**Title page with image**



Membership of SEMC

* Gary Albury, Director of Student Activities and Campus Life
* Maxinne Bernal, Public Information Officer
* Rudy Besikof, Vice President of Instruction
* Rupinder Bhatia, IT Director
* Fred Bourgoin, Faculty Senate President, Mathematics Faculty
* Clifton Coleman, Research Outreach & Technology Analyst
* Vicki Ferguson, Vice President of Student Services
* Eleni Gastis, Faculty Senate Vice President, English Faculty
* Terrance Green, Counseling Faculty
* Chandra Johnson-Malone, Assessment Specialist
* Joseph Koroma, Ph.D., Financial Aid Director
* Derek Lee, Academic Support Service Specialist
* Mildred Lewis, Ed.D., Dean of Enrollment Services
* Derek Pinto, Vice President of Business Services
* Denise Richardson, Dean of Mathematics & Sciences
* Iolani Sodhy-Gereben, Curriculum Specialist
* Suzan Tiemroth-Zavala, ESOL Faculty
* Janelle Tillotson, Counseling Faculty

**Laney College Enrollment Management Plan**

**2019-2021**

Laney College is located in downtown Oakland, California and is the largest institution in a four-college district. It is the largest of the four Peralta Community College District campuses, serving approximately 12,000 students annually. As the flagship college for the Peralta District...

Laney College stretches across sixty acres in downtown Oakland, California, one of the most ethnically and economically diverse cities in America. Laney is also one of the oldest community colleges in the nation, celebrating 65 years in 2018. The Laney College service area includes the adjacent cities of Alameda, Albany, Berkeley, Emeryville, Oakland, and Piedmont. It also draws students from the Greater Bay Area because of its reputation for diversity and high-quality technical training.

Laney College is dedicated to its students and the community, and it strives tirelessly to adhere to the [Mission, Vision, and Values](https://laney.edu/about/) it has established. From these and through its collective leadership, it also established [Laney College’s Strategic Plan for 2018-2023](https://laney.edu/college-strategic-plan/) that is built upon the following [Strategic Goals](https://laney.edu/college-strategic-plan/2018-2023-strategic-plan/strategic-goals-objectives/):

* **Promote Equity**
* **Promote a collaborative institutional culture for communication, governance and decision-making**
* **Offer students the highest quality curriculum and services**
* **Cultivate a culture of belonging, pride and self-reflection for continuous improvement**
* **Increase awareness and access to disproportionately impacted communities**

***What is Enrollment Management at Laney College?***

Aligned with Laney’s mission, vision and goals, Strategic Enrollment Management (SEM) is a collaborative process that includes maximizing enrollment and developing innovative, institutional programs and services to recruit, retain and support students throughout their education and career pathways.

Guiding Principles:

* Helping students achieve their educational goals while realizing their limitless potential is the core of our work at Laney. SEM goals will align with the institution’s mission and goal statements.
* Cross-functional collaboration is critical to Laney’s ability to meet the goals set forth in the SEM plan. No single person is responsible for achieving the goals set forth in this plan; rather, campus-wide teamwork and communication is critical to success. Our curriculum and scheduling will be rooted in student need.
* College SEM efforts will include sound fiscal planning and alignment with the education and strategic master plans before goals are finalized.
* Data—both qualitative and quantitative—will be used to set institutional enrollment goals, as well as strategies and tactics.
* Laney’s SEM goals will be assessed and updated to align with the evolving needs of the college community.
* Supporting Laney’s equity goals by identifying ways to ensure success of diverse and disproportionately impacted student populations.
* Supporting all students in achieving their educational goals and realizing their tremendous academic and career potential.

