

Enrollment Management Plan For Santa Ana College



SANTA ANA

C O L L E G E

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Introduction

This report was prepared for Santa Ana College (SAC) in collaboration with the Full-time Equivalent Students (FTES) Recovery Work Group. Cambridge West Partnership, LLC was asked to develop

- An analysis of trends in the community served by SAC as well as trends in student headcount and enrollment;
- A process and procedures manual mapped to a calendar to specify staff activities and timelines that reflect best practices among community colleges in regards to strategic enrollment management; and
- Suggest additional initiatives the College might undertake to increase FTES generation and make enrollment management more effective.

Trends Analysis

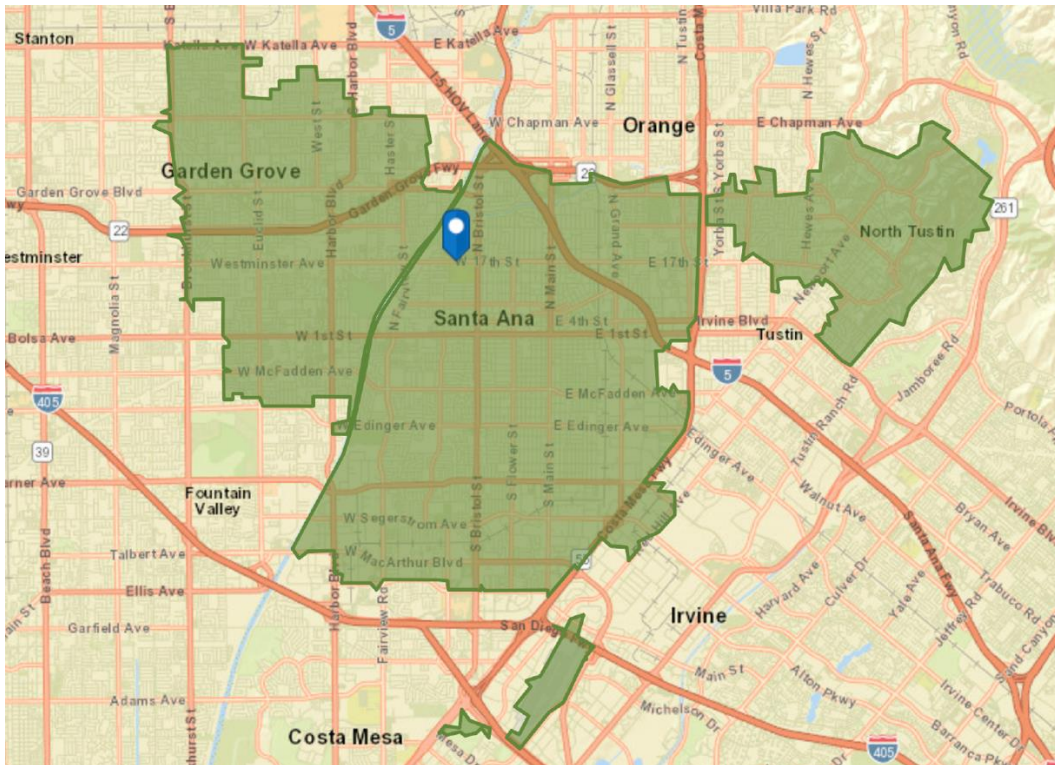
This section of the report is dedicated to describing and analyzing trends in the community demographics and College enrollments.

Community Trends Highlights

Although the College attracts students from an extensive effective service area, 53% of the recent fall term students live in seven zip codes immediately around the main campus and within the District boundaries. An eighth zip code, designated as Santa Ana by the USPS but outside of the RSCCD boundaries contributed an average of 593 students each fall term.¹ Those students, added to the ones living in the seven zip codes bring the portion of the student body to 56% of those enrolled at SAC. Those eight zip codes are illustrated in the following map.

¹ Santa Ana College Research Department. *Data File*; analysis by Cambridge West Partnership, LLC

Eight Key Zip Codes for Enrollments at SAC



Source: Environmental Systems Research Institute (ESRI); analysis by Cambridge West Partnership, LLC

The population, age 18 or older, in these key zip codes increased 9% from 2010 to 2019. From 2019 to 2024 that age group is expected to grow only 4% or 0.79% annually.² Up to 2024 the 15-24 age range population, or typically the college-going population segment, is projected to shrink 5.3%. These age ranges are projected to increase the most between 2019 and 2024.

- 35-44, 13%
- 65-74, 15%
- 75-84, 24%

The participation rate, headcount at SAC divided by the population aged 18 or older, in the **credit** programs of instruction had varied by zip code but has held relatively steady at 3.9% from 2014-15 to 2018-19. The final column on the right in the following table compares the participation rate in 2014-15 with the rate in 2018-19.

² Demographic raw data is courtesy of the Environmental Systems Research Institute (ESRI). *Market Profiles Reports*; analysis by Cambridge West Partnership, LLC

Credit Program Participation Rate Trends by Zip Code

Student Residence		2014-15			2015-16			2016-17			2017-18			2018-19			2014-15 vs.
City	ZIP Code	Census 18 yrs+	Head-count	Rate*	Census 18 yrs+	Head-count	Rate*	Census 18 yrs+	Head-count	Rate*	Census 18 yrs+	Head-count	Rate*	Census 18 yrs+	Head-count	Rate*	2018-19 Rate*
Garden Grove	92840	43,283	916	2.1%	43,261	916	2.1%	43,451	963	2.2%	43,641	938	2.1%	43,566	920	2.1%	0.00%
Garden Grove	92843	33,153	941	2.8%	34,263	991	2.9%	34,661	1,003	2.9%	35,059	994	2.8%	35,597	973	2.7%	-0.10%
Santa Ana	92701	34,553	1,905	5.5%	34,898	1,903	5.5%	35,201	2,014	5.7%	35,504	2,051	5.8%	37,087	2,111	5.7%	0.18%
Santa Ana	92703	50,395	2,286	4.5%	51,319	2,270	4.4%	52,222	2,329	4.5%	53,125	2,233	4.2%	50,490	2,232	4.4%	-0.12%
Santa Ana	92704	64,292	2,418	3.8%	65,017	2,418	3.7%	66,375	2,503	3.8%	67,733	2,531	3.7%	67,220	2,539	3.8%	0.02%
Santa Ana	92705	34,631	866	2.5%	36,073	848	2.4%	35,705	798	2.2%	35,337	806	2.3%	35,756	892	2.5%	-0.01%
Santa Ana	92706	26,591	1,550	5.8%	26,352	1,549	5.9%	25,532	1,577	6.2%	24,712	1,595	6.5%	27,668	1,499	5.4%	-0.41%
Santa Ana	92707	46,054	1,946	4.2%	45,942	1,989	4.3%	46,644	2,012	4.3%	47,346	2,141	4.5%	45,754	2,089	4.6%	0.34%
Total		332,952	12,828	3.9%	337,125	12,884	3.8%	339,791	13,199	3.9%	342,457	13,289	3.9%	343,137	13,255	3.9%	0.01%

* Headcount divided by Census 18 years +
w/o academies Academies are identified as Criminal Justice Academies (CIA) and Fire Academies (FAC, FOT, FSA)
Source: Rancho Santiago Community College District Research, Planning, and Institutional Effectiveness Department.

In contrast, the participation rate, headcount at SAC divided by the population aged 18 or older, in the **noncredit** programs of instruction varied by zip code but declined sharply from 2017-18 to 2018-19. The final column on the right in the following table compares the participation rate in 2014-15 with the rate in 2018-19.

Non-credit Program Participation Rate Trends by Zip Code

Student Residence		2014-15			2015-16			2016-17			2017-18			2018-19			2014-15 vs.
City	ZIP Code	Census 18 yrs+	Head-count	Rate*	Census 18 yrs+	Head-count	Rate*	Census 18 yrs+	Head-count	Rate*	Census 18 yrs+	Head-count	Rate*	Census 18 yrs+	Head-count	Rate*	2018-19 Rate*
Garden Grove	92840	43,283	427	1.0%	43,261	462	1.1%	43,451	494	1.1%	43,641	471	1.1%	43,566	410	0.9%	-0.05%
Garden Grove	92843	33,153	625	1.9%	34,263	687	2.0%	34,661	734	2.1%	35,059	732	2.1%	35,597	614	1.7%	-0.16%
Santa Ana	92701	34,553	2,912	8.4%	34,898	2,765	7.9%	35,201	2,760	7.8%	35,504	3,123	8.8%	37,087	2,659	7.2%	-1.26%
Santa Ana	92703	50,395	2,890	5.7%	51,319	2,882	5.6%	52,222	2,840	5.4%	53,125	2,527	4.8%	50,490	2,153	4.3%	-1.47%
Santa Ana	92704	64,292	3,878	6.0%	65,017	3,567	5.5%	66,375	3,567	5.4%	67,733	3,289	4.9%	67,220	2,973	4.4%	-1.61%
Santa Ana	92705	34,631	533	1.5%	36,073	525	1.5%	35,705	553	1.5%	35,337	631	1.8%	35,756	592	1.7%	0.12%
Santa Ana	92706	26,591	1,217	4.6%	26,352	1,119	4.2%	25,532	1,218	4.8%	24,712	1,183	4.8%	27,668	1,038	3.8%	-0.83%
Santa Ana	92707	46,054	2,274	4.9%	45,942	2,190	4.8%	46,644	2,216	4.8%	47,346	2,135	4.5%	45,754	1,939	4.2%	-0.70%
Total		332,952	14,756	4.4%	337,125	14,197	4.2%	339,791	14,382	4.2%	342,457	14,091	4.1%	343,137	12,378	3.6%	-0.82%

* Headcount divided by Census 18 years +
Source: Rancho Santiago Community College District Research, Planning, and Institutional Effectiveness Department.

Educational attainment among adults age 25 or older varies among the eight key zip codes around the SAC main campus. In two of the eight zip codes (92701 and 92703) the portion of adults with *less than a high school education* is 51% and 48%, which exceeds the eight-zip code area average of 32%.

In three of the eight zip codes (92701, 92703, and 92704) the portion of adults with *high school or less education* ranges from 62% to 72% and therefore substantially exceeds the eight-zip code area average of 54%.

Educational Attainment 2019 by Zip Code

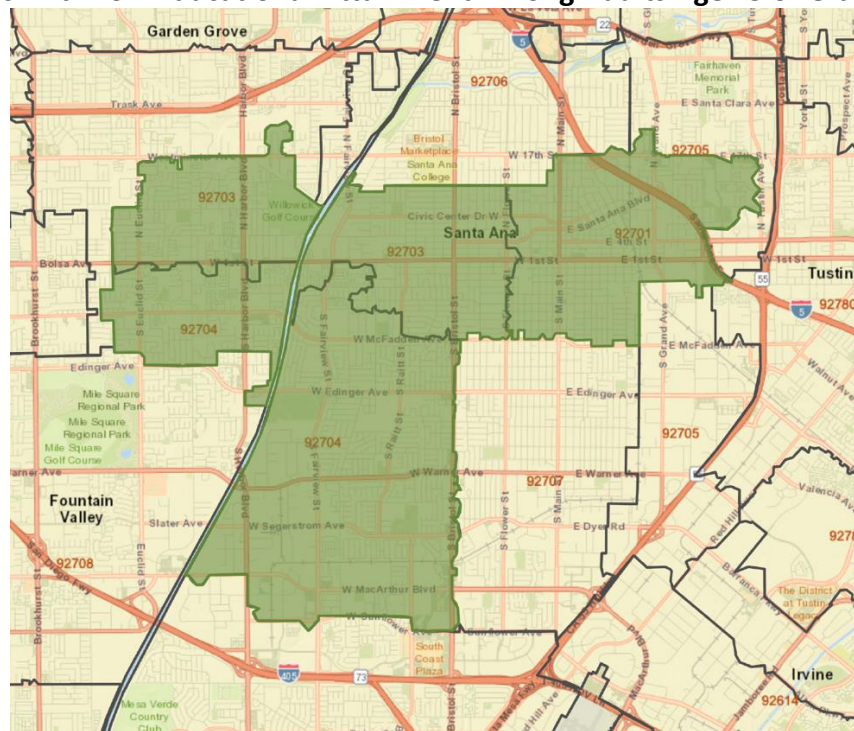
2019 Age 25+ Educational Attainment	Santa Ana	Santa Ana						Garden Grove	
	College Area	92701	92703	92704	92705*	92706	92707	92840	92843
Less Than High School	32.3%	51.3%	48.2%	39.2%	13.9%	31.3%	39.5%	25.6%	30.4%
High School or GED	21.9%	19.8%	23.7%	23.1%	16.6%	22.2%	24.6%	24.6%	25.8%
Some College	18.1%	14.9%	15.1%	17.0%	18.8%	18.1%	15.8%	22.0%	19.6%
Associate	6.0%	3.8%	3.7%	5.1%	6.8%	6.0%	6.3%	6.3%	6.5%
Bachelor's	15.1%	7.3%	6.9%	11.5%	26.3%	13.7%	10.8%	16.1%	13.9%
Graduate	6.6%	2.9%	2.3%	4.1%	17.5%	8.7%	2.9%	5.4%	3.8%
Less Than High School	32.3%	51.3%	48.2%	39.2%	13.9%	31.3%	39.5%	25.6%	30.4%
High School, GED, or Less	54.2%	71.1%	71.9%	62.3%	30.5%	53.5%	64.1%	50.2%	56.2%

*largely outside of the District boundaries, but classified by the USPS as Santa Ana

Source: Environmental Systems Research Institute (ESRI). Market Profiles; analysis by Cambridge West Partnership, LLC

The three zips with the lowest adult educational attainment in 2019 are found in the following map.

Zip Codes With Low Educational Attainment Among Adults Age 25 or Older in 2019



Source: Environmental Systems Research Institute (ESRI); analysis by Cambridge West Partnership, LLC

The Santa Ana Unified and Garden Grove Unified School District have the highest high school enrollments among the primary feeder K-12 districts, but both districts have been experiencing

enrollment declines since 2014-15. English Language Learners have declined by more than 30% in the Santa Ana USD since 2014-15.³ That trend has had an adverse impact on the noncredit ESL program.

Orange County Community College Highlights

All of the community college districts in Orange County lost students between academic years 2010-11 and 2018-19.⁴ Compared to of the 2010-11 annual headcount, the RSCCD lost 15.3% (15,542 students) by 2018-19. The Coast and North Orange County districts lost 5.8% (3,916 students) and 5.9% (4,582) of their 2010-11 annual headcount. The South Orange County District lost 6% (3,880 students) of its 2010-11 annual headcount.

Over this period of time of the ten community colleges in Orange County only Coastline gained students (1,398 students or an 8.3% increase over the 2010-11 headcount). SAC and the School of Continuing Educational (SCE) lost the most students (8,514 students or a 12.5% decrease compared to the 2010-11 headcount). Santiago Canyon lost the next highest number of students (7,028 students or a 20.9% decrease compared to the 2010-11 headcount).

