

# STRATEGIC ENROLLMENT MANAGEMENT PLAN



2019-2021

Laney College

DREAM. FLOURISH. SUCCEED

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# Strategic Enrollment Management Plan

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## INTRODUCTION

In 2017, Laney College adopted a new mission, vision and strategic plan with five specific goals aimed at ensuring students would be supported in their learning and feel inspired to excel in an inclusive and diverse learning environment.

Rooted in social justice, Laney College's new mission and vision describes our community: a place where students receive access to the highest quality curriculum and instruction while they cultivate a sense of belonging that counters the pervasive inequities our students face in society.

With a focus on equity, the adopted goals from the college's strategic plan aim to increase awareness and access for disproportionately impacted communities to complete their educational goals while fostering an institutional culture that is both collaborative and reflective.

As part of this commitment, during the spring semester of 2018, the College embarked on an assessment and dialogue about how to ensure that the institution's instructional offerings -- as well as student support services -- recruited, retained and supported students throughout their educational journey. The ultimate goal was clear: we would work to both maximize enrollment and develop innovative solutions and supports.

In order to work toward this new vision of strategic enrollment management at Laney, the college president convened a group of classified professionals, faculty and administrators that would help revamp the Enrollment Management Committee and develop a two-year plan that supports students from recruitment through completion.

The group participated in the Institutional Effectiveness Partnership Initiative (IEPI) Strategic Enrollment Management (SEM) Academy in the summer of 2018 and began creating an enrollment management plan that helps address the College's needs. The purpose of the Laney College Strategic Enrollment Management Plan is to define strategies and concrete objectives that help to meet the College's adopted strategic goals.

## PLAN DEVELOPMENT CHRONOLOGY

| Date                | Event/Action  |
|---------------------|---|
| May-August 2018     | Team Identified & Participated in IEPI Strategic Enrollment Management Academy                                  |
| Fall 2018 Semester  | Timeline for SEM plan set; Composition/Charge for SEM Committee Updated and Taken Approved by Shared Governance |
| December 2, 2018    | Strategic Enrollment Management Committee Meeting: Brainstorming on Plan Development                            |
| December 19, 2018   | Strategic Enrollment Management Committee Meeting: Plan Outline Presented and Approved                          |
| January 11-16, 2019 | IEPI Strategic Enrollment Management Academy Mid-Year Convening: Shared Outline Draft and Received Feedback     |
| February-March 2019 | Department Chair's & Participatory Governance Meetings: Presented Draft Plan & Received Feedback                |
| February 20, 2019   | Strategic Enrollment Management Committee Meeting: Revised Plan Draft Presented Based on Incorporated Feedback  |
| March 6, 2019       | Strategic Enrollment Management Committee Meeting: Approved Plan  |
| March 20, 2019      | College Council: Presentation and Approval of the Plan  |

# STRATEGIC ENROLLMENT MANAGEMENT COMMITTEE

## In appreciation

Special thanks to the members of the Laney College Strategic Enrollment Management Committee for their tireless efforts developing a comprehensive two-year enrollment management plan with goals, measurable objectives, and activities based on data in the areas of outreach, retention, and completion.

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

## Additional Appreciation

The Strategic Enrollment Management Committee would also like to thank Casey Frahm, Hope Lane, Ingrid Morales and Matthew Jordan for their help and support.

## Committee Charge

The Strategic Enrollment Management Committee will develop a holistic and integrated approach to enrollment management that supports college-wide collaboration, engagement, creative-thinking and consensus building.

The purpose of the Strategic Enrollment Management Committee is to discuss enrollment strategies and to make recommendations that contribute to student access, recruitment, persistence, completion, and lifelong learning through diverse program offerings.