***Summary of Challenges***

***Include how Intersection of GP***

***Challenges Facing Laney College’s Enrollment Management Efforts***

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Pillars | 2021 Goals &  Outcomes | Strategies and Activities |  | Timeline for  Completion | Budget | Lead/s |
| Goal | Pillar | Strategies | Budget | Timeline | Lead/Responsible Parties |  |
| Maximize Outreach  Outreach:  Laney students and potential students need to benefit from outreach that fully leverages state-wide initiatives while contextualizing and addressing student needs.  Data Point(s): ????? | Outreach  Maximize outreach through collaboration between student services, instruction and administrative services. | * Targeted marketing materials * Compliance with Assembly Bill 705 * Focus counseling, outreach, marketing efforts on having students take English and Math in first semester. * Provide support as needed through standalone and embedded tutoring.   \*pillars 2-3   * Employ scheduling practices to promote pathway-designed enrollment.   \*pillars 2 or 3 | Cost?  Student Equity and Achievement Program | Ongoing  Fall 2019: Default English and Math Placement for students declaring transfer.  “ | PIO/VPSS  Dean of ES, Assoc. Dean ES, |  |
| Design: Laney students need a schedule of programs rather than a schedule of courses  Data: Students at Laney averaged 84 units to complete 60-unit degrees from 2014-2106. (cccco)\* | Increase in average number of units per student. | * Schedule will be redesigned in comprehensive fashion to publicize tracks of courses for day, evening, online students whether they attend school part-time or full-time. This will also be the approach in publicizing and marketing the schedule, with an emphasis on leveraging college resources, including technology |  |  |  |  |
| Laney is confronted with the issue of an outflow population, or students whose home campus is Laney taking courses elsewhere in the district.  Data point: Laney College Office of Research | As the college moves forward with resource and budgetary challenges, it also faces competition from three intradistrict colleges that use many of the same resources that the colleges do. Efforts will be made toward keeping students who “claim” Laney as their campus to take more of their course loads here. | * Refine schedule development process to include marketing as more deliberate aspect of scheduling efforts. * Employ data sources in scheduling to include not only past class section performance but also available “present” data such as surveys, Student Education Plans. |  |  |  |  |
|  |  | * Utilize student education plan data in building schedules * Redesign schedule to communicate “schedule of programs” to students. |  |  |  |  |
| Support for Students:  Among short-term career education students, only 14% have completed 9 or more units. (6% among all students.) (cccco)  The percentage of students who successfully complete English and Math requirements averaged between 6-8% between 2016-18.  (cccco) |  | Engage and partner with local employers to promote continuation of studies |  |  |  |  |

Feedback from committee: Gary: How do we have to address the problem within the plan. Move forward with identifying guidelines. Do we include it? Whether we share or not. Identify them as Current Challenges; categorize challenges, for example have a category page that we will use in the chart. Marketing, Goal, Timeline, Budget, Re

Add: Include the work done with Student for Guided Pathways under each Pillar

Student Funding Formula (underneath each Pillar), AB 705 (Support and Scheduling Pillars)

**Approach to Enrollment Management**



**Outreach Efforts – Scheduling Practices – Support for Students – Ensuring Learning**

1. **Outreach Efforts**

Laney College’s student population is one in which there are more older than “traditional” students, most of whom pursue their goals at less than full-time pace. 6.5 in 10 are 24 or older, and statewide data indicates that in one semester, as many as 82% took fewer than 12 units. (CCCCO data for Fall Semester 2017.)

Laney College must work to boost its outreach efforts in two areas. First, it needs to alter its work with the high schools so that more students see Laney as a viable option after high school. Furthermore, through cross-functional efforts, the community of Oakland needs to receive outreach that continues to reach its adult population, not so much for awareness of Laney but to promote more classes per semester for those who sign up.

Steps that Laney College will take moving forward include:

* Creation of a robust outreach plan to cover all aspects of the student recruitment process and showcase the collaborative efforts of college stakeholders, beginning the areas of Instruction and Student Services
* Customize CCC apply for students to receive a letter and welcome video (Fall 2019)
* Renaming and Repurposing the Assessment Department to reflect high-touch recruitment (direct calls to students)
* Communication to students about application filing periods and other important transfer deadlines
* Emphasis on a multiple-class load among students during recruitment
* Partnerships with feeder high schools and increase partnerships with local private and charter schools to host Laney College events on and off campusCollaborate with community based organizations and college transition liaisons to increase pathways for adult learners
* Enhance and improve articulation agreements and pathways of Laney students to four-year institutions. Laney will assess registration dates to align with educational partners.
* Intentional outreach and recruitment strategies to prospective students from disproportionately impacted groups Utilization of technology to identify prospective students
* Target students who have completed 45+ units toward their degrees to encourage them to graduate
* Provide targeted communication to students who qualify for certificates of accomplishment or achievement
* Update the Graduation Petition process, to reflect awarding eligible degrees and certificates
* General Counseling - counselors assigned to specfic high schools CBOs and agencies in collaboration with the department.
* Financial aid marketing and high touch engagement of financial literacy to increase financial awareness, health and access to financial resources for student success
* Enrollment Services Marketing and high touch engagement of Super Strong Interest Inventory assessment supporting student guided career and academic pathways and education planning
  + New high school, AB 540, immigrants and ESOL, re-entry
* Academic Program collaborations co-hosting high touch enrollment campaign for specific programs.