Although the headcount losses were not as dramatic, the percentage losses between 2010-11 and 2018-19 were startling for these colleges:

- North Orange Adult lost -4,162 headcount, which equated to a 16.5% loss.
- Irvine Valley lost -3,664 headcount, which equated to a 14.4%.
- Orange Coast lost -3,601 headcount, which equated to a 11.5% loss.
- Golden West lost -1,713 headcount, which equated to an 8.9%.

When the headcounts in 2010-11 were compared to the headcounts in 2018-19, three community colleges in Orange County lost the least number of students. Cypress lost only 81 by aggressively seeking high school enrollments and introducing numerous new career technical education programs. Saddleback lost only 216 students. Fullerton lost 339 but service an area with tremendous population growth in Anaheim and the City of Fullerton.

Comparing fall 2010 to fall 2018 almost all of the Districts in Orange County lost more male than female students from both day and evening classes. The exception was the Coast District evening offerings where more female students than male students were lost. Between fall 2010 and fall 2018, Districts lost more male than female students from classes where the class times were unknown, most likely from online instruction classes. The exceptions were North Orange County and the RSCCD where more female students than male students were lost from these classes.

³ RSCCD District Research Office. *An Environmental Scan of the RSCCD*. March 2019, page 12

⁴ California Community Colleges Chancellor's Office. *Data Mart Queries*; analysis by Cambridge West Partnership, LLC

Between fall 2010 and fall 2018 most student losses were in the 0.1 to 2.9-unit and 15 or more-unit categories. In the 0.1 to 2.9-unit category the South Orange County District lost the most students, North Orange County District lost the least. The Coast and RSCC Districts lost roughly the same number of students, 1,410 and 1,930 respectively. Seven of the ten colleges that lost students in the 0.1 – 2.9-unit category reported that category as the biggest loss category.

In the 15-unit or more category the South Orange County District gained 345 students. The RSCCD lost the most students (3,753) followed by the Coast District (1,450), and the North Orange County District (843). Two of the ten colleges that lost students in this category reported the 15 plus unit category as the biggest loss category.

Among the four community college districts in Orange County, comparing fall 2010 to fall 2018, the greatest **credit** enrollment losses were in these curriculum areas:

- Education, Taxonomy of Programs (TOP) 08 (16,780 enrollments)
- Fine and Applied Arts, TOP 10 (11,260 enrollments)
- Social Sciences, TOP 22 (6,260 enrollments)

Among the four community college districts in Orange County, comparing fall 2010 to fall 2018 the greatest **non-credit** enrollment losses were in these curriculum areas:

- Interdisciplinary Studies, TOP 49 (10,896 enrollments)
- Business and Management, TOP 05 (9,309 enrollments)
- Humanities, TOP 15 (916 enrollments)

SAC Outreach and Intake Highlights

The portion of students who enroll at SAC after filing an online application in 2017-18 has increased to 49% from the starting point of 42% in 2014-15.⁵ The smallest yield rate (those enrolled divided by those who applied) are students seeking a short-term career goal (42% on average). The highest yield rate are students seeking to earn a degree or transfer (52% on average).

SAC attracts recent high school graduates primarily from six public school districts in Orange County. They are, in order of average two-year capture rate from graduates in 2012 to 2017, as follows:⁶

- Santa Ana Unified (44% average capture rate)
- Orange Unified (17% average capture rate)
- Garden Grove and Tustin Unified (15% average capture rate each)
- Placentia-Yorba Linda Unified (8% average capture rate)
- Anaheim Union (6% average capture rate)

Information about specific high schools and additional public-school districts can be found at the SAC Research Department web page located at the following URL then by clicking on the hot link to the Santa Ana College Research Dashboard Page.

⁵ SAC Research Office. *2019 Factbook*. November 2019, page 23

⁶ SAC Research Office. *Data Dashboard*. Retrieved on November 8, 2019

<https://www.sac.edu/research/Pages/Tableau-Research-Pages.aspx>

The College is currently engaged in aggressive outreach and recruiting efforts with extensive attention to the high school students. Counseling, registration, and financial aid staff members frequently visit the high schools to make presentations on general college topics and specific instructional programs. These activities are highlighted in the SAC Calendar of Practices in Appendix A.

SAC has created eight distinct educational pathways with seven schools in the Santa Ana USD and one private school.⁷ The 2018-19 pathways are detailed at this URL

<https://sac.edu/AcademicProgs/OccupationalPrograms/CareerPathways/Pages/GPArticulation18-19.aspx>

A host of SAC courses have been articulated with 10 K-12 entities and the Centennial Educational Center.⁸ The 2018-19 articulated courses are detailed at this URL

<https://sac.edu/AcademicProgs/OccupationalPrograms/CareerPathways/Pages/Articulated-Courses.aspx>

The College awarded 50 credits through the high school course articulation program in 2016-17 and that has grown to the award of 484 credits in 2018-19. The high school articulation program goals are as follows:

- Increased retention between semesters for students claiming articulated course credits.
- Increased completion of certificates / degrees in CE pathways among high school articulation completers.
- Development of comprehensive and viable pathways coupling high school articulation and dual enrollment opportunities that would allow high school students to complete a certificate/degree upon high school graduation.
- Continue to provide exploratory pathway opportunities for high school students to explore career/degree options through Career Education.⁹

The College also has engaged in a variety of aggressive multi-lingual and multi-media marketing efforts that are largely coordinated with the registration cycles and target the general public, high school students, neighboring four-year college students, and trade groups. The College separately participates in a regional interagency publicity campaign to promote career technical

⁷ SAC Basti Lopez De La Luz, Director of School and Community Partnerships, *Personal Correspondence*. November 19, 2019

⁸ Retrieved November 19, 2019 from <https://sac.edu/AcademicProgs/OccupationalPrograms/CareerPathways/Pages/Articulated-Courses.aspx>

⁹ Raquel Ramirez, Student Services Coordinator. *Personal Correspondence*. December 5, 2019

education (CTE) and in a distinct campaign to promote the SAC Occupational Studies Bachelor's Degree program. These activities are highlighted in the SAC Calendar of Practices in Appendix A.

The School of Continuing Education (SCE) will be experimenting with a geofencing marketing technique to promote selected courses offered in the various target neighborhoods served by the community sites rented by SCE.

SAC Internal Trends Highlights- General and Credit Programs

Santa Ana College (SAC) annual distinct student headcounts have been on a steady annual 1.6% decline since the Great Recession high point of 2011-12.¹⁰ From 2011-2012 to 2018-19 annual headcounts at the College have followed the downward trend in unemployment rates.

From 2009 to 2019 the college has increased the number of weekend college sections offered from 100 to 123.

From fall 2010 to fall 2018 participation in the SAC **credit** offerings has changed in the following ways

- The day, evening, and unknown meeting time (TBA) class male student enrollment decline was much steeper than for female students.
- Participation by students taking 15 or more units represented the sharpest decline (-8.2% annually) followed by students taking between 0.1 to 2.9 units (-1.2% annually).
- Men were five times more likely to abandon a 15 or more-unit load than were women.
- Women were two times more likely to abandon a 0.1 to 2.9-unit load than were men.

From fall 2014 to 2018 the SAC **credit** program has¹¹

- reduced more evening than day sections
- experienced a loss of day and evening enrollments as well as FTES in both
- substantially increased sections, enrollments, and FTES in online/hybrid classes.

From fall 2014 to fall 2018 SAC added or improved

- 134 online/hybrid sections for an 86% increase.
- Enrollments by 4,193 students (94.9%).
- FTES by 406.36 or an 91.3% increase.
- Both student retention and success.

Comparing fall 2010 to fall 2018 the greatest **credit** enrollment losses have been in these three curriculum areas:

- Engineering and Industrial Technology, TOP 09 (-3,011 enrollments)
- Public and Protective Services, TOP 21 (-2,649 enrollments)
- Education, TOP 08 (-1,517 enrollments)

¹⁰ SAC Research Office. *2019 Factbook*. November 2019, page 7

¹¹ SAC Research Office. *SAC Course Sect_Enrl_FTES Fall 2014 to 2018*

The details of the enrollments in disciplines, at the six-digit TOP code detail, within each of these three broad TOP code categories are available in the supplemental Cambridge West appendices - B.

SAC Internal Trends Highlights- Non-Credit Programs

The CEC **noncredit** program from fall 2014 to 2018 has

- added many day and a few evening sections
- lost little day and evening enrollment
- gained more day than evening FTES.

Comparing fall 2010 to fall 2018 the SAC **non-credit** enrollments in offerings declined by an average of 3.5% annually. Men were two times more likely to abandon a noncredit program of study than were women.

Comparing fall 2010 to fall 2018 the greatest **non-credit** enrollment losses have been in these two curriculum areas:

1. Interdisciplinary Studies, TOP 49 (-10,808 enrollments)
2. Business and Management, TOP 05 (-7,605 enrollments)

The details of the FTES in programs within each of these broad TOP code categories are available in the supplemental Cambridge West appendices - C.

In addition to the economic recovery, the **non-credit** program has been buffeted by an adverse immigration public policy environment, the loss of an Instructional Service Agreement (ISA) related to the loss of a federal-grant, and challenges in complying with changes in state regulations regarding attendance collection at student success centers.

The **non-credit** program opened a new center on the SAC main campus and in central/east Santa Ana.

Regardless of location, the **non-credit** program has largely served the Hispanic/Latino population.

Race/Ethnicity Distribution Trends of Students Attending School of Continuing Education Classes

Racial Group	Fall Term Headcounts					Average		2014 vs. 2018		Annual
	2014	2015	2016	2017	2018	Average	%	Nbr Change	% Change	% Change
American Indian, Native	265	208	146	137	148	181	2.2%	-117	-44.2%	-8.8%
Asian	1,232	1,025	832	1,037	1,561	1,137	13.6%	329	26.7%	5.3%
Black/African-American	140	81	55	68	101	89	1.1%	-39	-27.9%	-5.6%
Decline to State	418	186	121	101	95	184	2.2%	-323	-77.3%	-15.5%
Filipino	61	24	12	2	2	20	0.2%	-59	-96.7%	-19.3%
Hispanic/Latino	6,655	4,798	3,625	4,733	6,463	5,255	62.7%	-192	-2.9%	-0.6%
Other	64	1,698	2,790	1,851	337	1,348	16.1%	273	426.6%	85.3%
Pacific Islander	9	5	0	0	18	6	0.1%	9	100.0%	20.0%
White/Caucasian	293	129	1	33	312	154	1.8%	19	6.5%	1.3%
Total	9,137	8,154	7,582	7,962	9,037	8,374		-100	-1.1%	-0.2%

Source: SAC Research Department

The greatest loss has come of students aged 20 to 25 followed by those aged 26 to 29. Most participants (60%) in the SCE programs fall into the 30 to 50 and older years of age group.

Age Distribution Trends of Students Attending School of Continuing Education Classes

Age Group	Fall Term Headcounts					Average		2014 vs. 2018		Annual
	2014	2015	2016	2017	2018	Average	%	Nbr Change	% Change	% Change
19 and under	1,425	1,315	1,058	1,282	1,348	1,286	15.4%	-77	-5.4%	-1.1%
20 to 25	1,728	1,440	1,187	1,048	1,088	1,298	15.5%	-640	-37.0%	-7.4%
26 to 29	961	832	756	609	775	787	9.4%	-186	-19.4%	-3.9%
30 to 39	1,956	1,784	1,806	1,693	1,926	1,833	21.9%	-30	-1.5%	-0.3%
40 to 49	1,670	1,471	1,483	1,609	1,763	1,599	19.1%	93	5.6%	1.1%
50 and older	1,397	1,312	1,292	1,721	2,136	1,572	18.8%	739	52.9%	10.6%
Total	9,137	8,154	7,582	7,962	9,036	8,374		-101	-1.1%	-0.2%

Source: SAC Research Department

SAC Miscellaneous Impact Trends

Capital Construction projects have impacted parking availability at the main campus, but not instructional spaces. In an effort to offset parking challenges the College offered a bus pass program in collaboration with the Orange County Transit Authority (OCTA).

College leadership believes that the campus has a good number of instructional rooms that are not being used effectively. Some disciplines, such as auto technology and welding are constricted in the laboratory space available to them. However, campus leaders believe that too often instructional room seating capacities are not well matched to the expected enrollment in a classes.

The campus capacity to load ratios (expected attendance from instructional spaces divided by the actual attendance) is not known at this time.

Additional studies are being conducted at this time. The Ad Astra Company has been engaged to complete a project to suggest reports and strategies to better manage space and faculty resources. The Spencer-Hoskins Associates firm has been engaged to complete a project on space utilization.¹²

¹² Bart Hoffman, Vice President for Administrative Services and James Kennedy, Vice President for the School of Continuing Education. *Interview*. December 5, 2019

District Goals and College Strategic Goals/Vision for Success Goals

In fall 2019 the Rancho Santiago Community College District (RSCCD) adopted a new Strategic Plan for 2019-2022 with five goals, all of which have implications for college-level enrollment management in the broadest sense of that term. The Strategic Plan can be accessed at this URL https://www.rsccd.edu/Departments/Research/Documents/RSCCD_StrategicPlan_V5.pdf

The broad goals are as follows:

Goal #1: RSCCD will assess the educational needs of the communities served by RSCCD and will adjust instructional programs, offerings, and support services and will allocate resources as needed to optimize the alignment of students' needs with services and fiscal resources.

Goal #2: RSCCD will assess the educational needs of the communities served by RSCCD and then pursue partnerships with educational institutions, public agencies, non-profit organizations, and business/industry/labor to collaboratively meet those needs.

Goal #3: RSCCD will annually improve the rates of course completion and completion of requirements for transfer, degrees, certificates, and diplomas.

Goal #4: RSCCD will support innovations and initiatives that result in quantifiable improvement in student access, preparedness, and success.

Goal #5: RSCCD will use a cycle of integrated planning that will demonstrate the effective use of resources.

In spring 2021 SAC is finishing an update to its Educational Master Plan (EMP) that articulates its five Vision for Success Goals and the eight supporting strategic goals. The strategies and success factors articulated to achieve the strategic and vision goals are written around the guided pathways framework. The Vision for Success goals and the accompanying strategic goals in the EMP are as follows:

Vision Goal #1: Completion

Strategic Goal #1: Santa Ana College will provide support services that remove barriers for timely completion of educational goals of students.

Vision Goal #1: Completion

Strategic Goal #2: Santa Ana College will provide CAPs to all students together with academic and student support services that they need to complete their educational goals in a timely manner.

Vision Goal #2: Transfer

Strategic Goal #3: Santa Ana College will increase the number of students transferring annually to 4-year institutions.

Vision Goal #3: Unit Accumulation

Strategic Goal #4: Santa Ana College will provide services that support student integration, retention, and persistence and the completion of a targeted number of units that that will result in the efficient achievement of a chosen educational goal by 50% of our students within 5 years.