## Committee Responsibilities

- Evaluate on-going enrollment trends, activities, and initiatives
- Initiate research on scheduling and instruction at the department and division levels as well as within and outside the district
- Use high-quality qualitative and quantitative data to inform recommendations
- Collaborate with college constituencies to develop, implement, and evaluate enrollment management goals and strategies that align with Laney's Strategic Plan
- Assess, evaluate, and make recommendations for student support strategies to enhance student access, success, persistence, and goal attainment
- Monitor and evaluate progress toward strategic enrollment planning goals
- Develop intentional marketing strategies to prospective and current students unique to Laney's student population and community

## DEFINITION & GUIDING PRINCIPLES

Aligned with Laney College'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

- Help students achieve their educational goals while realizing that their limitless potential is the core of our work at Laney. SEM goals will align with the institution's mission and goal statements
- Campus-wide teamwork and communication is critical to success
- Curriculum and scheduling will be rooted in student need. College SEM efforts will include sound fiscal planning and alignment with the educational and strategic master plans
- Data, both qualitative and quantitative, will be used to set institutional enrollment goals, as well as strategies and tactics
- Adopted goals will be assessed and updated to align with the evolving needs of the college community
- Support equity goals by identifying ways to ensure success of diverse and disproportionately impacted student populations
- All students should achieve their educational goals and realize their tremendous academic and career potential



## Campus Overview

# Laney College

Founded in 1953 | Laney.edu

# 100+

### Programs

in Liberal Arts, Sciences, Business, and Career Education

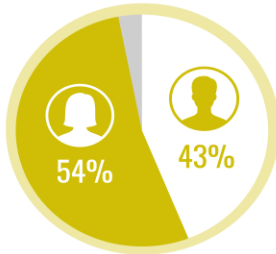


# 44

### Associate Degree Programs

including 13 Associate Degrees for Transfer

### Male & Female Students



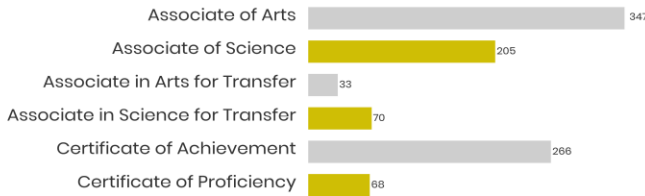
# 16,543

### Total Students

Fall 2017 & Spring 2018

### Ethnicity

|                         |      |       |
|-------------------------|------|-------|
| American Indian         | 52   | 0.3%  |
| Asian                   | 4735 | 28.6% |
| Black/ African American | 3439 | 20.8% |
| Hispanic/ Latino        | 3940 | 23.8% |
| Pacific Islander        | 108  | 0.7%  |
| Multi-Racial            | 829  | 5.0%  |
| Unknown/NR              | 843  | 5.1%  |
| White                   | 2597 | 15.7% |



# 989

### Degrees & Certificates Awarded

2017-2018 Academic Year



# 400+

### Full Time & Part Time Faculty



### Transfer

2017-2018 Academic Year

# 235

CSU Transfer

# 152

UC Transfer

# 74%

UC Systemwide Acceptance Rate

# 26%

Berkeley Acceptance Rate

# 68%

Davis Acceptance Rate

Laney College does not discriminate on the basis of age, race, color, gender identity, sexual orientation, national origin, or disability.



# STRATEGIC ENROLLMENT MANAGEMENT PLAN FRAMEWORK

The Laney College 2019-2021 Strategic Enrollment Management Plan is organized around the following categories, which are comprised of specific activities:

- **Scheduling, Curriculum, & Program Pathways**
- **Support & Services**
- **Marketing & Outreach**

## Targeted Student Groups

Our approach to strategic enrollment management is twofold: first, we aim to increase our enrollment through outreach to all age groups in the local community. Second, we want to ensure that students who are currently enrolled at the College are supported in completing their goals.

In addition to measuring success among the general student population, the College will continue to track the achievement of its identified target student groups, which is a distinctive feature of strategic enrollment management. Identification of these groups is not only a product of statewide and district disaggregation of data, but these specific disproportionately impacted groups were identified by Laney's Guided Pathways groups and included quantitative and qualitative data collection. These groups include *Pell Grant recipients, AB540 students, California Promise Grant recipients, non-credit students, special admit, undocumented and mixed status students and veterans, dual enrollment, and incarcerated/formerly incarcerated students.*

## Goals

- **Transfer Degrees:** Increase the number of successful transfers to four-year universities by 5%
- **ADT Degrees:** Increase the number of associate degrees for transfer (ADT) granted by 5%
- **Associate Degrees:** Increase the number of associate degrees granted by 5%
- **Persistence:** Increase fall to spring persistence by 2%
- **Career and Technical Education:** Increase the number of credit certificates (16 units or more) granted by 5%, and the number of students who complete 9 or more CTE units by 10%
- **Noncredit:** Increase noncredit FTES by 25%
- **Dual Enrollment:** Increase dual enrollment FTES by 15%
- **California Promise Grant:** Increase the number of College Promise students by 5%
- **Time to Completion:** Reduce the average number of units to a degree by three