At the end of scheduling efforts for the following academic year, the Vice Presidents of Instruction and Student Services will convene the Strategic Enrollment Management Committee to conduct an evaluation of outreach efforts at Laney.

1. **Scheduling Practices –**

Though Laney’s scheduling work truly begins with outreach activities and continues with support services that take place after registration, the process of scheduling itself needs to be a cornerstone of this plan. Moving forward through the years covered by this document, the college will concentrate on the following areas:

A) Optimized scheduling paired with marketing and outreach efforts that encourage student retention, success and completion.

B) Closer coordination amongst counseling, departments, divisions and other Peralta colleges that result in a lower swirl rate among students

C) Higher persistence and completion rates through programs that students identify as their educational goals

D) Consistent surveying of student schedule needs and educational goals

Though there are many facets to schedule development, Laney aims to achieve the following as key components

* Identification and monitoring of FTES trends to be made available to all Laney stakeholders involved in scheduling
* At the faculty level, both Chair and Counselor perspective to inform optimized class scheduling
* Establishment of budgets to achieve corresponding, realistic FTES targets
* Ongoing analysis of average load per student
* Assessment of scheduling blocks as well as facilities for scheduling, including room capacities/utilization
* Promotion of Degrees for Transfer
* Provide students with clear and structured paths to completion, transfer, and the world of work
* Curriculum development and updating to include transfer- and industry-responsive offerings
* Curriculum updating, including inactivation of courses and programs when necessary through an agreed upon viability process
* Revisions to curriculum, especially as they relate to technology, workforce readiness
* Promotion of High-Demand Work-Readiness and Advancement Certificates
* Accounting for Student Success funding formula in process, especially as it relates to areas such as transfer degree completion, degree and certificate completion, transfer, completion of transfer-level English and Math within a year.
* Strategically schedule evening, weekend courses
* Strategically schedule online offerings
* Build strategy to promote, support capstone courses C or D
* Mobility to add high-demand sections
* Sequential scheduling for students to satisfy multiple areas in one visit to campus (e.g. G.E. Breadth areas)
* Scheduling of shorter-term courses
* Communication with Public Information Officer as well as District IT to align their respective practices in a way they support the scheduling process; similarly, the SEMC will identify ways in which the Offices of Instruction and Student Services can conversely support Marketing and Technology efforts at Laney

At the end of scheduling efforts for the following academic year, the Vice Presidents of Instruction and Student Services will convene the Strategic Enrollment Management Committee to conduct an evaluation of the scheduling process.

1. **Support for Students –**

Critical to the entire process of enrollment management at Laney College is providing efficient student access to the available campus resources that support students as they pursue their educational goals. Some of these supports include academic advising, priority registration, health and wellness services, technology support, financial aid assistance, tutoring, early alert and retention, resources and referrals to address food and housing insecurity.