Vision Goal #3: Workforce

Strategic Goal #5: Santa Ana College will prepare students for successful, livable-wage employment closely related to their field of study.

Vision Goal #4: Workforce

Strategic Goal #6: Santa Ana College will develop a comprehensive career education marketing, outreach and recruitment plan.

Vision Goal #4: Workforce

Strategic Goal #7: Santa Ana will develop and offer innovative, high-quality, workforce-ready, industry-driven career and technical programs.

Vision Goal #5: Equity

Strategic Goal #8 In order to reduce achievement gaps in all areas by 40% by 2022, Santa Ana College, within the context of its diverse community, will systematically equitize its practices leading to culturally responsive programs and services.

Several of the strategic goals have enrollment management implications. Although not listed above, a number of strategies to achieve the goals are directly related to enrollment management efforts. An ideal enrollment management plan is crafted to be an extension of broader institutional plans such as a Strategic or Educational Master Plan.

Role of the Enrollment Management Committee

Purpose

With a primary focus on sustaining long-term student success and in accordance with Santa Ana College's mission, vision and values, the Enrollment Management Committee (EMC) will develop a holistic and integrated approach to enrollment management that supports college-wide collaboration, engagement, creative-thinking and consensus building.

The EMC will work to align outreach and recruitment, admissions, financial aid, class scheduling, instruction, student support services, and efficient pathways to student success and completion that will help students within the Guided Pathway framework with respect to their academic pursuits as well ensure continued enrollment growth and fiscal viability. (*Adapted from Merritt College*)

Charge

The Enrollment Management Committee will:

- a. Review Enrollment Management Plan (EnMP) and progress toward its goals
 1. Discuss Guided Pathways Scale of Adoption and Assessment, Strategic Vision, SCFF, and other metrics
 2. Revise EnMP, as needed
 3. Annually report-out to College Council and District Enrollment Management Committee on progress toward EnMP goals
 4. Recommend strategies that contribute to attaining the EnMP goals
- b. Establish work groups on focused topics (e.g., room utilization, recruitment, block scheduling) that support EnMP goals.
- c. Establish and review the Enrollment Management Committee annual calendar of meeting topics to effectively impact enrollment management.
- d. Annually review and evaluate the intersection between A&R, Financial Aid, Outreach/ Recruitment, marketing, Budget, schedule development, curriculum development/ approval timelines.
- e. Review relevant enrollment, Student Centered Funding Formula (SCFF) attainment, and other data reports. Recommend new or modified reports.
- f. Coordinate with District Enrollment Management Committee
- g. Recommend annual targets based on SCFF elements:
 1. FTES,
 2. Student receiving the College Promise Grant,
 3. students receiving a Pell Grant,
 4. students covered by AB 540,
 5. students earning associate degrees and credit certificates,
 6. students transferring to four-year colleges and universities,
 7. students who complete transfer-level math and English within their first year,
 8. students who complete nine or more career education units, and

9. student who have attained the regional living wage
- h. Review and recommend the college's budget related to EnMP Plan goals and annual targets

Procedures

- Co-chairs meet to develop meeting agenda.
- Action items on meeting agenda are voted on by members of committee, provided that a quorum (50%+1 member) is established at the beginning of meeting.
- Subcommittees (Marketing/Outreach, Target Setting, and Data Review) report out on progress at each EMC meeting.

Meeting Frequency

The Enrollment Management Committee meets on a monthly basis on the third Wednesday of each month during the academic year from 4:00 to 5:00 pm. **Subject to change*

Membership

- All VPs, or designee
- A&R
- Outreach
- Financial Aid
- Counseling
- Marketing/Public Affairs
- Guided Pathway
- Deans?
- Department Chair
- Research
- Budget
- Curriculum/Scheduling
- Gen. Ed.
- CTE
- Transfer
- NCR
- Student (2)

Sub-Committees

- Marketing/Outreach
- Target Setting
- Data Review
- Calendars/Timelines/Schedule (CTS)

Enrollment Management Goals

Through a collaborative process and after a review of quantitative and qualitative data, the Enrollment Management Taskforce has developed the following goals. The purpose of these goals is to increase access, retention, completion, and persistence of students.

1. Guided Pathways Scale of Adoption Assessment (SOAA) related to enrollment management
 - a. Mapping – Offer clear sequencing for course scheduling (Pillars 1 & 2)
 - b. Entering - Declaring a major (Pillars 1 & 2 of SOAA)
 - c. Scheduling required courses for completion - Pillar 3 (3e. Of SOAA)
 - d. Students can plan their lives around school & educational goals
2. Increased Efficiencies
 - a. Tools/Reports
 - b. Calendar and Timelines
3. Target Setting (include ALL elements of SCFF)
4. Implement Marketing Plan
 - a. Establish Sub-Committee
 - b. Review Plan
 - c. Coordinate Efforts
 - d. Establish Calendar
 - e. Analyze Results

Guided Pathways Scale of Adoptions and Assessment related to Enrollment Management Mapping – Offer clear sequencing for course scheduling (Pillars 1 & 2)

Goal: Updating and publishing maps on an annual schedule.

1. **Problem:** Publishing / Updating in alignment with Catalog schedule
 - a. **Current Practice:** Divisions > Faculty > Curriculum > Web Publisher
 - b. **Plan:** Link ed plans to this step. Develop a clear annual plan that aligns with catalog and recruitment.
 - c. **Next Steps:** Hire program mapper to support website publishing and content management. Identifying roles and responsibilities on an academic calendar. Monitoring after the fact, sustained management (CIC?). Division-related web mapper (taskforce), potentially more Curriculum staff to support this work.
 - d. **Notes:** For committee consideration, please also see Appendix B 2.d for Cambridge West Education Plan guidance.
2. **Problem:** Identifying milestones and essential courses: Gateways; Math - sequence for STEM & SLAM (Flowchart to assist); English - 1st year sequence; Capstones; Career Planning (Career Maps) – Hire part-timer
 - a. **Current Practice:** Siloed within departments, may not even be clear in catalog or to counselors.
 - b. **Plan:** Formal and consistent communication about these sequences in all spaces.
 - c. **Next Steps:** Reach out to AB705 Monitoring Taskforce, Academic Senate, Curriculum Office, and representative faculty to develop action steps.

Entering - Declaring a major (Pillars 1 & 2 of SOAA)

Entering/Clarifying the Path - Encouraging students to declare major upon entry (digital ed plans), confirm major of choice during first year. The College should work with HS & Feeders to motivate and prepare students to enter college-level programs (2f. of SOAA) through Orientations, Assessments, Counseling, Superstrong, etc.

Goal: Strengthening Dual Enrollment & Concurrent Enrollment

1. **Problem:** Career Counselors at SAUSD have shared that dual enrollment students are falling through the cracks. How do we bridge their work with SAC?
 - a. **Plan:** Specialized Dual Enrollment Counselor - General Student population
2. **Problem:** Dual Enrollment is CTE heavy, dual enrollment students are onboarding for CTE pathways.
 - a. **Plan:** Expand transfer pathways. (UCCI?)
3. **Problem:** Paperwork is limiting our capacity.
 - a. **Plan:** Create a Dual Enrollment Office focused on this work.
 - b. **Proposed Office Composition:** Faculty Administrator - Senior Clerk - Dual Enrollment Counselor - Outreach Specialist

Additional Notes:

Century HS building an IGETC Pathway.

High school can be when they explore, pivot.

Superstrong is in high schools. SAC may need to do more work on introducing this work with the High Schools, including CAPs/Career Planning into workshops.

Scheduling required courses for completion - Pillar 3 (3e. Of SOAA)

Required Courses for a program sequence: Gateways; Math - sequence for STEM; English - 1st year sequence; Capstones. The major obstacle for implementing this essential practice is communication about scheduling - prerequisites, irregularly scheduled courses, program size and health.

Goal: Improve tracking of student needs for graduation.

- 1) **Problem:** Link ed plans to scheduling - prerequisites, irregularly scheduled courses, program size and health.
 - a. **Current Practice:** Decentralized with catalog, Career Education, Dual Enrollment, Transfer Center, Online Pathways (DE) and departments. Siloed.
 - b. **Plan:** Align curriculum tracks (Colleague) with maps and curriculum.
 - c. **Next Steps:** Hire appropriate personnel to input and manage tracks on an annual calendar.
 - d. **Notes:** More data to support big-picture view.

- 2) **Problem:** Responding to shifting program trends ±
 - a. **Current Practice:** None.
 - b. **Plan:** Process needs to dictate a review of programs and conversations around this issue – part of program review process?
 - Courses that haven't been offered in years.
 - Programs without graduation.
 - Realistic evaluation of demand.

Collaboration between administration and faculty on scheduling. Related to current student progress (tracking) and program enrollment. Some flexibility in addressing student needs for graduation.

 - c. **Next Steps:** Revisit programs and requirements to address 'right-sized' scheduling related to current markets and demands.

Students can plan their lives around school & educational goals

Consistent / Predictable Scheduling Patterns enable our students to better plan their lives around their educational goals (3e. of SOAA). Some of the obstacles to implementing this essential practice include:

- Why isn't this happening or what is disrupting our ability to consistently schedule or plan?
- Responding to Day/Evening student (differing student groups) enrollment patterns.
- Identifying a cycle of offerings.
- Considering modalities of offerings.
- Communication about scheduling - prerequisites, irregularly scheduled courses, program size and health.

Goal: Design a sophisticated scheduling pattern that incorporates considerations of student needs related to the following: Life Commitments, Modalities, Terms, and Predictability.

1. **Problem:** Life Commitments

- a. **Plan:** Block Schedule - Spring 2021 - Face to face scheduling, structured so students can take 3 courses by 1pm.
- b. **Notes:** For committee consideration, please also see Appendix B 3.a. for Cambridge West Education Plan guidance.

2. **Problem:** Modalities

- a. **Current Practices:** SAC has online pathways that are scheduled and planned.
- b. **Plan:** Consider expanding online and hybrid offerings as a way of offering flexibility.
- c. **Student Readiness:** After a year of online/remote, we're going to see more online / hybrid offerings as students feel more comfortable taking those courses.
 - Flexibility is important. Huge for our students with full-time careers or families.
 - Consider hybrid with limited meetings on campus. Faculty like this for informal feedback from students.
 - Are we meeting our students' needs?

3. **Problem:** Term Length

- a. **Current Practice:** Whatever faculty or chair requests. Accelerated terms exist in 4- and 8-week offerings. Some online pathways consider this and publish the course offerings by accelerated term.
- b. **Plan:** Improve student outcomes through accelerated terms.
- c. **Next Steps:** Evaluate how terms impact completion/success (Research Office?), distribute this information and apply this knowledge into our scheduling.

4. **Problem:** Predictability (Annual Calendar)

- a. **Current Practice:** Semester by semester schedule. Division Offices claim it is too complicated to schedule on an annual plan due to issues such as adjunct assignments or unpredictable course enrollments.
- b. **Plan:** One year schedule. Annual schedule assists students in planning and counselors giving an appropriate ed plan. Include course patterns and label as 'Offered only in fall/spring' and publish this information.
- c. **Next Steps:** Open dialog about what issues prevent us from accomplishing this. Cost/Benefit analysis.

Additional Notes: What do we do when faced with low enrollment? How do we address this?... Adjunct assignments? Always ask, 'Are we making administrative decisions focused on student behavior and meeting student needs?'

Increased Efficiencies

Tools and Reports

Goal: Review and evaluate our existing data tools and make recommendations for revising and/or deleting existing reports and/or creating new ones. The EMC is responsible for providing input on data dashboards, reports, and data systems recommendation (especially Power BI Tool). Additionally, they will provide recommendations on ways of increasing the utilization of data in decision making on matters related to enrollment management. Lastly, they will provide recommendation on training needs of faculty, staff, and administration on how to access, manipulate, and use data for enrollment management decision making.

The EMC will consider the following reports:

- *District Data (Cambridge) (SCFF)
- Ad Astra (FTES)
- Online Report Repository (SCFF)
- Enrollment Management Tool (EMT) (FTES)
- *BI Tool (FTES)
- *Starfish Predictive Analytics (FTES)
- Degree Audit (Success and Supplemental)
- Certificate Track (Success and Supplemental)
- SAC Research SEAT and NEAT (Success and Supplemental)
- District Research Website
- CCCCCO Reports
- Other

*In progress

For committee consideration, please also see Appendix B 1.a. and 1.b for Cambridge West Tool recommendations and see Appendix B 2.c for Report recommendations.

Calendars/Timelines

Goal: The Calendars/Timelines/Schedule (CTS) Subcommittee will review and revise on an annual basis all existing timelines to ensure that our efforts to meet enrollment targets and support students is ensured, not inhibited, by our Instructional and Student Services calendars and timelines. To this end, the subcommittee will bring together a cross functional team to review and revise our various operational calendars. The committee will can provide input and guidance on the various deadlines and/or processing dates to best serve students. The list of calendars/timelines will include, but not be limited to, those from:

- Admissions and Records
- Curriculum
- Program Review
- Outcomes Assessment
- Financial Aid
- Schedule Production

The Calendars/Timelines/Schedule (CTS) Subcommittee of the Enrollment Management Committee, consisting of representatives of the follow areas will review the proposed calendar and key “questions to be asked” and make recommendations on timeline and calendar improvements to increase attainment of SCFF metrics and overall efficiencies (see Appendix A).

Key Enrollment Management Units on the Calendars/Timelines/Schedule (CTS)

Subcommittee:

- Instruction Office
 - School of Continuing Education
 - Deans
 - Department Heads
 - Curriculum Committee
- Budget Office
- Student Services
 - Enrollment Services (credit and noncredit)- Admissions and Records
 - Student Affairs- School & Community Partnerships (SCP)
 - Counseling
 - Financial Aid
- Public Relations, Marketing

Target-Setting (All areas of SCFF)

Goal: Establish the timeline, processes, ways of monitoring progress, and inputs necessary (constituent groups, areas, and data) to establish targets relative to all aspects of the Student Centered Funding Formula (SCFF).