## SCHEDULING, CURRICULUM & PROGRAM PATHWAYS

### **College Strategic Goal #3: Offer students the highest quality curriculum and services**

Through our Guided Pathways Inquiry process, the College has gathered student voices and perspectives to guide our efforts in ensuring students have options available that can help them reach their goals, such as:

- Apply the inquiry discoveries made through Guided Pathways.
  - Develop and adhere to block scheduling
  - Increase scheduling of short-term courses
  - Develop a late afternoon/evening “hub.”
  - Create pathway maps to inform students about which classes that lead to a major and a degree or certificate
  - Promote and support capstone courses
- Create partnerships between instruction and counseling to create clear program requirements.
  - Pilot pathway mapping for Fall 2019 are: Media Studies, Social Sciences, undecided/undeclared students
  - Provide support strategies and targeted interventions for programs with low enrollment.
  - Create materials to promote courses, scheduling, career path and degrees
  - Create end-of-semester student survey module for Canvas for all courses
- Adjust course offerings within English, Math, and ESOL to implement AB 705
- Develop articulation agreements with Adult Education Centers to support noncredit college readiness courses
- Increase Dual Enrollment offerings at partner high schools and increase offerings where needed
- Establish high school articulation agreements for Career and Technical Education (CTE) programs
- Increase the total number of Distance Education offerings, with a focus on student support, success, and retention
- Monitor adherence to the established four-year curriculum review schedule
- Provide professional development opportunities for faculty and classified professionals that focus on success, persistence and retention strategies

## SUPPORT & SERVICES

**College Strategic Goal #3: Offer students the highest quality curriculum and services**

**College Strategic Goal #4: Cultivate a culture of belonging, pride and self-reflection for continuous improvement.**

Ensuring students stay on their path can only happen in tandem with optimized support services. The College will work to align support services with other strategic enrollment efforts, such as:

- Support, expand and establish learning communities and cohorts such as the First Year Experience, Umoja/UBAKA, Puente, APASS, and Gateway to College
- Provide program maps, career exploration and assessment services such as Super Strong Skills to help students who are undecided/undeclared
- Expand hours and availability of student services such as counseling, financial aid and health services for our late afternoon/evening “hub”
- Increase awareness of all support services through a support services orientation
- Provide support for online/hybrid offerings, including orientations and technical support
- Create a summer bridge program that is coordinated with support services to enhance college readiness
- Establish a one-stop support center with DE support, on-the-spot counseling, tutoring, orientations
- Implement targeted interventions for student support such as Starfish, text reminders for updating Education Plans, counseling contact and reminders to file for graduation or certificates
- Institutionalize tutoring and expand availability

## MARKETING & OUTREACH

**College Strategic Goal #1: Promote Equity**

**College Strategic Goal #3: Offer students the highest quality curriculum and services**

**College Strategic Goal #5: Increase awareness and access to disproportionately impacted communities**

Conveying our offerings to prospective and current students will increase their awareness and help them reach their goals. This work will be done in partnership with the college community and the Public Information Officer. Our marketing and outreach plan includes the following:

### Marketing

- Use data to inform marketing practices such as intake questionnaires and surveys
- Develop intentional marketing to prospective students from disproportionately impacted groups for access indicators
- Disseminate easily understandable, student-centered information about upcoming policy changes, such as AB 705
- Use digital media tools, newsletters and video to promote the college, programs, career pathways, support services and offerings to prospective students
- Enhance materials to appeal to students already enrolled in the College, encourage persistence and completion
- Celebrate student successes through positive communication
- Collaborate with District Public Information Officer to promote classes, programs, and services
- Collaborate with departments, programs, learning communities, and student services about marketing and promotion of student services
- Develop better marketing of evening, late-start, weekend, and distance education classes
- Coordinate student panels to inform peers about challenges they have faced and solutions that made them successful
- Promote Welcome Week Activities alongside the Office of Student Life
- Create materials that target returning/age 25+ students

