Strategic Enrollment

Planning and Management

Skyline College

ACHIEVE

Table of Contents

Introduction

Although colleges and universities have been designing enrollment management plans since the 1970s, the more recent shift to strategic enrollment planning and management provides a significantly more nuanced and integrated understanding of patterns, alignment, needs, and pathways that can result in increased student success and completion, and more effectively meet community needs.[1] Given Skyline College's students first philosophy, institutional commitment to equity, access and student success, and strong culture of data-informed decision making, it is a natural progression for the College to make this shift.

The San Mateo County Community College District's recent move to *Community Supported* status only underscores the need for more detailed and nuanced data that provides a deeper understanding of the changing enrollment needs of our students, along with an increased comprehension of whether current enrollment patterns align with labor market and community needs. "Currently, the SMCCCD is almost entirely community supported….Funds are still limited, but the basis for funding is more stable and predictable than the state funding mechanism and the volatile tax base that supports it. Being community-supported rather than State-supported affords our Colleges a greater opportunity to address community needs rather than State initiatives."[2]

The opportunity to begin rebuilding the institution from a lens of what is actually <u>needed</u> rather than from a lens of what can be patched together from inadequate resources enables Skyline College to more effectively reassess each of the interwoven components of enrollment planning and management, and more strategically design the optimal short and long-term actions for optimally meeting those needs. The recent research and community assessment surveys conducted by the District will greatly augment the College's commitment to data informed enrollment planning and goal setting, and strengthen the alignment of needs with a resource allocation model that maximizes delivery of instructional and support services that enhance connection, entry, progress and completion.

<u>Strategic Enrollment Planning and Management (SEPM)</u>

"Strategic enrollment planning enables you to build your enrollment by design, not by chance."[3] Peter Bryant, Noel-Levitz

With the increased awareness in recent years of the need to move beyond numbers-based models of enrollment management and embrace a more holistic approach, many colleges and universities are engaging in data inquiries and shifts in practice that are more attentive to the realities of students' lives. Strategic enrollment

[1] Wallace-Hulecki, Lynda. "Creating a Sense of Belonging: Strategies for Enhancing Student Diversity and Success." *Reframing Strategic Enrollment Management in the Academic Lens: Theory in Practice, Part 2.* April 2009. http://www.semworks.net/papers/wp_Creating-a-sense-of-belonging-strategies-for-enhancing-student-diversity-and-Success.pdf; Wilkinson, R.B. et al, (November 2007) *A Practical Guide to Strategic Enrollment Management Planning*, Educational Policy Institute.

[2] San Mateo County Community College District *2012-13 Final Budget Report,* Chancellor's Message. (Emphasis added). https://www.smccd.edu/edservplan/dac/files/2012-13%20Final%20Budget%20Report.pdf

[3] Bryant, Peter. "Three Keys to Strategic Enrollment Planning for Community Colleges." Noel-Levitz, *Blog for Enrollment and Student Services,* http://blog.noellevitz.com/2013/07/23/keys-strategic-enrollment-planning-community-colleges/

management has been defined as "a comprehensive process designed to help an institution achieve and maintain the optimum recruitment, retention, and graduation rates of students, where optimum is defined in the academic context of the institution."[4] Although effective SEPM is unique to each campus, some commonalities that seem to be gaining ground include increased collaboration across the instructional and student services components, a blend of institutional shifts and student capacity-building strategies, and strong partnerships with the community. Skyline College is fully grounded within each of these approaches.

While some institutions utilize the expression "enrollment by design" within a broader/ more generalized context of intentionality, Skyline College applies the *Completion by Design*[5] framework, to ensure that equity and excellence are being advanced at each of the four critical phases in students' educational journeys: connection, entry, progress, and completion. This framework will be discussed within a strategic enrollment planning and management context shortly. A snapshot of the College and District, followed by an overview of current institutional enrollment goals and projections, will provide additional context.

About Skyline College

History and Overview
Located on an 111-acre site overlooking the Pacific Ocean just south of San Francisco, Skyline College offers world-class educational opportunities to residents from North San Mateo County and beyond in a culturally rich and globally informed environment. Over 17,000 students annually enroll in a broad range of affordable day, evening, weekend and online courses. Many students complete lower division general education requirements at Skyline College and then transfer to four-year colleges and universities to earn a bachelor's degree. Our Associate Degree for Transfer (ADT) program enables Skyline College students to get *guaranteed* admission to a California State University (CSU) campus or one of seven University of California (UC) schools, entering as juniors. Skyline College currently offers 6 ADTs, with an additional 12 pending approval by the state.