Next Steps:

1. Define who needs to be involved in the development of the targets of all aspects of the SCFF.
 - Credit, Non-Credit, Positive Attendance Credit, Academic Affairs (curriculum and scheduling), Student Service (Financial Aide, Admissions and Records...), Administrative Services (in particular, finance), and...
 - Questions for EM Taskforce: Include District and SCC liaison (?) Perhaps Offline/Pre-Meetings
 - Outreach/Marketing Efforts
 - NCR to CR Coordination
 - AB705 & NCR
2. Recommend a timeline for when targets for subsequent year will be established and when will we report on progress toward targets.
 - CR, *NCR, and PAC FTES **Target** Timeline for subsequent year:
 - September to December at College
 - January collaborate with SCC
 - February to District
 - **Target** for Success Metrics
 - TBD
 - Semester by semester and annual depending on the metric
 - **Target** for Supplemental Metrics
 - TBD
 - Reliant on the actual schedule that gets built
 - *CR, NCR, and PAC FTES Timeline for **Monitoring**
 - One Month Prior to Term
 - Weekly “Moment in Time”
 - Census (16.6 week, 1st 8 week, 2nd 8 week, etc..)
 - FTES use P1, P2, and P3
 - **Monitoring** Success Metrics
 - TBD
 - **Monitoring** Supplemental Metrics
 - TBD
3. Define data elements and reports required to establish targets and monitor progress toward the same.
 - *District Data (Cambridge) (SCFF)
 - Ad Astra (FTES)

*Must verify that timelines are the same for CR and NCR

- Online Report Repository (SCFF)
- Enrollment Management Tool (EMT) (FTES)
- *BI Tool (FTES)
- *Starfish Predictive Analytics (FTES)
- Degree Audit (Success and Supplemental)
- Certificate Track (Success and Supplemental)
- SAC Research SEAT and NEAT (Success and Supplemental)
- District Research Website
- CCCCCO Reports
- Other

**In progress*

4. Identify ways and processes for tracking, monitoring, and reporting progress toward SCFF targets.

WHAT:

- FTES,
- Student receiving the College Promise Grant,
- students receiving a Pell Grant,
- students covered by AB 540,
- students earning associate degrees and credit certificates,
- students transferring to four-year colleges and universities,
- students who complete transfer-level math and English within their first year,
- students who complete nine or more career education units, and
- student who have attained the regional living wage

HOW:

- Dashboard
- Website
- Regular reports to appropriate college committees
- Other

5. Make recommendations, if any, to the Enrollment Management Committee on opportunities to reach targets. For committee consideration, please also see Appendix B 2.a. and 2.b.

Implement Marketing Plan

A key component to growing enrollment and increasing the awareness and utilization of key instructional and student support services leading to students' completing their educational goals is marketing and information to the campus and community. To this end, we will need to create a Marketing Subcommittee within the Enrollment Management Committee that will:

1. Provide input and recommendations that help develop and implement the marketing plan
2. Share what is going on in your area(s) and how campus-led marketing programs may complement department initiatives
3. Help create a timeline that ensures marketing deliverables align with campus scheduling
4. Establish an inventory of what is already available and what is still needed
5. Contribute guidance based on your expertise

Marketing Plan – see Appendix C

Enrollment Management Action Plans Template

Goal:						
Objective:						
Measurable Issue – What change to enrollment has there been? Use numbers, counts and percentages to detail the issue. (Example: Special Admit enrollment dropped by 11% over the last 5 years.)						
Reason Identified – Specific reason(s) why the measurable issue occurred. (e.g. Stopped working directly with HS's).						
Measurable Action	Measurable Task	Responsible Person(s)	Timeline	Impact on SCFF	Cost	Guided Pathways (Or other planning documents)
1) Improve Relationships with High Schools to increase FTES by 11%.	1a) Work with all high school counselors.	Who are the parties solely responsible for completing the task? Dean of Counseling & Counselors	What date will the task will be completed by? October 16, 2019.	What elements of SCFF (and calculator) will be affected and by how much?	What is the cost in dollars required to achieve related task?	What is the relation of the action to goals/plans/requirements in other planning documents?
	1b) Make agreements with 3 High School principals (List principals).	President or VP		Special Admit FTES increase by FTES (approx. \$530,000)	TBD	TBD

Appendices

A: Calendar of Practices, Roles and Key Data/Questions

JULY			
Instruction Office	Budget Office	Student Services	PR/Marketing
<ul style="list-style-type: none"> • Planning session and first run of schedule for spring term in next academic year starts 	<ul style="list-style-type: none"> • Wrap up and finalization of expenses for concluding academic/fiscal year • Budget for new academic/fiscal year starts 	<ul style="list-style-type: none"> • Enrollment Services-Admissions and Records- onboarding registration for summer session and fall term continues • Enrollment Services-Admissions and Records- credit registration for summer and fall terms (new & returning students); noncredit registration continues • SCP- community recruiting • Financial Aid- SAC student outreach • Counseling- onboarding activities 	<ul style="list-style-type: none"> • 25th hour campaign- social media • Tri-lingual radio, digital, and print • SAC audience- gotcha campus kiosks, stay connected e-blasts, social media posts • Interagency career education social media, completer and one more class efforts
<p>Important Enrollment Management Questions/Data</p> <ul style="list-style-type: none"> • Were actual instructional expenses for the fiscal year within the anticipated (budgeted) amounts? If they were over the budgeted amount, by how much- Budget Office • What is the projected cost and anticipated FTES for the upcoming spring schedule?- Budget and Instruction Offices • What are the courses in greatest demand for the future spring schedule? How much unmet demand did the recently concluded spring term generate? How many additional sections of high demand courses should be added and at what cost for the next spring schedule?- Budget and Instruction Offices • How well is the summer credit and noncredit registration unfolding compared to former similar terms?- Enrollment Services • How well is the fall credit registration unfolding compared to former similar terms?- Enrollment Services 			
AUGUST			
Instruction Office	Budget Office	Student Services	PR/Marketing

<ul style="list-style-type: none"> • Curriculum committee meeting • Summer session instruction for the current academic/fiscal year ends • Fall term instruction for the current academic/fiscal year begins • Second run of schedule for spring term in the current academic year starts 	<ul style="list-style-type: none"> • Develop budget assumptions and share for current academic/fiscal year • Establish expected costs for the winter intersession schedule 	<ul style="list-style-type: none"> • Enrollment Services-Admissions and Records- registration for fall term continues: credit registration for fall (CAP & final days); noncredit summer registration ends • SCP- Super strong workshops, CAPP presentations and recruiting, community recruiting • Financial Aid- SAC student assistance • Counseling- onboarding activities 	<ul style="list-style-type: none"> • 25th hour campaign- social media • Tri-lingual radio, digital, and print • SAC audience- gotcha campus kiosks, stay connected e-blasts, social media posts • Direct mail postcards to 95,000 houses (broad service area) • Santa Ana Summer Festival outreach event • Interagency career education social media, completer and one more class efforts
<p>Important Enrollment Management Questions/Data</p> <ul style="list-style-type: none"> • What is the projected cost and anticipated FTES for the upcoming winter intersession schedule?- Budget and Instruction Offices • How much FTES did the recently concluded summer schedule generate, and at what cost overall and cost per FTES compared to targets?- Budget and Instruction Offices • How well is the summer noncredit registration unfolding compared to former similar terms?- Enrollment Services • How well is the fall credit registration unfolding compared to former similar terms?- Enrollment Services 			
SEPTEMBER			
<p>Instruction Office</p> <ul style="list-style-type: none"> • Curriculum Committee meeting • Print the winter schedule for the current academic/fiscal year • Planning sessions and first run for the development of the summer schedule offered in the next academic/fiscal year 	<p>Budget Office</p> <ul style="list-style-type: none"> • Board adopts budget for current fiscal year 	<p>Student Services</p> <ul style="list-style-type: none"> • Enrollment Services-Admissions and Records- high school application workshops • noncredit fall registration continues • SCP- high schools super strong, senior push, CAPP presentations and recruitment • SCP- community recruiting 	<p>PR/Marketing</p> <ul style="list-style-type: none"> • SAC audience- gotcha campus kiosks, stay connected e-blasts, social media posts • Mid-Autumn Festival outreach event • Occupational Therapy Association of California (OTAC) magazine ads

<ul style="list-style-type: none"> • Develop second run for the spring schedule offered in the current academic/fiscal year 			<ul style="list-style-type: none"> • American Occupational Therapy Association (AOTA) Practice Magazine ads
<p>Important Enrollment Management Questions/Data</p> <ul style="list-style-type: none"> • Prepare the adopted budget for the Board to approve.- Budget Office • In the adopted budget for the current fiscal year- Establishing an average hourly cost rate applied to the prospective assignments, what are the projected expenses for hourly instructional services? - Budget Office • What curriculum proposals need approval in Sacramento after the Board of Trustees approves? If they were forwarded immediately how quickly could they be chaptered and incorporated into a catalog addendum and scheduled classes?- Instruction Office • What is the likely cost of hourly instruction in the proposed winter intersession schedule?- Budget and Instruction Offices • How much FTES did the recently concluded summer intersession generate, and at what cost overall and cost per FTES compared to targets?- Budget and Instruction Offices • What are the courses in greatest demand for the future summer schedule? How much unmet demand did the recently concluded summer intersession generate? How many additional sections of high demand courses should be added and at what cost for the next summer intersession schedule?- Budget and Instruction Offices • Given the fiscal/academic year FTES overall target, the known FTES generated from the recently concluded summer intersession, expected FTES from the recently published winter intersession schedule, and the weekly census FTES from the current fall term, what adjustments need to be made in the second run of the spring schedule? • How well is the fall noncredit registration unfolding compared to former similar terms?- Enrollment Services? 			
<p>OCTOBER</p>			
<p>Instruction Office</p>	<p>Budget Office</p>	<p>Student Services</p>	<p>PR/Marketing</p>
<ul style="list-style-type: none"> • Curriculum Committee meeting • Print spring schedule for the current academic/fiscal year • First run for summer schedule offered in the next academic/fiscal year 		<ul style="list-style-type: none"> • Enrollment Services-Admissions and Records- registration for winter session starts (credit registration for winter intersession begins for continuing students; noncredit fall registration continues), high school application follow-up workshops • SCP- high schools super strong, senior push, CAPP presentations and recruitment • SCP- community recruiting 	<ul style="list-style-type: none"> • SAC audience- gotcha campus kiosks, stay connected e-blasts, social media posts • Orange County Sports Zone website presence • OTAC Conference • AOTA Practice Magazine ads • occupational therapy program e-blasts and social media promotional ads

		<ul style="list-style-type: none"> • Financial Aid- workshops for high school students and parents • Counseling- High school counselors' day at SAC 	
Important Enrollment Management Questions/Data <ul style="list-style-type: none"> • What curriculum proposals need approval in Sacramento after the Board of Trustees approves? If they were forwarded immediately how quickly could they be chaptered and incorporated into a catalog addendum and scheduled classes?- Instruction Office • What is the likely cost of hourly instruction in the proposed spring schedule?- Budget and Instruction Offices • What is the likely FTES to be generated by the proposed spring schedule?- Instruction Office • What are the courses in greatest demand for the future summer schedule? How much unmet demand did the recently concluded summer term generate? How many additional sections of high demand courses should be added and at what cost for the next summer schedule?- Budget and Instruction Offices • How does the known and projected FTES for the current year compare to the FTES target?- Instruction Office • How well is the fall noncredit registration unfolding compared to former similar terms?- Enrollment Services? • How well is the winter intersession registration unfolding compared to former similar terms?- Enrollment Services 			
NOVEMBER			
Instruction Office	Budget Office	Student Services	PR/Marketing
<ul style="list-style-type: none"> • Curriculum Committee meeting • Planning sessions for fall schedule offered in the next academic/fiscal year • Second run for summer schedule offered in the next academic/fiscal year 		<ul style="list-style-type: none"> • Enrollment Services-Admissions and Records- registration for winter session continues, registration for spring session starts (credit winter intersession registration begins for new students; credit spring registration begins for priority and selected units completed students; noncredit fall registration continues, spring registration starts), high school application follow-up workshops • SCP- high schools junior and senior push, CAPP presentations and recruitment • SCP- community recruiting 	<ul style="list-style-type: none"> • Neighboring four-year institutions social, website, and digital media ads • SAC audience- gotcha campus kiosks, stay connected e-blasts, social media posts • Orange County Sports Zone website presence • Daily Titan Festival outreach event • Interagency career education social media ads • occupational therapy program e-blasts and social media promotional ads

		<ul style="list-style-type: none"> Financial Aid- workshops for high school students and parents 	
Important Enrollment Management Questions/Data <ul style="list-style-type: none"> What curriculum proposals need approval in Sacramento after the Board of Trustees approves? If they were forwarded immediately how quickly could they be chaptered and incorporated into a catalog addendum and scheduled classes?- Instruction Office What is the FTES from fall term weekly and daily census classes and how well are those numbers tracking to expectations?- Instruction Office What are the courses in greatest demand for the future fall schedule? How much unmet demand did the recently concluded fall term generate? How many additional sections of high demand courses should be added and at what cost for the next fall schedule?- Budget and Instruction Offices What adjustments to the summer schedule for the next academic/fiscal year are yet to be made in the second run in order to achieve FTES and budget targets?- Instruction and Budget Offices How well is the fall noncredit registration unfolding compared to former similar terms?- Enrollment Services? How well is the winter intersession registration unfolding compared to former similar terms?- Enrollment Services How well is the spring credit registration unfolding compared to former similar terms?- Enrollment Services 			
DECEMBER			
Instruction Office	Budget Office	Student Services	PR/Marketing
<ul style="list-style-type: none"> Curriculum Committee meeting First run for fall schedule offered in the next academic/fiscal year Fall term for the current academic/fiscal year concludes 		<ul style="list-style-type: none"> Enrollment Services- Admissions and Records- registration for winter session continues, registration for spring session starts (credit winter intersession registration for CAP students; credit spring registration begins for new and returning students; noncredit fall registration ends, spring registration continues), high school application follow-up workshops SCP- super strong workshops, CAPP presentations and recruitment SCP- community recruiting 	<ul style="list-style-type: none"> Tri-lingual radio, digital, and print Neighboring four-year institutions social, website, and digital media ads SAC audience- gotcha campus kiosks, stay connected e-blasts, social media posts Orange County Sports Zone website presence Interagency career education social media ads

		<ul style="list-style-type: none"> • Financial Aid- workshops for high school students • Counseling- high school student online orientation sessions 	
Important Enrollment Management Questions/Data			
<ul style="list-style-type: none"> • What curriculum proposals need approval in Sacramento after the Board of Trustees approves? If they were forwarded immediately how quickly could they be chaptered and incorporated into a catalog addendum and scheduled classes?- Instruction Office • How much FTES did the recently concluded fall term generate, and at what cost overall and cost per FTES compared to targets?- Budget and Instruction Offices • What are the courses in greatest demand for the future fall schedule? How much unmet demand did the recently concluded fall term generate? How many additional sections of high demand courses should be added and at what cost for the next fall schedule?- Budget and Instruction Offices • How well is the fall noncredit registration unfolding compared to former similar terms?- Enrollment Services? • How well is the winter intersession registration unfolding compared to former similar terms?- Enrollment Services • How well is the spring credit registration unfolding compared to former similar terms?- Enrollment Services 			
JANUARY			
Instruction Office	Budget Office	Student Services	PR/Marketing
<ul style="list-style-type: none"> • Catalog production starts for next academic/fiscal year • Print summer schedule offered in the next academic/fiscal year • Winter intersession for the current academic/fiscal year starts 	<ul style="list-style-type: none"> • Cost the summer schedule offered in the next academic/fiscal year 	<ul style="list-style-type: none"> • Enrollment Services-Admissions and Records- registration for winter session concludes, registration for spring session continues (credit winter intersession registration ends; credit spring registration for CAP students; noncredit spring registration continues),high school application follow-up workshops, onboarding for new students • SCP- super strong workshops, CAPP presentations and recruitment • SCP- community recruiting 	<ul style="list-style-type: none"> • Tri-lingual radio, digital, and print • SAC audience- gotcha campus kiosks, stay connected e-blasts, social media posts • Postcard direct mailing to 74,000 houses- core City of Santa Ana areas • Santa Ana City billboards

