's mission statement.

ALIGNMENT OF STRATEGIC ENROLLMENT & EDUCATIONAL MASTER PLANS

	Strategic Enrollment Management Plan (2016-2019)	Educational Master Plan (2010-2016)
Goal 1	Access, Retention, and Success: Ensure access and provide comprehensive student support that enhances retention and persistence, leading to greater student success.	Goal 1: The College will ensure student recruitment, retention, and success. Goal 4: Improve students’ success in earning certificates and degrees, continuing their educations, seeking employment, and attaining personal goals.
Goal 2	Fiscal/Budget: Plan academic offerings to meet student, regional, and community needs while at the same time ensuring the fiscal stability of the College.	Goal 2: Efficiently allocate resources to provide quality programs and courses that meet student needs.
Goal 3	Educational Direction and Responsiveness: Maintain a quality academic structure that integrates the student into the learning environment of the College.	Goal 3: Assess and modify educational programs, disciplines, and courses to promote student learning and maintain appropriate academic standards. Goal 4: Improve students’ success in earning certificates and degrees, continuing their educations, seeking employment, and attaining personal goals.
Goal 4	Schedule Management: Conduct regular analysis of enrollment data to guide how the College schedules courses, activities, and programs to achieve its core mission.	Goal 4: Improve students’ success in earning certificates and degrees, continuing their educations, seeking employment, and attaining personal goals.
Goal 5	Marketing and Communications: Implement internal and external systematic outreach efforts relevant to the mission, vision, and values of the College.	Goal 1: The College will ensure student recruitment, retention, and success.

APPENDIX A

Academic Affairs Schedule Development Guidelines 2016-2019

The College is governed by District and State policies and regulations regarding enrollment that generates apportionment revenues and achieves the goals of the College's mission. Within these policies and regulations, Los Angeles Mission College is responsible for meeting enrollment targets, achieving its stated mission and maintaining its identity and core values.

LAMC's commitment to strategic planning and fiscal stability is evidenced by its ongoing enrollment management and planning that serves a diverse targeted population and offers comprehensive instruction in academic disciplines and career technical programs. The Educational Master Plan (EMP), Strategic Enrollment Management Plan (SEMP), Strategic Master Plan (SMP) and Technology Plan reflect LAMC'S commitment to these goals.

Enrollment management is a participatory process requiring participation and college-wide dialogue in order to establish practices and mechanisms to guide and manage enrollment. Schedule design is an essential component of enrollment management. Codifying the principles and best practices below for development and schedule design establishes enrollment management strategies that can be used for schedule development to enhance growth or in times of reduction.

Regarding the guidelines below, as you begin to consider where and how to implement course reduction, your choices should be based on overarching principles of academic integrity and course management. These principles include:

- Curriculum should be current, with all courses and programs updated and representing current transfer and workforce needs.
- Course planning should best be planned over 1-3 year cycles in which the primary focus is program completion. Courses can be offered across the cycle length that represents the program completion goal. For example, a skills certificate might target a one year completion. Plan courses accordingly. Similarly, a major concentration completion might be planned across three years so that sequences of pre-requisite courses and electives are offered for maximum completion options.

Guidelines for Course Scheduling and Enrollment Management

- 1) The highest priority for course scheduling and preservation goes to those courses that are critical to the mandated mission of the college: Transfer (including GE/Degree-applicable courses), Career Technical Education (CTE) courses leading to program completions, Basic Skills, Non-Credit.
 - a) Consideration should be given regarding programs and courses that have not been updated in curriculum or courses for which no learning outcomes have been assessed.
 - b) Preference must be given to required courses over elective courses. Choices should be based in two- and three-year planning of all course offerings for each program.

- c) Assure that the faculty collective bargaining agreement is being followed regarding full-time faculty load.
- 2) Critically evaluate reducing sections of a course where there are multiple sections of the same course offered on the same day and at the same time or offered in morning, afternoon or evening clusters.
 - 3) General and Restrictive Electives. Keep general and restricted electives to a minimum need for transfer, to be determined in consultation with Academic Affairs and counseling.
 - **General electives:** Program specific, allowing students a broad selection, and usually posed as “take 2 of the following” with 6-8 options.
 - Keep general electives to a minimum so that students can complete program requirements or workforce skills needed for business and industry.
 - Whenever possible, choose electives to offer that also meet other requirements such as general education transfer requirements.
 - **Restrictive electives:** Defined as program specific, and usually posed as “either/or”.
 - Offer minimum number per semester so that student completion is not impacted.
 - 4) Consider the impact a course cancellation will have on those programs having a business operation component on campus and where these operations are dependent upon student enrollment.
 - 5) Course enrollment history should be carefully reviewed and evaluated to justify course enrollments below the college average. Review and evaluation might include the following considerations:
 - Course delivery.
 - Instructor variation.
 - Program viability/discontinuance.