Activities identified with enrollment management support:

* Implement and evaluate a First Year Experience through Student Life
  + Expose students to career pathways – Super Strong Skills Assessment
  + Provide resources/referrals - childcare, Special Programs, Learning Communities, transportation (EasyPass),
* Establishment of Bridge Programs to support students’ entry into College-level curriculum
* Implementation Starfish Early Alert with the goal of full faculty participation.
  + Send alerts to update Ed Plan
  + Contact probation students and schedule appointments
  + Promotion of a culture of evaluating and reporting on student progress
* Increase in course sections that include integrated counseling and embedded tutoring (increase opportunities for evening classes)
* Campus wide tutoring at a one-stop location, including oversight of embedded tutoring
  + Assistance for online learners or those in web-enhanced courses, including but not limited to support as needed for students new to online classes
* Provide students with information for accessing DE College online access support
  + Text Alerts
  + DE Support tab on College Website Home Page
  + Include in online orientation
  + Online videos – DE class orientation and Instruction
  + Develop online counseling and advising support services
  + Require a DE online orientation in online classes, as part of the course curriculum
  + Refer students to NetTutor, online tutoring integrated into Canvas and encourage instructors to turn on their NetTutor feature
* Increase student awareness and access to the college’s campus and community employment opportunities – promote Employment Services and Career Services
* Support for students through graduation updates and degree/certificate advising as well as confirmation that graduation requirements have been satisfied
  + Alerts to students who surpass 60 units or other markers suggesting completion or near-completion

1. Ensuring Learning

Laney College’s enrollment management efforts are organic in nature, as student needs are constantly evolving. To that end, the college must continue in its endeavors to maintain a culture of data-informed decision making, regular assessment, and professional development across the institution.

**Data**-**driven**

In direct alignment with its Strategic Goals and Objectives, Laney College relies on assessment – including Program Review – both of which are anchored in the use of data. (Goal/Objective 4.3; See Appendix II)

Enrollment management is certainly no exception to this institution-wide approach, as it especially relies on the following as valid sources of information to inform decisions:

Key:

MIS: Management Information System

SARS:

PeopleSoft: PROMT/Passport - Student Information System

OBIEE: Oracle Business Intelligence Enterprise Edition – Data Reporting System

|  |  |  |
| --- | --- | --- |
| Pillar/Topic | Data | Source(s) |
| Ensuring Learning | Tutoring outcomes (embedded, workshops, drop-in) | SARS, PeopleSoft, OBIEE, Surveys |
| Ensuring Learning | Course outcomes (success & retention) | PeopleSoft, OBIEE, MIS |
|  | Cour |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Outcomes Assessment and Implementation of Consequently Emergent Improvements**

**Professional Development**

With the changing needs of students as well as the resources available to them, all Laney College employees need to remain current in their knowledge and practices. This need resonates in our college planning, specifically Goal/Objective 4.2 in the college’s Strategic Goals and Objectives. (See Appendix II.) It is encouraged throughout the college by providing a variety of professional and training opportunities focused on enabling employees, at all levels, to develop the skills needed to succeed.

In the area of enrollment management, professional development will focus on the following areas:

* Outreach
* Student Equity
* Pedagogy
* Scheduling Development Practices
* Intervention Strategies
* Integration of Counseling/Advising in the student experience
* Use of Technology

Types of professional development activities include but are not limited to the following:

**Conference Attendance** – The college strategically builds cross-functional groups to attend conferences when possible. For instance, in June 2018, a group of college faculty, classified professionals and administrators attended an enrollment management conference. At the table were representatives of Instruction and Student Services as well as the Public Information Office.

**College Professional Days** – The college holds four professional days throughout the academic year. Faculty are contractually obligated to attend a number of workshops, and *all* employees are encouraged to participate.

**District-Wide Professional Development Days** – These are held twice a year and district discipline meetings are a standard part of the agenda. Moving forward, issues of scheduling across the district will become more predominant parts of the day’s agenda.

**Technology Training** - For areas related to outreach, scheduling and student support, the college will continue to ensure employees are trained as needed in the following:

* CCC Apply
* PROMT (Peoplesoft) – Registration & Enrollment Technology
* FAFSA
* SuperStrong Assessment Skills Platform
* SARS
* Access, Excel – for Student Tracking
* Data Reporting System,
* Curriqunet
* Tutor Trac
* PROMT (Peoplesoft) – Scheduling Platforms
* 25Live Scheduling (Training to take place in 2019-20.)
* SARS Tutoring
* Starfish and other student intervention platforms
* Business Intelligence Data Management Systems

**Marketing**

Marketing and Communications play an important role in all aspects of enrollment management laid out in this plan, including in outreach efforts, recruitment, promotion of the College and class offerings, student services efforts (onboarding and retention strategies), and more. The office responsible for creating and implementing marketing and communication strategies and integrating these into each pillar of the plan is the Laney College Public Information Office.