		<ul style="list-style-type: none"> • Financial Aid- Promise Grant and general workshops for high school students • Counseling- high school student online orientation sessions 	
Important Enrollment Management Questions/Data <ul style="list-style-type: none"> • What is the projected cost and anticipated FTES for the upcoming summer intersession schedule?- Budget and Instruction Offices • How well is the winter intersession registration unfolding compared to former similar terms?- Enrollment Services • How well is the spring credit and noncredit registration unfolding compared to former similar terms?- Enrollment Services 			
FEBRUARY			
Instruction Office	Budget Office	Student Services	PR/Marketing
<ul style="list-style-type: none"> • Curriculum Committee meeting • Catalog production first proof for next academic/fiscal year • Winter intersession for the current academic/fiscal year concludes • Spring term for the current academic/fiscal year begins 		<ul style="list-style-type: none"> • Enrollment Services-Admissions and Records- registration for spring session concludes (credit spring intersession registration ends; noncredit spring registration continues), high school application follow-up workshops • SCP- Junior push workshops, CAPP presentations and recruitment • SCP- community recruiting • Financial Aid- Promise Grant and general workshops for high school students • Counseling- high school student online orientation sessions 	<ul style="list-style-type: none"> • SAC audience- gotcha campus kiosks, stay connected e-blasts, social media posts • Santa Ana City billboards
Important Enrollment Management Questions/Data <ul style="list-style-type: none"> • What curriculum proposals need approval in Sacramento after the Board of Trustees approves? If they were forwarded immediately how quickly could they be chaptered and incorporated into a catalog addendum and scheduled classes?- Instruction Office • What adjustments might need to be made in the fall schedule for the upcoming academic/fiscal year in order to achieve FTES and budget targets?- Instruction and Budget Offices • How much FTES did the recently concluded winter intersession generate, and at what cost overall and cost per FTES compared to targets?- Budget and Instruction Offices 			

<ul style="list-style-type: none"> • What is the FTES from spring term weekly and daily census classes and how well are those numbers tracking to expectations?- Instruction Office • Given the fiscal/academic year FTES overall target, the known FTES generated from the recently concluded summer and winter intersessions, fall term, and the weekly census FTES from the current spring term, how does the annual FTES compare to the annual target? • How well is the spring credit and noncredit registration unfolding compared to former similar terms?- Enrollment Services 			
MARCH			
Instruction Office	Budget Office	Student Services	PR/Marketing
<ul style="list-style-type: none"> • Curriculum Committee meeting • Catalog production second proof for next academic/fiscal year • Print fall schedule offered in the next academic/fiscal year 	<ul style="list-style-type: none"> • Establish the expected costs for the fall schedule to be offered in the next academic/fiscal year 	<ul style="list-style-type: none"> • Enrollment Services-Admissions and Records- registration for spring session concludes, high school application follow-up workshops; noncredit spring registration continues • SCP- Super strong workshops, career and program presentations, CAPP presentations and recruitment, Kindercaminata at SAC • SCP- community recruiting • Financial Aid- Promise Grant and general workshops for high school students • Counseling- high school student online orientation sessions 	
Important Enrollment Management Questions/Data			
<ul style="list-style-type: none"> • What is the projected cost and anticipated FTES for the upcoming fall schedule?- Budget and Instruction Offices • What curriculum proposals need approval in Sacramento after the Board of Trustees approves? If they were forwarded immediately how quickly could they be chaptered and incorporated into a catalog addendum and scheduled classes?- Instruction Office • Given the fiscal/academic year FTES overall target, the known FTES generated from the concluded summer and winter intersessions, fall term, and the weekly and daily census FTES from the current spring term, how does the annual FTES compare to the annual target? • How well is the spring noncredit registration unfolding compared to former similar terms?- Enrollment Services 			
APRIL			
Instruction Office	Budget Office	Student Services	PR/Marketing

<ul style="list-style-type: none"> • Curriculum Committee meeting • Catalog production printer proof for next academic/fiscal year 	<ul style="list-style-type: none"> • Tentative budget development for the next academic/fiscal year starts 	<ul style="list-style-type: none"> • Enrollment Services-Admissions and Records- registration for fall session starts, high school application follow-up workshops, early decision activities • credit priority registration for fall begins; noncredit spring registration continues • SCP- Super strong workshops, career and program presentations, CAPP presentations and recruitment • SCP- community recruiting • Financial Aid- Promise Grant and general workshops for high school students 	
<p>Important Enrollment Management Questions/Data</p> <ul style="list-style-type: none"> • What are the anticipated expenses for hourly instruction in the upcoming academic/fiscal year?- Budget and Instruction Offices • What curriculum proposals need approval in Sacramento after the Board of Trustees approves? If they were forwarded immediately how quickly could they be chaptered and incorporated into a catalog addendum and scheduled classes?- Instruction Office • How well is the spring noncredit registration unfolding compared to former similar terms?- Enrollment Services • How well is the fall credit registration unfolding compared to former similar terms?- Enrollment Services 			
<p>MAY</p>			
<p>Instruction Office</p>	<p>Budget Office</p>	<p>Student Services</p>	<p>PR/Marketing</p>
<ul style="list-style-type: none"> • Curriculum Committee meeting • Catalog for next academic/fiscal year printed • Begin planning for winter intersession for the next academic/fiscal year 	<ul style="list-style-type: none"> • Budget priorities set for the next academic/fiscal year, tentative budget for next academic/fiscal year finalized 	<ul style="list-style-type: none"> • Enrollment Services-Admissions and Records- registration for summer session starts (credit priority and continuing student registration for summer, credit early decision registration for fall; noncredit spring registration ends, priority registration for summer), high school application 	

		follow-up workshops, early decision activities <ul style="list-style-type: none"> • SCP- CAPP presentations and recruitment • SCP- community recruiting • Financial Aid- Promise Grant and general workshops for high school students 	
Important Enrollment Management Questions/Data <ul style="list-style-type: none"> • What are the finalized the expenses for hourly instruction in the upcoming academic/fiscal year?- Budget and Instruction Offices • What curriculum proposals need approval in Sacramento after the Board of Trustees approves? If they were forwarded immediately how quickly could they be chaptered and incorporated into a catalog addendum and scheduled classes?- Instruction Office • How well is the spring noncredit registration unfolding compared to former similar terms?- Enrollment Services • How well is the summer credit registration unfolding compared to former similar terms?- Enrollment Services • How well is the fall credit registration unfolding compared to former similar terms?- Enrollment Services 			
JUNE			
Instruction Office	Budget Office	Student Services	PR/Marketing
<ul style="list-style-type: none"> • Spring term for the current academic/fiscal year ends • Begin planning for the spring term schedule in the next academic/fiscal year • Summer session instruction for the next academic/fiscal year starts • First run for winter session in next academic year starts 	<ul style="list-style-type: none"> • Board adopts tentative budget for the next academic/fiscal year 	<ul style="list-style-type: none"> • Enrollment Services-Admissions and Records- registration for summer session continues, registration for fall term starts (credit CAP and final registration for summer, credit priority and continuing student registration for fall; noncredit registration for summer continues), early decision make-up activities • SCP- community recruiting • Financial Aid- SAC student outreach 	
Important Enrollment Management Questions/Data <ul style="list-style-type: none"> • Present the tentative budget for next the academic/fiscal year to the Board for adoption.- Budget Office • How much FTES did the recently concluded spring schedule generate, and at what cost overall and cost per FTES compared to targets?- Budget and Instruction Offices 			

- How well is the fall credit registration unfolding compared to former similar terms?- Enrollment Services
- How well is the summer credit and noncredit registration unfolding compared to former similar terms?- Enrollment Services

DRAFT

B: Best Practices as Recommended New Initiatives for SAC by Cambridge West

1. Onboarding

a. Reading the Students Minds at Registration (Pasadena City College, PCC)

The traditional ways instructional leaders mine data from the student registrations to inform schedule planning are listed below. Some of these are practiced at SAC.

- Watch the enrollments counts and fill rates in classes as the registration period unfolds using date markers and fill levels to guide decisions about adding another section of the class. Of course, you cannot add unless you have space and an instructor for an offering that would start with the initial term date, although it might be possible to add a late-starting class or an online class.
- After the registration process has been completed review the wait list counts for high demand classes and consider adding a late starting or online class. If the wait list functionality has no or a very high limit and it is not possible for a student to wait list on more than one section of the same course, the data is more useful for planning future schedules. Caution- it might be possible for a student to get into a different section of the course other than the one for which they were wait listed and still have their name stuck on the wait list. If that is the case, the analyst needs to compare the IDs of students who got enrolled with all of those on the wait list for all of the sections of that course.
- Historical registration data and fill rates are commonly consulted when future schedules are planned.
- Sometimes the focus is placed on impacted or bottlenecked courses that are key gateways for students to transition into programs of study or to complete the requirements for a degree.

If only we could read the students' minds....

The PCC research office combined a senior research analyst and a business analyst who possessed programming skills to develop a method and set of reports that “read students minds” at the time of registration. The research team mined data from the registration audit table included in the college’s Banner student information system (SIS). Both the People Soft and Datatel Colleague/Elucian enterprise resource planning software packages have a registration audit table as part of the SIS.

The registration audit table captures every request for a class seat and records information such as the student ID, course and class, date and time of the request, as well as the outcome from the registration request. Of particular importance are the cases in which the student’s request could not be fulfilled and the message returned to the student.

The research team turned the results of the analysis into an interactive Tableau graphic display. Subsequently, they created an Excel spreadsheet of the results. Their analytical work also provided student equity information. A small Excel spreadsheet with annotated columns of data is provided to illustrate the core results of the analysis.

Some instructional deans immediately used the data to add classes and communicate to the students about those additional offerings. The student equity implications analysis was used for further student equity initiatives because it revealed the extent to which blocked enrollment requests were frustrating the advancement of minority students.

Dustin and Peter have previously indicated a willingness to share the code they developed and to visit with colleges interested in replicating their work. The contact information for the research team is provided below:

- Dustin Tamashiro, Senior Research and Planning Analyst; ditamashiro@pasadena.edu; 626 585-7799
- Peter Dwight, Business Analyst; pdwight@pasadena.edu; 626 585-7701

Examples of the registration audit table analysis reports are available in the supplemental Cambridge West appendices - E.

b. Reading the Students Minds at Registration and Sending Them Suggestions (Long Beach)

If only we could read the students' minds and talk to them....

The College deploys a host of staff to assist students in selecting courses, completing registration process, getting oriented to college, and applying for financial assistance. Those efforts are commendable, appropriate and should be continued. As noted earlier in this report, the College has experienced a decline in the numbers of students who are enrolling in and completing a 15-unit semester load of classes. Also, the College Research Department had discovered that from fall 2014 to fall2018 the percentage of students who attempted 15 units or more has increased, but the percentage who complete 15 units with a grade of "C" or higher is only 2% to 4%. This is a barrier to completion.¹³ Therefore, the College may want to consider using some technology to assist students in class selections.

Long Beach City College extended the initial registration audit table analysis work done at PCC by creating a procedure that compares the classes in which the student is registered to their educational plans and past enrollment history then sends students suggestions for additional classes during the registration cycle. In short, it talks to the students during peak registration periods.

The home-grown software package solely developed by the data scientist in the Office of Institutional Effectiveness is intended to target students who have some class enrollments for the upcoming term, particularly those with fewer than 13 units. The package is activated after the priority registration period has been completed for an upcoming term. It was piloted in spring 2019 and used vigorously in summer and fall 2019. The college did not mount a big publicity campaign to announce this software package and the messaging campaign.

¹³ Janice Love, Director of Campus Research. *Personal Correspondence*. November 20, 2019

The algorithm identifies for each student sections (not courses, but the specific sections) based on all the data the College can use for that student including their educational plan, educational goal, previous course-taking behavior, location of courses, time of day of courses, etc. It excludes courses taught by a faculty member that the student had previously taken but failed. It calculates and considers travel time before recommending sections on a different campus. It also has a cap so as not to “over recommend” a particular section (because then students won’t be able to enroll in it).

Mass communications software from Blackbaud.com is used to send an email to each student to give links to the recommended sections so the student simply has to click the link and sign up for the course. The emails are not triggered by any action the student takes in the PeopleSoft Student Information System registration module. Rather, they are sent roughly once a week or every other week using the Blackbaud system. Students can opt out of receiving these recommendations. The data scientist wrote code (in either R or SPSS) that uses PeopleSoft tables to identify a student and the optimal section recommendations based on the student’s current schedule, any past or current course-taking behavior, location of courses taken, etc. The script is fed into Blackbaud for mass email communication. Blackbaud URL <https://www.blackbaud.com/>

The Office of Institutional Effectiveness (OIE) also provided several dashboards and data to support unit planning in 2018-19, but most of the recipients did not understand how to use the information. The dashboard provided a ratio of enrollment counts after census as the numerator divided by counts of students who were in four categories (on the wait list for a class, dropped the class, asked for the class but did not go on the wait list, registered) as the denominator. In 2019-20 the information was changed to simple fill rates. In addition, there is a real-time dashboard of wait list information (student name and contact info) that is available to department chairs. However, when OIE gets requests from a faculty member for student lists in order to send emails to prospective students advertising their particular course, the staff sends the faculty member to a dashboard that was created to show the size of the pool of students who could get a section of that course recommended based on their educational plan. The Tableau dashboards are generally geared to help the departments identify student need, rather than specifically on the FTES/financial targets, although they can be used to support both. Dashboard Examples are available in the supplemental Cambridge West appendices - F.

All evaluations of this registration suggestion program have shown statistically significant upticks in enrollments and a relationship between the number of emails/recommendations and the number of units enrolled for students who received the email suggestions as opposed to students in a control group who did not receive the emailed recommendations.

The point of contact for this home-grown software and procedure is:
Heather Van Volkinburg, Dean for Institutional Effectiveness, hvanvolkinburg@lbcc.edu 562 938-4623.

2. Planning for Future Schedules

a. FTES and Hourly Instructional Budget Target Distribution Analysis (Long Beach City)

Good tools to develop FTES targets and track projected hourly instructional expenses have eluded College leaders. The District created a complex Enrollment Management Tool (EMT) around 2011 that promised to provide projected FTES and cost information. Unfortunately, the EMT is year and term specific for a selected location and does not help develop reasonable FTES targets based upon recent history. Also, the projected costs for hourly instruction has proven to be inaccurate.