### Outreach

- Invest in software to identify prospective students
- Hold campus events and fairs that promote programs, services, learning communities, resources, employment opportunities and community partnerships
- Include student ambassadors/ASLC officers and alumni in orientations that focus on community as well as academics
- Identify faculty, alumni and student ambassadors to join in on outreach efforts

- Expand financial aid workshops
- Evaluate and improve the dual enrollment registration process
- Create materials targeted to high schools within 100 miles of Laney

## CONCLUSION

The next two years will mark an ambitious effort in strategic enrollment management at Laney College. The State Chancellor's Vision for Success has introduced substantial changes such as the new funding formula, Guided Pathways and AB705, which encourage us to strategize differently and align more closely. Moving forward, our largest goal might be the close coordination between instruction, student services and the college community to navigate the changes on the horizon. With student voices guiding our efforts – and dedicated faculty, classified professionals and administrators working together to better the lives of our students -- we remain committed to ensuring our college is a transformative, supportive and inspiring institution where our students dream, flourish and succeed.

## APPENDIX

### 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 2018-2023 Strategic Goals & 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: Implementation Matrix

The following pages contain a summary of the activities described in the present document, along with the metrics we will use to measure the college's progress, completion dates, and parties responsible for the implementation.

## Scheduling, Curriculum & Program Pathways

*College Strategic Goal #3: Offer students the highest quality curriculum and services*

| Enrollment Management Strategy   | Metric for Success  | Timeline for Completion |           |             |           | Strategy Leads  |
|--|---|-------------------------|-----------|-------------|-----------|---|
|  |   | Spring 2019             | Fall 2019 | Spring 2020 | Fall 2020 |   |
| <b>Apply the inquiry discoveries made through Guided Pathways</b>                                  |   |                         |           |             |           |   |
| Develop and adhere to block scheduling   | Number of units attempted; completion rates                 |                         |           |             | X         | VPI, Deans, Department Chairs   |
| Increase scheduling of short-term courses  | Number of short-term sections offered                       |                         |           | X           |           | VPI, Deans, Department Chairs   |
| Develop a late afternoon/evening "hub"   | Enrollment in courses; use of student services after 4 p.m. |                         | X         |             |           | VPI, VPSS, VPBAS, Deans, Department Chairs, Guided Pathways Co-Coordinators |
| Promote and support capstone courses   | Enrollment in courses                                       |                         |           |             | X         | VPI, Deans, Department Chairs, Public Information Officer                   |
| <b>Create partnerships between instruction and counseling to create clear program requirements</b> |   |                         |           |             |           |   |
| Pilot Pathway Mapping, beginning with Media Studies, Undecided Students and Social Science         | Enrollment in courses listed on pathway maps                |                         | X         |             |           | Department Chairs, Counseling Department                                    |

|   |   |  |  |  |   |   |
|---|---|--|--|--|---|---|
| Provide support strategies and targeted interventions for programs with low enrollment                      | Enrollment data for programs with productivity lower than 15; response data concerning marketing efforts    |  |  |  | X | VPI, VPSS, Public Information Officer   |
| Create materials to promote courses, scheduling, career paths, degrees                                      | Response data concerning publicity efforts (e.g. website hits); enrollment analysis of advertised offerings |  |  |  | X | VPI, Deans, Public Information Officer  |
| Create end-of-semester student survey module on Canvas  | Analysis of course offerings compared to survey data from students regarding choice of courses              |  |  |  | X | VPI, Deans, Director of Student Life  |
| <b>Other</b>  |   |  |  |  |   |   |
| Adjust course offerings within English, Math, and ESL to implement AB 705                                   | Success rates of transfer English, Math courses within one year   |  |  |  | X | VPI, VPSS, Dean of Math & Science, Dean of Liberal Arts                       |
| Develop articulation agreements with Adult Education Centers to support noncredit college readiness courses | Completion numbers for CDCP courses and certificates; number of students transitioning to credit courses    |  |  |  | X | Dean of Career and Technical Education, Associate Dean of Educational Success |
| Increase Dual Enrollment offerings  | Number of Dual Enrollment sections; number of Dual Enrollment students who matriculate after high school    |  |  |  | X | VPI, Deans  |
| Establish high school articulation agreements for CTE programs  | Number of agreements; enrollment; success rates among CTE students  |  |  |  | X | Deans   |