The following are marketing and communication tasks and activities of focus for the PIO:

* Provide regular and consistent communication with the community and prospective students to keep them informed of registration dates and enrollment opportunities
* Market career clusters/meta-majors in connection with pathways efforts
* Develop intentional marketing to prospective students from disproportionately impacted groups
* Targeted marketing and communication that encourages students to stay on track to achieve their educational goals at both campuses
* Internal marketing efforts to assist students with identifying courses, programs and career pathways
* Alignment of college-wide marketing efforts to better inform students of **all** our products and programs
* Celebrate student successes through positive communication
* Increase student awareness of student supports available to them on campus
* Invest in software to identify prospective students
* Creation of marketing materials that informs the College and students about programs, services, stats, etc.
  + Creation of short videos to market Laney on social media
* Work more effectively with District on marketing of the College
* Plan a fun and engaging orientation for students to learn about the College and programs as well as receive materials that would help inform them of resources the during year (library, computer labs, tutoring, etc.)
* Use more digital media tools to enhance how we do outreach and retention.
* Use data to inform marketing practices
* Coordinate student panels to inform peers (at high schools and our freshmen) about challenges they’ve faced and solutions that made them successful
* Better marketing of our late start, weekend, and DE classes
* Cut cost by hiring a graphic designer at Laney and having in-house printing capabilities

Outreach-Marketing

* Reach out to high schools within a 100-mile radius to learn about Laney. Leave them with printed materials about our programs
* Have campaigns to target those seeking career enhancement – build relationships with local business to connect our students with: Pixar, Kaiser, etc. Do PR about these partnerships.
* Work on initiatives to create or strengthen effective outreach strategies

Technology

Though not seen in all enrollment management plans, technology – like marketing – plays an all-encompassing role in Laney College’s efforts. Also important is assessment of technology as it relates to scheduling on an infrastructural level and from the student (user) perspective; catalog and schedule access, especially as it relates to currency and rapidity; long-range planning; campus information access; transcript or progress access; 360-degree technology access to distance education; and access to campus services such as the bookstore.

Throughout the two years of this plan, the Strategic Enrollment Management Committee will collaborate with the Chief Technology Officer on the following applications of the above-named efforts:

* + Canvas
  + Blackboard (this is only for emergency...Gov Delivery is used for marketing)
  + 25LIVE for academic and campus facility scheduling
  + CCC MYPATH (tracking; free)

Conclusion

This plan represents an ambitious embarkment for Laney College, as it is one document full of goals that will only be attainable with collaboration and resulting synergy from all stakeholders on campus, including students. Moving forward, as assessments in each of the aforementioned sections are completed, they will be done so with the use of data. As for addressing emergent concerns, the human solution will be professional development, while more concrete issues needing tangible solutions will leverage college planning processes, including the Strategic Goals, linked to the State Chancellor’s Vision for Success, and validated through Laney College’s robust program review process. ***Free coffee is available in T-701. (Only if Faculty Senate pays for it.)***

APPENDIX I: Laney College Mission and Values

Mission

Laney College educates, supports, and inspires students to excel in an inclusive and diverse learning environment rooted in social justice.

Values

* Respect: We demonstrate a commitment to the value of each individual through trust, cooperation, and teamwork. We recognize the worth of each individual and his or her ideas and treat each other and those we serve fairly, with compassion and with esteem.
* Diversity: We are a multicultural and diverse organization, an enriching blend of people and ideas. This college is a place for all people, an environment devoted to fostering and embracing the diversity of our staff, faculty and student body.
* Appreciation: We demonstrate recognition in the value of the efforts put forth by all of our faculty, staff, administrators and students. We will foster employee growth and performance levels through and personal development.
* Competence: We share a commitment to performing our work assignments with excellence and continuous improvement. We emphasize doing our best in teaching and learning, student achievement, administrative practices and delivery of support services.
* Integrity: We are committed to nurturing campus trust by holding ourselves accountable to the highest standards of professionalism and ethics.
* Accountability: We are individually and collectively responsible for achieving the highest levels of performance in helping students acquire the necessary skills and abilities to earn associate degrees, certificates, transfer, and career preparation. We continually evaluate ourselves in an effort to improve our effectiveness and efficiency in meeting the educational needs of our community.
* Innovation: We encourage and support creativity, collaboration and risk-taking. We foster and promote innovation in the design, development, support, delivery, and management of all programs and services.
* Collaboration: We work cooperatively in a shared governance environment and value individual ability and diversity in thinking as essential to promote open communication, active participation, exchange of ideas and collaborative decision-making.