As a result, SAC leaders have engaged in very labor intensive ad hoc techniques to create some recent history upon which to base efficiency and FTES targets. They are obliged to use past expenditure reports from the general ledger and current term guesses in order to anticipate the likely hourly expenses. These issues continue to be a vexing problem for SAC leaders and their counterparts at other institutions.

Long Beach City College has been practicing enrollment management, with varying degrees of intensity, since 2006. Initial efforts set FTES growth targets each spring for the following fiscal year. The growth FTES target was divided by term with the aspirational goal of achieving most, if not all, of the target in the primary terms. As the schedule for each term was being planned, the FTES growth target for that term, hourly instructional budget funds, and efficiency goals were allocated to each division and department based upon their recent past FTES, budget, and efficiency performance. That analytical work is completed in the Academic Services Office (ASO) was distributed to instructional deans and department heads ahead of the actual work to mark up a future schedule of classes.

The Vice President of Academic Affairs continues to set FTES targets in the spring in collaboration with the senior staff in the ASO. Prior to 2012 the draft FTES targets had been set in the fall term for the following academic year. That work preceded the starting point to develop the schedule of classes in the following academic year. However, the College has subsequently moved the summer intersession and fall term registration periods to be earlier in the spring term and adjusted the starting point for summer and fall term schedule development. As a result, the College now schedules summer intersession and fall term classes in the upcoming academic year before the new FTES targets and a budget for that upcoming academic year are established. That causes the College to review the established schedules, compare them to the targets and make adjustments when necessary.

The Academic Affairs FTES targets are purposely set a little higher than the FTES targets used in campus budgeting. The Academic Affairs FTES targets help establish an hourly instructional budget which is finalized as the tentative budget is prepared. During the Great Recession these processes worked well to keep the College within budget as hourly instruction funds were withheld from departments that overspent or allowed classes to continue with less than the minimum of 20 students. Departments were allowed to add sections and exceed the budgets allocated to them as FTES growth became more important. The College is currently in a hold harmless status under the new Student Centered Funding Formula (SCFF).

The primary efficiency measure is currently Full-time Equivalent Students (FTES)/Full-time Equivalent Faculty (FTEF). Based on the efficiency achieved last term, the Vice President adds/removes FTEF for the following year, which effectively adds or removes funds from the hourly instructional account. This part of the process was adopted from Los Angeles City College's use of just FTEF rather than the actual hourly instructional budget. LBCC continues to use both an FTEF and hourly instructional budget allocation. The budget still has a greater impact than FTEF, since actual expenses will involve the Vice President of Business Services and the Fiscal Affairs Division in balancing the budget. LBCC just started using FTEF as an allocation in fall 2019. If an area has declining FTES/FTEF, the adjunct hourly budget will be set to achieve their FTES target. If there FTES target has declined, their budget (and thus FTEF) will decline.

Overall, the ASO continues to provide some schedule planning materials for deans and department chairs, but it is not as in-depth as the workbooks formerly distributed. Currently, the ASO provides summary targets, at the school and department level, and the deans and department heads can use Tableau dashboards to drill down into the data. The Office of Institutional Effectiveness (OIE) continues to evolve the dashboards in an effort to help the department heads.

To estimate the future hourly instructional costs in a schedule the ASO staff members ask the Human Resources (HR) Office for the average hourly instructional rate to get a quick estimate of future costs. If more precision is desired the HR staff members can supply the instructor ID and their actual hourly rate. Faculty hourly instructional workload and hours assigned are elements in the schedule of classes and they are paid from the data values in those fields. The procedures cannot account for paid owed if a class is cancelled after instruction starts, teaching days covered by substitutes, or assignments covered by grant funds. The ASO staff has the ability to look back at what a school (division) spent in past years and how much FTES was generated. That enables them to calculate an hourly instructional cost/FTES. When a new full-time faculty member is hired, the assignments to hourly instructors is reduced. An illustration of estimated costs for the fall 2019 schedule is provided below.

School/Area	Fall 2018			Draft Fa 19		Fa 2019 Sched. Est.		Hourly Cost/FTES	Full-time New Hires	Reduced Reassign	New Noncredit Growth	Change in Exp. Based on Target	Tentative Fa 2019 Budget
	Hourly Budget	Actual Expenses	Actual FTES	FTES Targets	Change in FTES	FTES as of 4/5/19	FTES as of 4/5/19						
CTE	\$1,047,768	\$1,057,743	1,557	1,687	130	1,631	\$1,240	(\$18,900)			\$87,570	(\$14,081)	\$1,150,132
HS&M	\$2,273,348	\$2,010,514	3,131	3,050	(81)	3,169	\$1,188	(\$18,900)	(\$3,780)			(\$40,632)	\$1,992,562
SA&C	\$1,968,770	\$1,811,498	1,984	1,989	5	2,015	\$1,675	(\$18,900)	(\$7,560)		\$77,560	(\$83,690)	\$1,831,828
SSA	\$1,562,195	\$1,402,808	1,925	1,952	27	2,071	\$1,371		(\$7,560)		\$7,560	\$54,065	\$1,471,993
Stu Services	\$26,313	\$47,484	90	110	20	90	\$926					\$8,547	\$56,031
Total	\$6,878,394	\$6,330,047	8,687	8,788	101	8,976	\$1,345	(\$56,700)	(\$18,900)		\$172,690	(\$75,791)	\$6,502,546

Source: Long Beach City College, Academic Services Office. *Personal Correspondence*. January 31, 2020

While cost-per-FTES is calculated it generally is not used as a target because salary increases as well as efficiency impact the ratio. Instead, the FTES/FTEF ratio is used as a more stable trend over time. A rough gauge for target setting is 50% of the average course enrollment capacity in a discipline. For example:

40 students x 54 Contact Hours (3 units) / 525 = 4.1 FTES
FTEF 3 class contact hours / 15 contract contact hours weekly = 0.2 FTEF
4.1 FTES / 0.2 FTEF = 20.5 FTES/FTEF

Average Course Capacity: 40

Max FTES/FTEF = 20

19/20 FTES/FTEF = 16.5 (assumed average class size of about 33 - $16.5 \times 2 = 33$)

20/21 Target FTES/FTEF = 17.0

Change in FTES/FTEF Target = +0.5 (assumed average class size of about 34 - $17 \times 2 = 34$)

Percent Change: $0.5/16.5 = 3\%$ efficiency increase

Therefore, the ASO staff team would likely reduce estimated expenses for that area by 3% for 2020-2021, which would reduce funding for hourly instruction.

The ASO staff team estimates the FTES for future schedules and monitors actual FTES each week.

LBCC has recently published an Enrollment Management Plan built around the Completion by Design and Guided Pathways models. As emphasized by the SCFF there are financial goals (economy and efficiency) and student success/completion goals. The SCFF requires a balance between the two sets of goals. For hiring priorities decisions, one of the key metrics in formulating a request for a full-time position hiring authority is efficiency (FTES/FTEF). That may influence a department to more carefully review their efficiency, specifically if the department is interested in hiring a new full-time faculty member.

The College is currently working to develop a two-year schedule based on the courses needed to complete the certificates and degrees the institution is authorized to grant.

The points of contact for additional information about the practices at Long Beach City College are:

Michelle Grimes-Hillman, Dean of Academic Services, mhillman@lbcc.edu, 562 938-4932

Brent Gilmore, Director of Academic Services, bgilmore@lbcc.edu, 562 938-4311

b. FTES and Faculty Workload Allocation Model, Practical Application (Los Angeles City)

Beyond the full-time faculty FTEF, how much additional instructional workload should be allocated to each discipline in order to achieve the desired FTES target and to provide classes required for students to complete programs of study? This is a knotty question that all academic leaders face. As SAC seeks to become more efficient the leadership can reduce the hourly instructional FTEF allocation. But, can the disciplines offer the courses required to complete established degree and certificate curriculum patterns? Los Angeles City College (LACC) has been addressing this balancing task while seeking to remain within available budget.

Background and Purpose

LACC has developed a “Zero-Based” scheduling model and process for its primary terms. The Vice President for Academic Affairs (VPAA) and the Dean of Institutional Effectiveness (Dean of IE) established the process and its associated scheduling tools in consultation with the College’s academic senate, union leadership, and department chairs and deans.

The model, which allocates FTEF to each department along with a clearly defined scheduling process and accompanying schedule planning worksheets, helps to make scheduling transparent. It includes an FTEF allocation for each department which is based on the prior year’s “like” term performance (FTEF allocated and FTES generated), efficiency goals, and student success. The focus of the model is on efficiency and achieving FTES targets by managing the FTEF given to departments. Hourly instructional costs are monitored, but that is a separate process.

Process and Procedures

Schedule development begins with a conversation between the College President and VPAA. They discuss the budget and initial FTES targets for the College as provided by the District. The District provides FTES targets for the upcoming fiscal/academic year each spring after the P2 apportionment report is submitted then checks back with the colleges in the fall after the first census to determine how well the colleges are achieving the targeted FTES based on the summer school and fall term experiences.

The President, Vice Presidents, and Dean of IE determine the overall FTEF for the College using the past history of like terms and considering the available budget and FTES targets. Once the FTEF for the term is set, the Dean of IE allocates the FTEF to each department based on the following agreed upon model:

- 50% of the allocated FTEF is based on the prior year’s like term FTEF.
- 30% of the allocated FTEF is based on the department’s closeness to the college’s efficiency standard.
- 10% of the allocated FTEF is based on the department’s nearness to the institutional set standards to course success rates.
- 10% of the allocated FTEF is initially held back by the VPAA and allocated based on individual department or college need.

Table 1 presented in Appendix G found in the supplemental Cambridge West appendices shows a sample of the allocation model in an Excel spreadsheet for a spring term. It includes the FTEF allocated for each department based on the model, as well as FTES and efficiency (FTES/FTEF) targets.

To support schedule development, the Dean of IE has created a schedule planning tool that lists each department’s FTEF allocation, FTES target, and all of the courses offered in the last three previous like terms (see Table 2 in Appendix H. in the supplemental Cambridge West appendices - Department chairs and deans use the spreadsheet to enter the number of sections of each course they plan to offer. As they enter information, the total FTEF scheduled and total

FTEF remaining is automatically adjusted. The spreadsheet also projects the FTES and compares the projection with the department's target.

After FTEF allocations are made and departments receive their schedule planning tool, the work of building the schedule begins. The schedule is built from scratch each term and does not begin with a "rollover" from the College's information system.

The Dean of IE meets with each department chair and dean to review historical course data and complete the schedule planning worksheet for the semester. This step involves the extensive examination of enrollment and course efficiency, down to the meeting pattern (e.g., date and time of day) and delivery method (e.g., online and face-to-face). In addition to meeting efficiency, FTES targets, and staying within the FTEF allocation, the department discusses how it is offering classes in a timely matter for program completion, including such topics of how it rotates low enrolled classes, electives, and capstone courses. Initially, these meetings were scheduled for two hours each, but most took less time. As chairs and deans became more familiar with the model and the details that support it, even less time has been required for each meeting.

To help these discussions Program Area Maps were developed (see Table 3, a Program Area Map for a Business Administration major in Appendix I of the supplemental Cambridge West appendices). It includes all awards and classes offered in a particular major. For each course it provides curriculum information such as units, TOP code, SAM code, pre- & co- requisites, which GE (General Education) area it covers, as well as, offerings, demand and success rates for the last two years. More importantly, the map highlights for which awards a class is required or is an elective. Thus, the relevance of each course in relation to student success in program completion can be clearly seen. Additionally, the maps include awards-related information such as the number of major units required for completion, TOP code, CTE and the number of completers for the last five years. Looking through the award lens one can see the relationship among the award types to help with course sequencing and help students with stackable awards. All these discussions happen during the schedule planning meeting that covers all four terms (Summer, Fall, Winter, and Spring) of the academic year.

Innovation is supported within the scheduling process in two ways.

- First, new courses can be added to the schedule as long as the department works within its targeted allocation. When identifying new courses, departments provide evidence that the course will be successful and address a specific need. For example, the Math department successfully introduced its Statistics for non-STEM major courses while working with their allocation model.
- Second, while the schedule is built to achieve FTES and efficiency targets, flexibility exists within the process through the 10% FTEF allocation initially held back by the VPAA. The VPAA uses discretionary FTEF to support the need when departments are interested in offering new or different electives, or offering classes with different methods of instruction, and they are able to demonstrate that their overall schedule meets the targets. Discretionary allocation can also be used to increase course offerings

targeted for specific student groups. For example, concurrent and dual enrollment courses are “paid” for out of the 10% hold.

After each department completes their Schedule Planning worksheet, the Dean of Institutional Effectiveness meets with the VPAA to review the proposed schedule. Refinements are discussed with chairs and deans, changes are made as needed, and the schedule is then entered into the college’s information system. LACC has 24 academic departments and from start to finish the scheduling process takes approximately eight weeks per term.

Outcomes and Effectiveness

For each year the model has been in place it has been reviewed by external evaluators appointed by the LACC District’s Chancellor. As a result, the college has received a District commendation for this practice. The process is transparent, and department chairs have reported that the scheduling tool makes it easy to evaluate how changes to the class schedule will affect the department’s allocation and efficiency metrics.

The scheduling practice has allowed LACC to maintain its efficiency in the face of declining enrollments. In general, when enrollments drop, colleges typically experience a decrease in efficiency. The tendency to add more classes makes it even more difficult efficiently to fill classes. Consequently, it becomes more expensive to meet FTES targets as classes are added to increase FTES.

The College also reports ongoing learning, that has led to refinements in the process. For example, the College initially set a single efficiency target for all departments. However, not all departments operate at the same efficiency rate. Some departments, such as nursing, will never meet a high efficiency target due to program accreditation requirements for small class sizes. Others, such as those in the behavioral science disciplines, will often exceed efficiency targets due to larger class sizes. Balance in course offerings, class sizes, teaching modalities, and meeting student needs is critical. The College has now identified targeted efficiency rates for each department/discipline based on their past history with an eye to improving efficiency where possible.

Benefits

At its core, scheduling is a purposeful and transparent process, as it helps to clarify the resources available and enables the college to plan accordingly. Resources are allocated based on a model that considers prior performance, efficiency, and student success. At the course offering and method of instruction level data are examined to ensure that courses are offered to meet student needs, interests, and demands while at the same time balancing the needs of the college to operate within its available resources.

The point of contact for further information about the LACC Model is the Dean of Institutional Effectiveness, Anna Badalyan badalya@lacitycollege.edu 323 953-4000 ext. 2372

c. Enrollment Management and Scheduling Support Report(s) (Lake Tahoe)

The leadership at SAC has an array of reporting tools available to them that were designed to support enrollment management and in particular to monitor enrollments and FTES. These are generally written by the District Information Technology (IT) staff and stored in a report inventory as a “canned” query with runtime parameters named by the end user. A significant effort was mounted by the District IT staff to design a complex Enrollment Management Tool (EMT). An inventory of those has been assembled in Appendix J of the supplemental Cambridge West appendices. Unfortunately, not all of the reporting tools are producing accurate data nor are they exactly what current leaders would like to have at their disposal.