|  |  |  |  |  |   |   |
|--|--|--|--|--|---|---|
| Increase the total number of Distance Education offerings with a focus on student support, success and retention                                     | Success rates in Distance Education compared to face-to-face; number of offerings  |  |  |  | X | VPI, Distance Education Coordinator                                     |
| Monitor adherence to the established four-year curriculum review schedule  | Number of degrees for transfer offered versus Spring 2018; attainment rates for degrees of transfer; number of certificates of achievement; number of students completing 9 units of Career Education coursework                   |  |  |  | X | VPI, Curriculum Committee Co-Chairs, Deans                              |
| Provide professional development opportunities for faculty and classified professionals that focus on success, persistence and retention strategies. | Participation rates in professional development identified specifically as focusing on success; persistence and retention strategies; institution-wide and discipline/department specific success; persistence and retention rates |  |  |  | X | VPI, VPSS, Dean of Student Services, Professional Development Co-Chairs |

## Support & Services

*College Strategic Goal #3: Offer students the highest quality curriculum and services*

*College Strategic Goal #4: Cultivate a culture of belonging, pride and self-reflection for continuous improvement*

| Enrollment Management Strategy   | Metric for Success   | Timeline for Completion |           |             |           | Strategy Leads   |
|--|--|-------------------------|-----------|-------------|-----------|--|
|  |  | Spring 2019             | Fall 2019 | Spring 2020 | Fall 2020 |  |
| Support, expand and establish learning communities and cohorts such as the First Year Experience, Umoja/UBAKA, Puente, APASS, and Gateway to College | Retention, persistence and success rates among cohort students in comparison to overall student population |                         |           |             | X         | Associate Dean of Educational Success, Program Directors and Coordinators of First-Year Experience, Umoja/UBAKA, Puente, APASS, and Gateway to College |
| Provide program maps, career exploration and assessment services such as Super Strong Skills to help students who are undecided/undeclared           | Number/percentage of undeclared students   |                         |           |             | X         | VPI, Deans, Public Information Officer   |
| Expand hours and availability of student services such as counseling, financial aid and health services for our late afternoon/evening “hub”         | Participation rates/student contact numbers for hub  |                         |           |             | X         | VPSS, Dean of Enrollment Services, Dean of Student Services  |

|   |   |  |  |  |   |   |
|---|---|--|--|--|---|---|
| Increase awareness of all support services through a support services orientation   | Participation rates in number of support services areas   |  |  |  | X | VPI, VPSS, Public Information Officer   |
| Provide support for online/hybrid offerings, including orientations and technical support   | Distance Education retention, persistence, success rates; participation and satisfaction rates for orientations, technical support    |  |  |  | X | Director of Information Technology, Distance Education Coordinator                      |
| Create a summer bridge program that is coordinated with support services to enhance college readiness   | Enrollment, completion rates of initial Summer Bridge programs; success and retention rates in college-level courses                  |  |  |  | X | VPI, VPSS   |
| Establish a one-stop support center with DE support, on-the-spot counseling, tutoring, orientations   | Participation rates/student contact numbers; Distance Education retention; persistence, success rates for students who visited center |  |  |  | X | VPSS, Dean of Enrollment Services, Dean of Student Services                             |
| Implement targeted interventions for student support such as Starfish, text reminders for updating Education Plans, counseling contact and reminders to file for graduation or certificates | Participation rates in Starfish; number of Education Plans; number of awards  |  |  |  | X | VPSS, Dean of Enrollment Services, Dean of Student Services, Public Information Officer |

|   |  |  |  |  |   |   |
|---|--|--|--|--|---|---|
| Institutionalize tutoring and expand availability | Tutoring participation rates; success data in courses with embedded tutoring |  |  |  | X | VPI, Dean of Liberal Arts, Dean of Math and Science |
|---|--|--|--|--|---|---|

## Marketing & Outreach

*College Strategic Goal #1: Promote Equity*

*College Strategic Goal #3: Offer students the highest quality curriculum and services*