APPENDIX II: Laney College 2018-23 Strategic Goals and Objectives:

Goal 1:  Promote Equity  
Objectives  
1.1  Align the budget and resource allocation process with the College’s mission  
1.2  Ensure and promote diversity in committee participation, hiring, and professional development  
1.3  Foster cultural humility and inclusion within programs and services

Goal 2:  Promote a collaborative institutional culture for communication, governance and decision-making   
Objectives  
2.1  Increase understanding of and participation in the College’s governance and decision-making  
2.2  Implement assessment of governance and decision-making processes  
2.3  Improve communication between faculty and staff  
2.4  Improve responsiveness to student input

Goal 3: Offer students the highest quality curriculum and services  
Objectives  
3.1  Increase student job placement  
3.2  Increase numbers of transfers to 4-year institutions  
3.3  Increase degree completion  
3.4  Increase course completion  
3.5  Increase completion of career education  
3.6  Improve the capacity for the development and assessment of curriculum  
3.7  Increase the number of students with a comprehensive education plan  
3.8  Create a seamless application, enrollment and onboarding process for new and returning students

Goal 4: Cultivate a culture of belonging, pride and self-reflection for continuous improvement   
Objectives  
4.1  Ensure all the facilities are clean, safe, functioning, well-equipped, and attractive  
4.2  Restructure current professional development activities to provide regular and ongoing professional  
4.3  Adopt a new program review process for all areas of the College  
4.4  Develop and provide a student first-year experience program to promote greater student engagement  
4.5  Design and deliver purposeful and seamless student support

Goal 5: Increase awareness and access to disproportionately impacted communities  
Objectives  
5.1  Increase the number of veterans, foster youth, Latinx, and formerly incarcerated students  
5.2  Develop and implement outreach strategies for targeted populations in the community  
5.3  Grow and maintain stronger relationships with community-based organizations

APPENDIX III: TIMELINE OF ENROLLMENT MANAGEMENT PLAN DEVELOPMENT

May, 2018: Composition of Enrollment Management Plan was identified as a goal at the Strategic Enrollment Management Workshop/Conference.

December 2: Ideas were sought for plan at first official Strategic Enrollment Management Committee Meeting

December 19: Outline of plan was presented, approved at Strategic Enrollment Management Committee Meeting

January 11: Outline, draft was vetted at statewide Strategic Enrollment midyear meeting

January 16: Feedback from state conference shared at Strategic Enrollment Management Committee Meeting

January 19: Strategic Enrollment Management Plan updated during College FLEX Day All-Campus Plenary

February 1: Vetted plan presented at Department Chairs meeting, the first of subsequent vetting of plan to participatory governance groups.

February: Sharing/update of plan to Shared Governance committees at Laney

February 6: Draft of plan presented to SEMC

February 20: Final approval of plan by Strategic Enrollment Management Committee

March 20: Presentation for Approval at Laney College Council (need go Mai 2 weeks prior which is March 6th for 1st read)

APPENDIX IV. State-Level “Drivers” Informing Enrollment Management

The face of community college in California is changing, and as Laney moves forward in its efforts, and it is mindful of the following initiatives that will provide long-term success for students:

State Chancellor’s Office Vision for Success

Guided Pathways

Assembly Bill 705

Student-Centered Funding Formula

Strong Workforce Program

Student Equity and Achievement Program –

State, Local Promise Programs –

APPENDIX – Laney Strategic Enrollment Management Committee Charge (add SEMC Charge)

***Summaries of each with contextualization to Laney***