It would be helpful to have adjustments made to the following reports:

- EMT0310 Term Comparison Analysis.
 - Perhaps add a run time selection option so that a past term date which is comparable to the current term could be named in order to get a better comparison.
 - Perhaps enhance the report so that several past terms could be named, and a summary trend result could be produced.
- EMT0330 Schedule Cost.
 - Revisit the data elements and program logic to determine why the report is not producing accurate results for instructional costs. It is understood that the report cannot anticipate the cost of substitute instructors.

The RG0540 and 0541 reports are currently used by senior instructional leaders at SAC to help them monitor enrollments and FTES. Although it is labor intensive for campus personnel, several past terms of data have been appended together and placed into an Excel spreadsheet in order to create a pivot table. The pivot table is then used to create trend information for census FTES, FTEF, and efficiency to inform the setting of future targets and additional data exploration. The pivot table allows aggregation at several levels of detail- college, division, discipline, etc.

It would be helpful to have standard “canned” reporting that:

- Automatically produces the trend information described above,
- Includes a percentage fill calculation,
- Provides for an easy to read public dashboard display, and
- Facilitates drill down functionality to address different levels of data aggregation.

Although tools for data analysis, reporting, and visualization are constantly evolving, it might be useful to consider some examples from another institution.

Lake Tahoe Community College (LTCC) has worked with an independent consultant who is an expert in the Datatel/Colleague/Ellucian student information system and the development of

analytic tools and reports in order to provide information to campus leaders in support of enrollment management and schedule planning. Most recently the collaboration has resulted in a web interactive schedule planning tool that uses Tableau software. A six-minute demonstration video of this product is available at this URL

<https://drive.google.com/file/d/129eLEjV6PagsUEaZaGHezfkTTKW9cirM/view>

The College undertook a year-long IEPI-supported project to develop a Strategic Enrollment Management (SEM) philosophy and plan. The plan was rooted in a guided pathways framework that emphasized ways to facilitate students completing degrees and certificates in a timely way. In the course of their discussions the LTCC community developed the following guiding principles for scheduling:

1. Consider student needs first.
2. Use student demand information.
3. Consider special student groups with specific scheduling needs (e.g., athletes, international students, etc.).
4. Be data informed: use course cancellation history, average enrollments, percentage fill, and other pertinent data.
5. Commit to time blocks.
6. Protect the college hour (Tuesdays from 12 pm – 1 pm) for student life.
7. Create a balance of face-to-face and online options.
8. Maintain face-to-face general education (GE) pathways.
9. Reduce redundancy of general education (GE) classes at same times and days.
10. Be informed by three-year projections.
11. Align with state rules and regulations (e.g., AB705).

The following listing highlights some of the enrollment management reports LTCC has been using. Examples of the reports are found in Appendix K in the supplemental Cambridge West appendices.

Planning for Future Schedules

1. Course Offering History (full offering history for active courses at LTCC, prompt to choose from list)
2. Three-Year Projected Schedule for Online Program Analysis 2019 0501
3. Enrollment Management Report (key performance indicators for enrollment and scheduling) Tabs include:
 - a. Section Analysis (like quarters over three terms)
 - b. Section Detail
 - c. Section Averages
 - d. Demographic Analysis
 - e. Faculty Analysis
 - f. Faculty Detail
 - g. Meeting Detail

- h. GE Detail
4. Annual Course Planning Report (2-year span)
 - a. Listing by subject, course, and LTCC GE Areas
 - b. Count of sections offered and enrollments
5. Class Schedule Grid Reports (by subject or groups of subjects)
6. Cancellation Rate Trends (percentages of sections cancelled over several terms)
7. Course Section Cancellation Trends

Monitoring Implementation of the Schedule

1. Daily Enrollment Report Detail (by subject and section- section ID, section title, section capacity, student count, open seats, course repeats, repeat percentage, wait list count, section start and end date, instructor). *This is like the SAC RG0540 and RG0541 reports.*
2. Daily Enrollment Alert Reports Detail (sections with only a few open seats, sections with the most students on the wait list, sections with fewer than the minimum number of students enrolled). *This is an exception report intended to allow the dean and department head to focus on a limited number of sections that may require a decision during peak registration periods.*
3. Point in Time Enrollment (current, last year, two years ago at the same time)
4. Cancellation Impact on Student Report

The points of contact for these reports are:

Michelle Risdon, Vice President for Academic Affairs, RISDON@ltcc.edu, 530 541-4660 ext. 214
Adam Lange, A. Lange Consulting, LLC, adam@alangeconsulting.com, 602-909-7584

d. Using Student Educational Plans- Words of Caution (Mt. San Antonio, Irvine Valley, Long Beach)

Campus leaders at SAC are looking forward to the fall 2020 implementation of electronic student educational plans (SEPs) that will make the process of developing, capturing, and editing student planning more efficient. Within academic circles leaders are anticipating that the electronic SEPs may become a resource they could utilize to inform the development of future schedules of classes by providing insights to future student demand for courses. Those are two likely positive outcomes from the implementation of electronic SEPs. However, there is a cautionary tale to share from other colleges that have already put electronic SEPs in place with similar intended uses.

The research staff at Irvine Valley College (IVC) had completed an analysis of student education plans (SEPs) and student follow through with their plans. They sought to understand

- how likely students were to adhere to their plans,
- how efficient class scheduling has been as it relates to student demand, and
- the relationship between adherence and student success.

The research team found that 50% of the students enrolled in the courses named in their SEP. They also determined that over multiple semesters 50% of the students took the course in the planned term. To account for student stop-out behavior they excluded the terms where the student was absent and found that 75% of the students took the planned course.

Besides this deeper understanding, the research team discovered the importance of updating curriculum changes in SEPs formerly created (e.g., course number changes). The team was able to inform counselors and faculty of courses that are in demand but are not being offered. The practical implication is that the College should offer these courses or advise students when the “ghost” courses will be offered or delete them from their SEP since the College has discontinued the courses.

The research team provided this data as an input for chairs and deans to plan future semesters. The team also has discovered the adverse impact that arises from the facts that after students create a SEP students could and do create different plans/change majors and students stop out.

The point of contact for this research work is Vinh Nguyen, Senior Research and Planning Analyst, vnguyen216@ivc.edu 949 451-5766

Mt. San Antonio College (Mt. SAC) used DegreeWorks to develop both abbreviated and comprehensive electronic educational plans for students. Once completed, students are able to access their ed plans online and to refresh themselves on courses they need to take. Additionally, students can use the “what if” function in order to review course requirements necessary if they change their majors/goals. Mt. SAC has mapped course sequences in DegreeWorks that have been developed through their Guided Pathways work. At the present time, Mt. SAC is not using the course recommendations in the DegreeWorks to plan course offerings or to measure how accurately students are following their established ed plans.

Several years ago, Mt. SAC initiated an “auto award” process in which students’ goals/majors were matched with courses taken to determine whether or not students qualified for certificates/degrees based on the courses they had completed. Once it is determined that a student qualifies for a certificate(s) and/or degree(s), the student is contacted and provided with this information and the college’s intention to award and post the certificate and/or degree. The student is provided an opportunity to opt out. Mt. SAC has not experienced any negativity from students in awarding certificates/degrees nor have they had any concerns/conflicts that this process has negatively impacted students’ financial aid status. This process works if students’ goals/majors are updated to accurately reflect the courses students have completed. To improve the accuracy of student declared goals/majors, when students log onto the registration function, they are presented with their stated majors and are allowed the opportunity to change/correct their stated majors in the system. Additionally, when students complete the Assessment Questionnaire, they are also presented with the opportunity to confirm their majors.

At the present time, Mt. SAC is upgrading its auto awarding process. In addition to matching students' majors to courses taken, they will be reviewing all courses a student has taken and matching the completed courses to whatever certificate/degree requirements that the student may meet. Thus, if the student hasn't updated his/her major/goal in the system, this new program will still be able to determine if the student qualifies for certificates/degrees.

Separately, Mt. SAC has implemented a "Completion Center" whereby a team of support staff and counselors follow up with students who are "closer than they think" to completing. The general parameters used to determine "close to completion" are students who have completed 45 degree applicable units with a 2.00 GPA and are currently enrolled in at least 6 units. This list is then sorted by students' enrollment into special programs (e.g., EOPS, DSPS, CalWORKs, TRIO, etc.). Student lists are provided to special programs for follow up from the special programs staff. The balance of the list is reviewed by the Counseling Department's Completion Center. Support staff make direct contact with students via direct phone calls, emails, and hard copy letters. This work has resulted in notifying students that they have qualified for certificates/degrees or could qualify if they took one or two particular classes. Students report feeling grateful for the personalized contact and are provided with follow up counseling.

The point of contact for this work is Audrey Yamagata-Noji, Vice President for Student Services, ayamagata-noji@mtsac.edu 909 274-4505.

Approximately 60% of the new students at Long Beach City College (LBCC) have an abbreviated SEP. Only 20% of them go on to create a comprehensive SEP by the end of their first year at the College. The Counseling Department at LBCC has been reaching out to students with older SEPs in an effort to get them updated and has worked intensely to get more students to establish a comprehensive SEP. In 2018-19 the counseling faculty and staff members helped students create 10,000 SEPs, each requiring about 15-25 minutes to accomplish. The College is seeking to "deputize" faculty, particularly those teaching gateway courses to the major, to work with students to establish a comprehensive SEP. The College migrated to release 9.2 of the PeopleSoft Educational Resource Planning software in December 2019. With that upgrade students now have access to the degree planner tool through a smart interface so that the planner can "talk" to the registration module and populate a student's registration cart with the courses required from the SEP. The registration cart facilitates a listing of needed courses so that when the next term registration window opens, the student only needs to select a section of the needed course. The upgrade also allows students to change their declared major. LBCC is contemplating requiring students to review and update their biographic and demographic information, including the major program of study, before each registration cycle.

The experience at these institutions points to the importance of providing easy to use opportunities for students to restate their educational program of study, create a SEP, and the necessity of migrating curriculum changes to the SEP data sets.

3. Building Upon and Optimizing What You Currently Have

a. Optimal Block Scheduling Requirements (Chaffey, Pierce, and State)

The schedule of classes for a large college is a complex document. SAC is currently exploring options to redesign the instructional time blocks used in building a schedule of classes. Most colleges that implemented a compressed calendar have adopted a schedule that primarily uses Monday through Thursday offerings, each class meeting two days per week. The traditional instructional block problems that all compressed calendar colleges face are:

- How to offer as many classes and seat opportunities to students when each class period is longer in a compressed calendar and fewer classes per day can be offered. This problem is exacerbated when Friday is not vigorously used for instruction.
- The different instructional period lengths required by classes that are a total of 54, 72, and 90 total hours do not readily align for a common passing point so that students are confronted with class time conflicts when they need classes of different lengths.

SAC Current Practice

The fall 2019 schedule was used as an example for analysis purposes. While the District term length multiplier (TLM) is technically 16.6 weeks¹⁴, instruction in the fall term was 16 weeks. Classes were scheduled anywhere from one week to 53 weeks (Criminal Justice Academy) with three primary concentrations: (1) one week (16% of the classes); (2) eight weeks (9% of the classes); and (3) 16 weeks (66% of the classes). Just over 2,300 sections were scheduled with just over 3,000 meeting patterns.

An analysis of the fall 2019 schedule 16-week classes revealed that 87% of the enrollments (seat counts) were concentrated in 11 categories of classes based on total classroom hours. Of the 11 categories, six categories were in the specialized fire or criminal justice curriculum offered off the campus while the remaining five categories were offered on the main campus. Those five campus categories, offered over 16 weeks, captured the following numbers of enrollments:

- 41% of the enrollment (seat count of 19,935) was in classes requiring a total of 54 classroom hours;
- 23% of the enrollment (seat count of 8,739) was in classes requiring a total of 72 classroom hours;
- 7% of the enrollment (seat count of 2,682) was in classes requiring a total of 108 classroom hours;
- 5% of the enrollment (seat count of 1,784) was in classes requiring a total of 36 classroom hours; and
- 4% of the enrollment (seat count of 1,599) was in classes requiring a total of 90 classroom hours.

¹⁴ California Community Colleges, Chancellor's Office, Fiscal Services Unit. *Term Length Multipliers*.

With the vast majority of enrollments in classes requiring 54 total hours it is remarkable that these kinds of classes were primarily scheduled into two-day-per-week meeting patterns that amounted to only four instructional periods in the day. In contrast, other colleges schedule six or seven instructional daytime periods plus an eighth early morning period of classes that conclude before 8:00 am. More instructional periods per day maximize the opportunities for a student to secure the classes needed to complete a program of study. The analysis of the SAC fall 2019 16-week scheduling patterns and examples of other scheduling patterns are found in Appendix L in the supplemental Cambridge West appendices.

Attendance Accounting Rules and Options

Attendance accounting rules have an impact on student contact hours. The Student Attendance Accounting Manual (SAAM) was published in 2001 with an addendum provided in 2008 as the definitive reference on attendance accounting rules. The Fiscal Services Unit at the Chancellor’s Office also issued a reference document on September 13, 2011 to provide guidance on Calculating Class Hours (Student Contact Hours). Therefore, if maximizing attendance is a goal, attention to those rules is paramount. Examples of the impact of attendance rules on scheduling are found in Appendix L in the supplemental Cambridge West appendices.

A 2008 Addendum to the SAAM was developed to assist colleges using a compressed calendar so that the class scheduling was done exclusive of passing time between classes and in five-minute increments for the starting and ending times.¹⁵ Examples of correct scheduling for weekly census procedure classes in several compressed calendar configurations also were provided.

54 Total Hour Courses

The examples followed the convention of rounding up the weekly contact hours (WCH) to one decimal point when the nominal 54 hours was divided by the TLM. A 16.0 to 16.7-week TLM results in a target WCH of 3.375-3.230 or 3.4 when rounded.¹⁶ The typical class would be scheduled as follows:

Days	Start	End	WCH	TLM	Total Hrs.***
M W*	8:00	9:25	3.4	16.0	54.4
F**	8:00	11:10	3.4	16.0	54.4
M W and F*	8:00	8:50	2.0	16.0	32.0
	8:00	9:10	1.4	16.0	22.4

Source: California Community Colleges, Chancellor’s Office, Fiscal Services Unit. *Student Attendance Accounting Manual, Addendum Concerning Academic Calendars, Course Scheduling, and Related Topics*. September 2008.

*no breaks, excludes passing time at the end of the class

**includes two 10-minute breaks for which apportionment is not claimed, excludes passing time at the

¹⁵ California Community Colleges, Chancellor’s Office, Fiscal Services Unit. *Student Attendance Accounting Manual, Addendum Concerning Academic Calendars, Course Scheduling, and Related Topics*. September 2008.