*College Strategic Goal #5: Increase awareness and access to disproportionately impacted communities*

|   |   | Timeline for Completion |           |             |           |   |
|---|---|-------------------------|-----------|-------------|-----------|---|
| Enrollment Management Strategy  | Metric for Success  | Spring 2019             | Fall 2019 | Spring 2020 | Fall 2020 | Strategy Leads  |
| <b>Marketing</b>  |   |                         |           |             |           |   |
| Use data to inform marketing practices  | Response data concerning publicity efforts (e.g. website hits); enrollment and service area usage patterns for students who received marketing materials; A/B test results of marketing vs. control |                         |           |             | X         | Public Information Officer  |
| Develop intentional marketing to prospective students from disproportionately impacted groups for access indicators | Enrollment data among students from disproportionately impacted groups for access indicators  |                         |           |             | X         | Public Information Officer; Associate Dean of Educational Success |



|  |  |  |  |  |   |   |
|--|--|--|--|--|---|---|
| Disseminate easily understandable, student-centered information about upcoming policy changes, such as AB 705  | Enrollments in Math, English, ESOL; success rates in Math/English within first academic year   |  |  |  | X | Public Information Officer, Dean of Enrollment Services, Dean of Liberal Arts, Dean of Math and Science                           |
| Use digital media tools, newsletters and video to promote the college, programs, career pathways, support services and offerings to prospective students | Response data concerning publicity efforts (e.g. website hits); enrollment and service area usage patterns for prospective students who received marketing materials |  |  |  | X | Public Information Officer  |
| Enhance materials to appeal to students already enrolled in the College that encourage persistence and completion  | Persistence rates among continuing students; award rates; number of awards   |  |  |  | X | Public Information Officer, Dean of Enrollment Services, Dean of Student Services, Dean of Liberal Arts, Dean of Math and Science |
| Celebrate student successes through positive communication   | Response data concerning communication efforts (e.g. survey responses)   |  |  |  | X | Public Information Officer  |
| Collaborate with District Public Information Officer to promote classes, programs and services   | Data on district-originated marketing messages   |  |  |  | X | Public Information Officer  |

|  |  |  |  |  |   |  |
|--|--|--|--|--|---|--|
| Collaborate with departments, programs, learning communities, and student services about marketing and promotion of student services | Response data concerning publicity efforts (e.g. website hits); student participation rates in services by department or program |  |  |  | X | Public Information Officer, Associate Dean of Educational Success                              |
| Develop better marketing of evening, late-start, weekend, and distance education classes   | Enrollment numbers in evening, late-start, weekend, distance education classes   |  |  |  | X | Public Information Officer, Deans  |
| Coordinate student panels to inform peers about challenges they have faced and solutions that made them successful                   | Survey data from attendees   |  |  |  | X | Public Information Officer, Director of Campus Life  |
| Promote Welcome Week Activities alongside the Office of Student Life   | Student survey data  |  |  |  | X | Public Information Officer, Director of Campus Life  |
| Create materials that target returning, age 25+ students   | Increase in 25+ population   |  |  |  | X | Public Information Officer, Dean of Enrollment Services, Associate Dean of Educational Success |
| <b>Outreach</b>  |  |  |  |  |   |  |
| Invest in software to identify prospective students  | New student enrollment rates, tracking data on successful prospective student enrollment   |  |  |  | X | Director of Information Technology   |

|  |   |  |  |  |   |   |
|--|---|--|--|--|---|---|
| Hold campus events and fairs that promote programs, services, learning communities, resources, employment opportunities and community partners | Enrollment rates; job attainment data; program (e.g. EOPS) satisfaction; participation data |  |  |  | X | VPSS, Dean of Enrollment Services, Director of Campus Life, Associate Dean of Educational Success, Dean of Career and Technical Education |
| Include student ambassadors, ASLC officers and alumni in orientations that focus on community as well as academics                             | Tracking data on successful prospective student enrollment; pre-post surveys                |  |  |  | X | Dean of Enrollment Services, Associate Dean of Educational Success, Faculty Senate leadership, Classified Senate leadership               |
| Conduct financial aid workshops  | Rate of FAFSA or Dream Act Application submissions for workshop attendees                   |  |  |  | X | Dean of Enrollment Services, Financial Aid Supervisor   |
| Evaluate and improve the dual enrollment registration process  | Quality control data (i.e. rate of students who register on time)                           |  |  |  | X | VPI, VPSS   |
| Create materials targeted to high schools within 100 miles of Laney  | Tracking data on student enrollment by high school  |  |  |  | X | Public Information Officer, Dean of Enrollment Services   |