Guidelines for Level One-Four Cuts 2016-2019

Tier	GE/Degree-Applicable Courses	Career Tech/Contract Ed	Basic Skills	Non-Credit
LEVEL ONE CUTS	Multiple sections of courses offered at the same time/day or in day/afternoon/evening clusters that do not meet student demographic need. Structure balance schedule between morning, afternoon, evening and weekend student demand.	Program required CTE certificate and majors courses where multiple sections offered at the same time/day or in day/afternoon/evening clusters. Structure balance schedule between morning, afternoon, evening and weekend student demand.	Basic skills pathway courses where multiple sections offered at the same time/day or in day/afternoon/evening clusters. Structure balance schedule between morning, afternoon, evening and weekend student demand.	Non-credit pathway courses where multiple sections offered at the same time/day or in day/afternoon/evening clusters. Structure balance schedule between morning, afternoon, evening and weekend student demand.
	Courses frequently filled by non-degree seeking students for avocational and personal interest.	CTE courses that attract avocational and personal interest rather than job training program completers.	Non-sequence/non-pathway courses	Personal enrichment courses.
	Multiple low-enrollment courses or advanced courses offered simultaneously: alternate over 1, 2 & 3-year course planning grids.	Stand-alone courses not part of state-approved program.	Multiple sections of courses offered at the same time/day or in day/afternoon/evening clusters.	Stand-alone courses not part of state-approved program
	Stand-alone courses not part of a state-approved program	Courses for which enrollment history reveals consistently low enrollments.	Stand-alone courses not part of state-approved program and not necessary for pathway completion.	Stand-alone courses not part of state-approved program and not necessary for pathway completion.
				Courses not eligible for enhanced funding.
LEVEL TWO CUTS	Program electives: Sections that are program specific general electives from which students choose among a list of course options should alternate fewer courses across 1, 2 & 3-year course offering plans.	Courses that are restrictive electives within CTE certificates and majors where other choices are available to students: alternate choices across 1, 2 and 3-year planning.	Electives that are useful and supplemental to primary pathway but not critical	Electives that are useful and supplemental to primary pathway but not critical
	Restricted Electives: program specific electives posed as "either/or" - alternate across semesters.			

Guidelines for Level One-Four Cuts 2016-2019 (cont.)

Tier	GE/Degree-Applicable Courses	Career Tech/Contract Ed	Basic Skills	Non-Credit
LEVEL THREE CUTS	Analysis of enrollment history and other factors indicate consistent low enrollment due to factors such as time, day, and other factors: cut courses that do not meet student need.	Analysis of enrollment history and other factors indicate consistent low enrollment due to factors such as time, day, and other factors related to workforce population needs	Analysis of enrollment history and other factors indicate consistent low enrollment due to factors such as time, day, and other factors	Analysis of enrollment history and other factors indicate consistent low enrollment due to factors such as time, day, and other factors
	Consider impact of consistently poor retention factors that need to be assessed.	Consider consistently poor retention factors that need to be assessed.	Consider consistently poor retention factors that need to be assessed.	Consider consistently poor retention factors that need to be assessed
	Consider lack of curriculum compliance and learning outcomes assessment for courses offered.	Consider lack of curriculum compliance and learning outcomes assessment	Lack of curriculum compliance and learning outcomes assessment	Lack of curriculum compliance and learning outcomes assessment
	Program is candidate for viability study	Program is candidate for viability study		
LEVEL FOUR CUTS	English and Math graduation requirement pathway courses; critical GE graduation requirements shared by most transfer programs (example: Health or American Government).	Required courses for CTE certificates and majors that are offered on a clear completion pathway across 1, 2 or 3-year determined completion plan.	Upper division basic skills course two levels below college level	Upper division non-credit ESL courses that lead to credit ESL
	Assure that the faculty collective bargaining agreement is being followed regarding full- time faculty load.	Assure that the faculty collective bargaining agreement is being followed regarding full- time faculty load.	Assure that the faculty collective bargaining agreement is being followed regarding full-time faculty load.	Assure that the faculty collective bargaining agreement is being followed regarding full-time faculty load.
	In preserving numbers of sections of Math and English graduation requirement pathways, all principles above should be followed to allow for maximum access by diverse student demographic.			