¹⁶ Ibid

end of the class

*** total hours claimed per student for apportionment purposes

A compressed (16.0 to 16.7-week TLM) calendar requires 85 minutes of daytime instruction for each class meeting when classes are offered two days per week. With the passing time of 10 minutes between instructional blocks, seven instructional periods are possible, but the final daytime instructional period concludes at 6:55 pm.

72 Total Hour Courses

The 2008 Addendum examples followed the convention of rounding up the weekly contact hours (WCH) to one decimal point when the nominal 72 hours was divided by the TLM. A 16.0 to 16.7-week TLM compressed calendar results in a target WCH of 4.500-4.311. This is rounded to 4.5 when scheduled for one meeting per week and 4.6 when scheduled for two meetings per week.¹⁷ The typical class would be scheduled as follows:

Days	Start	End	WCH	TLM	Total Hrs.***
M W*	8:00	10:05	4.6	16.0	73.6
F**	8:00	12:15	4.5	16.0	72.0

Source: California Community Colleges, Chancellor's Office, Fiscal Services Unit. *Student Attendance Accounting Manual, Addendum Concerning Academic Calendars, Course Scheduling, and Related Topics*. September 2008.

*includes one 10-minute breaks, excludes passing time at the end of the class

**includes three 10-minute breaks, excludes passing time at the end of the class

*** total hours claimed per student for apportionment purposes

A compressed 16.0 to 16.7-week TLM calendar requires 115 minutes of daytime instruction for each class meeting (and a 10-minute break) when classes are offered two days per week. With the passing time of 10 minutes between instructional blocks, only four instructional periods are possible, and the final daytime instructional period concludes at 4:50 pm. If a fifth instructional period were added, it would not conclude until 7:05 pm. However, starting the initial instructional period of the day earlier, perhaps at 7:45 am would allow the fifth instructional period to conclude before 7:05 pm.

In a 16.0 to 16.7-week TLM compressed calendar, a class taught one day or evening per week requires 225 minutes of instruction plus three 10-minute breaks, all of which cannot be saved to the end of the period, for a total of 255 minutes. If these classes were to start at 6:00 pm, the compressed calendar configuration would conclude these classes at 10:10 pm. To avoid extending the instructional day beyond 10:00 pm, a one evening per week 72-hour class could be started as early as 5:45 pm in a 16.0 to 16.7-week TLM compressed calendar. The 5:45 pm starting time may be too early for working students to transition from employment to the

¹⁷ California Community Colleges, Chancellor's Office, Fiscal Services Unit. *Student Attendance Accounting Manual, Addendum Concerning Academic Calendars, Course Scheduling, and Related Topics*. September 2008.

campus to attend an evening class and that starting time overlaps the last daytime instructional period for the dominant 54-hour courses (5:30 pm to 6:55 pm) in a compressed calendar. The overlap has classroom utilization and enrollment access implications with the potential loss of sections.

However, two additional alternative evening scheduling patterns for the compressed calendar configuration are offered in Appendix L in the supplemental Cambridge West appendices. Each requires meetings on *two evenings a week* as opposed to a single evening meeting. Using a classroom two evenings per week for the same class might have classroom utilization implications.

1. The fifth module (instructional period) for 72-hour classes that was shown in gray in the primarily day table (5:00 pm to 7:05 pm) has been repeated in this alternative evening table with a sixth module (7:15 pm to 9:20 pm) inserted to conclude the instructional day.
2. Another option is to establish the fifth module for 72-hour classes starting at 7:00 pm and concluding at 9:05 pm by meeting on two evenings each week.

The reader should note that in the compressed calendar configuration the single day offering of these 72-hour classes yields 4.5 weekly contact hours while a 72-hour class taught two days a week yields 4.6 weekly contact hours.

90 Total Hour Courses

The 2008 Addendum examples follow the convention of rounding up the weekly contact hours (WCH) to one decimal point when the nominal 90 hours is divided by the TLM. A 16.0 to 16.7-week TLM compressed calendar results in a target WCH of 5.625-5.389. This is rounded to 5.7 when scheduled for *three meetings per week* and 5.6 when scheduled for *two meetings per week*.¹⁸ The typical class would be scheduled as follows:

Days	Start	End	WCH	TLM	Total Hrs.***
M W F*	8:00	9:35	5.7	16.0	91.2
M W**	8:00	10:30	5.6	16.0	89.6

Source: California Community Colleges, Chancellor's Office, Fiscal Services Unit. *Student Attendance Accounting Manual, Addendum Concerning Academic Calendars, Course Scheduling, and Related Topics*. September 2008.

*no breaks, excludes passing time at the end of the class

**includes one 10-minute break, excludes passing time at the end of the class

*** total hours claimed per student for apportionment purposes

A compressed (16.0 to 16.7-week TLM) calendar requires 140 minutes of daytime instruction for each class meeting (and a 10-minute break) when classes are offered *two days per week*.

¹⁸ California Community Colleges, Chancellor's Office, Fiscal Services Unit. *Student Attendance Accounting Manual, Addendum Concerning Academic Calendars, Course Scheduling, and Related Topics*. September 2008.

With the passing time of 10 minutes between instructional blocks, four instructional periods are still possible, but the final daytime instructional period concludes at 6:55 pm.

However, as an alternative, the 90 contact hour classes could be offered over *three days per week* to create six instructional periods (instructional periods). The tables in Appendix L in the supplemental Cambridge West appendices illustrate how these instructional periods could be structured in the compressed calendar format. These classes would generate 5.7 weekly contact hours.

In a compressed calendar with a 16.0 to 16.7-week TLM configuration these classes meeting *twice a week* in the evening would start at 7:00 pm and conclude at 9:30 pm. A modest addition of 10 minutes per class meeting is required in the compressed calendar configuration. In this configuration the classes generate 5.6 weekly contact hours.

An alternative evening scheduling pattern is offered in Appendix L in the supplemental Cambridge West appendices. Classes requiring a total of 90 classroom hours could be scheduled to meet *three evenings a week* rather than two evenings per week. In arranging *three* class meetings per week the instructional periods are shortened to 95 minutes for a 16.0 to 16.7-week TLM compressed calendar. A 10-minute break is not required. These classes would generate 5.7 weekly contact hours.

To accommodate students who need classes of differing total hours, a set of instructional periods, some of which start before 8:00 am, needs to be designed. The following table illustrates some possible pivot points where students could transition among classes with different instructional period lengths.

Illustration of Potential Transition or Pivot Points Among Instructional Periods

Total Contact Hours		Pivot Point Times		Elapsed Time
From	To	End	Start	
54	72	2:10 PM	2:45 PM	35 min.
72	54	9:25 AM	9:35 AM	10 min
72	54	12:20 PM	12:45 PM	25 min
54	90	3:45 PM	4:00 PM	15 min.
90	72	12:05 PM	12:30 PM	25 min.
	54		12:45 PM	40 min.

Source: Cambridge West Partnership, LLC

C. Current Marketing Plan



SANTA ANA COLLEGE

SANTA ANA COLLEGE

Marketing Strategy

Fiscal Year 2021-2022

Presented to:
Planning & Budget Committee
September 7, 2021

#DonYourMask

Marketing Strategy Overview



APPROACH 1 / SHORT-TERM
Annual Marketing Plan for 2021-2022

APPROACH 2 / LONG-TERM
Multi-Year Plan; Three-five Year Forecast

- Implement **Year-Round Advertising** vs. Semester-Based
- **Target Messaging** Each Time vs. Generic one-size-fits-all ads, when possible
- Establish **Strategic Plans** vs. Reactive Marketing
- Spend Money Wisely - **Measure ROI**



Goals

Public Affairs, in partnership with SAC's marketing task force, has established goals of **boosting brand awareness of Santa Ana College** while **increasing enrollment and retention of for-credit students**. With the funding requested, we will accomplish this through three primary areas of focus:

INCREASE ENROLLMENT



IMPROVE PERCEPTION



PRIORITIZE RETENTION & COMMUNICATIONS



Goals

INCREASE ENROLLMENT

- Reach prospective students through targeted strategies via an **ongoing annual marketing plan**
- Launch an **integrated campaign** that features a **consistent brand vocabulary** across all mediums and officially **launches SAC's new tagline**, "Focused On Your Future"
- **Complement and collaborate** with Continuing Education and district-led initiatives

IMPROVE PERCEPTION

- Highlight **academics and career pathways**
- Spotlight **student, faculty, and alumni success stories**
- Host **special events to showcase advancements at SAC**, such as grand openings of Johnson Student Center and Science Center
- Feature **benefits-based messaging** that highlights accessibility and advantages of attending SAC

PRIORITIZE RETENTION & COMMUNICATIONS

- Support **outreach efforts**, such as phone campaign
- Improve relationships through regular **communication** with **students, staff and faculty**
- Build a strong network by **cultivating partnerships** in service to our students and community that **support inclusion**



Current and recent deliverables to support marketing goals include:

INCREASE ENROLLMENT

- Digital Advertising (Google Search, Google Display, Facebook/Instagram)
- Billboards
- Mail
- Radio/OTT*
- Marquee*
- Social Media*
- StayConnected OC
- OC Sports Zone
- Telephone Campaign*
- OCTA Bus Ads
- Mobile Advertising
- Johnson Center Open Houses
- Print Collateral
- Website

IMPROVE PERCEPTION

- Community eNewsletter*
- Johnson Center Grand Opening and Open Houses
- Banners (17th Street)
- Public Relations (e.g. OC Register coverage of Johnson Center)
- Print Collateral
- Social Media*
- Website

PRIORITIZE RETENTION & COMMUNICATIONS

- #donyourmask Photo Contest + Free Mask Distribution to Students
- Mail
- Marquee*
- Social Media*
- Banners (Campus)
- Email
- Text Messages
- Johnson Center Open Houses
- Print Collateral
- Website

*Multilingual (English, Spanish, Vietnamese)

Recent Examples

Billboard Ads

Google Display Ads



Google Search Ads



p.jama_@santaanacollege i am so close to graduation. my goal is to stay focused, continue to get the grades B's or better. graduation leads to transferring, which leads to a long list of goals i wish to accomplish! and santa college is where it all began! #DonYourMask 🎓📚📖

Bus Ads



Facebook, Instagram Carousel Ads

Social Media Contest

Mailer

Measuring Success*



*Implement changes based on findings



Recent Performance Metrics

DIGITAL ADVERTISING

July

Platform	Impressions	Clicks	CTR	CPM	CPC	Cost
Google Search	20,308	3,547	17.47%	\$72.87	\$0.42	\$1,480
Google Display	720,938	6,023	0.84%	\$2.58	\$0.31	\$1,857
Facebook/IG	543,503	2,370	0.44%	\$4.42	\$1.01	\$2,405
TOTAL/AVERAGE	1,284,749	11,940	6.25%	\$26.62	\$0.58	\$5,741

August

Platform	Impressions	Clicks	CTR	CPM	CPC	Cost
Google Search	51,847	15,143	29.21%	\$49.76	\$0.17	\$2,580
Google Display	549,618	5,163	0.94%	\$3.38	\$0.36	\$1,855
Facebook/IG	520,763	2,222	0.43%	\$4.55	\$1.07	\$2,371
TOTAL/AVERAGE	1,122,228	22,528	6.25%	\$19.23	\$0.53	\$6,806

DIRECT ADVERTISING



Fall Semester community mailing



Targeted mailing to 2021 high school graduates (SAUSD and GGUSD)



Emails sent to three student groups promoting Johnson Center Grand Opening and Fall

SOCIAL MEDIA (July-August)



WEBSITE

July

Web Page	Total Views	Unique Views	Bounce Rate	Description
sac.edu (home)	96,253	74,331	19.69%	
Catalog and Schedule	13,689	11,501	67.10%	
sac.edu/sacdays	500	329	31.96%	SacDays postcard (part of fall mailer)
sac.edu/FallatSAC	14	7	66.67%	JSC general postcard (part of fall mailer)
sac.edu/Fall2021	10,386	7,855	61.53%	SA billboards (Main Place, Kia, stadium)
sac.edu/fzf	2,681	2,155	51.97%	Social media

August

Web Page	Total Views	Unique Views	Bounce Rate	Description
sac.edu (home)	177,853	134,062	14.87%	
Catalog and Schedule	22,825	19,286	79.03%	
sac.edu/sacdays	5,824	4,435	72.48%	SacDays postcard (part of fall mailer)
sac.edu/FallatSAC	80	63	36.17%	JSC general postcard (part of fall mailer)
sac.edu/Fall2021	15,345	11,908	62.47%	SA billboards (Main Place, Kia, stadium)
sac.edu/fzf	4,963	4,099	66.86%	Social media



Recent Student Metrics*

STUDENT HEADCOUNT

**Headcount is at
approximately 105%
compared to Fall 2020.**

Still behind Fall 2018, but we
are trending up from last
year and moving towards
our target.

FULL-TIME EQUIVALENT STUDENTS (FTES)

**Down approximately
5% compared to
16-20% last year.**

Moving towards hitting our
target!

**Numbers fluctuate based on when reports are run*



We've only just begun...



SAC's upcoming and continued strategies to attract and retain students include:

INCREASE ENROLLMENT

- Phone Campaign (part-time person to address questions and track results)*
- Student Retention-Focused Communications and Outreach
- High School Senior-Focused Communications and Outreach
- Digital advertising (Google Search)
- YouTube Video Network Advertising (Streaming)
- Audio Network Advertising
- Human Interest Features (SAC Stories)
- Experiential Events on Campus
- Term-specific Mailers to Community
- Main Place Mall Indoor Ads (Term-specific and General)
- Print Advertising*
- Community Partnerships/Events
- Movie Theaters
- Social Media*
- Email
- Print Collateral*
- Outdoor/Billboards



One of SAC's ads at Main Place Mall will be here!

*Multilingual (English, Spanish, Vietnamese)

SAC's upcoming and continued strategies to attract and retain students include:

IMPROVE PERCEPTION

- Website Enhancements
- Experiential Events on Campus (e.g. Science Center Opening)
- Advertising
- Human Interest Features (SAC Stories)

PRIORITIZE RETENTION & COMMUNICATIONS

- Human Interest Features (SAC Stories)
- Experiential Events on Campus
- Mail
- Email
- Phone
- Human Interest Features (SAC Stories)



Similar outreach planned for Science Center

*Multilingual (English, Spanish, Vietnamese)

Budget

TOTAL BUDGET \$344,000

NEEDED-GENERAL MARKETING

• General Fund/Other \$200,000

Additional projected sources of funding to be used this fiscal year only include:

RESTRICTED & ONE-TIME FUNDS

- HEERF/CARES (FY '22 only) \$62,605
 - SB-85 (FY '22 only)* \$150,000
 - Equity (Photography/Advertising) \$20,000
- Total \$232,605**

**All SB-85 funds were exhausted for Fall 2021*



Next Steps



Continue to Implement Marketing Plan With Approved Funding



Report Monthly Metrics and Highlights (Recap One-Sheet)



Schedule Progress Presentation and Request for FY '23 in March/April