Other Skyline College students graduate and achieve an Associate in Arts (A.A) or Associate in Science (A.S) degree, or complete one or more Certificates that advance their career opportunities. Skyline College offers 41 Associate Degree programs and 58 Certificate programs; nationally acclaimed Career Technical Education (CTE) programs; and a wide range of Learning Communities, such as African American Success Through Excellence and Persistence (ASTEP); Career Advancement Academies (CAAs); Kababayan; First Year Experience; Mathematics, Engineering, & Science Achievement (MESA); Puente; Scholar Athlete; and Women in Transition. Learning Communities enhance student success by providing a strong network of professional, peer, and community resources; blending academic support, cultural enrichment, service learning, community building, and personal development through culturally relevant cohort models that value and engage family and community as an integral part of a student's success.

Skyline College is one of three colleges in the San Mateo County Community College District (SMCCCD), along with Cañada College, in Redwood City, and the College of San Mateo. The SMCCCD is governed by a six-member Board of Trustees that operates independently from county government. Five members are elected at large by county voters every four years, and one student member is elected yearly directly by the students. In June, 2012, the SMCCCD Board of Trustees issued the *Board of Trustees Reaffirmation of Core Values and*

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[4] Dolence, M.G. (1993). *Strategic Enrollment Management: A Primer for Campus Administrators.* American Association of Collegiate Registrars and Admission Officers, Washington DC. Quoted in Wilkinson, R.B. et al, (November 2007) *A Practical Guide to Strategic Enrollment Management Planning*, Educational Policy Institute. P. 7.

[5] Additional detail on Completion by Design available at http://www.completionbydesign.org/about-us/our-approach-and-tools.

Principles Statement, reaffirming its commitment to 5 core values and principles[6] that guide its work. The first of these, *Student-Centered Mission,* states that:

> The Board places top priority on our core mission of providing transfer education and workforce training to as many students as possible. Basic skills classes which are focused on preparing our students for our core mission courses as noted above are also necessary and appropriate. While lifelong learning classes have long been an important part of the community college mission, in the current situation, these courses cannot assume the same importance as transfer and workforce development courses.

> In our current economic reality—with high jobless rates and four-year colleges and universities reducing their course offerings—many more students are turning to community colleges as their last opportunity to obtain a higher education and we must be able to respond to this demand. Therefore, the most important consideration as budget reductions are proposed is whether or not the proposed action will unnecessarily reduce our core mission courses in transfer and workforce development.

> The Board recognizes that low-enrolled courses; classes and programs that are outside of the core mission of transfer and workforce training; and courses and programs that no longer meet student or employment demand will have to be reduced or eliminated. The Board also expects that, when possible, the Colleges will work together to consolidate under enrolled classes or programs in order to preserve opportunities for our students.

> The Board expects that the Colleges and the District Office will continue to examine all items in the budget to evaluate whether they are essential and whether they contribute to student instruction in our core mission areas and reduce or eliminate those items that do not contribute (e.g., travel, conferences and other discretionary items). Preserving core mission courses and programs must be our highest priority.

> The Board acknowledges the commitment of faculty members who have increased their class sizes in order to accommodate as many students as possible. It is this type of commitment to students that has distinguished our District as a student-centered and first-rate institution.

> Student support services and staff are also important and help ensure the success of our students in their pursuit of a postsecondary education; however, the Board believes that, in order to preserve the greatest number of classes and programs to meet student demand, the College District may need to reduce, consolidate and/or automate student support services.

This reaffirmation of values statement, along with the College's Mission-Vision-Values Statement, and College and District Goals, also inform and guide the College's approach to strategic enrollment planning and management:

Skyline College Mission-Vision-Values (MVV) Statement

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[6] Student-Centered Mission, Support for Innovation, Employment Philosophies, Participatory Governance, and Final Decision-Making Authority. http://www.smccd.edu/accounts/smccd/boardoftrustees/Reaffirmation.shtml

Skyline College has integrated its mission, vision, and values into one comprehensive Mission-Vision-Values (MVV) Statement that guides our direction and decision making. The MVV Statement clearly articulates the College's educational purposes, the students it serves, and its commitment to student learning and student success. Both the integrated statement and the seven values enumerated clearly reflect the scope, depth, and interwoven nature of diversity and equity at the College:

Skyline College Mission-Vision-Values

Mission Statement:

To empower and transform a global community of learners.

Vision Statement:

Skyline College inspires a global and diverse community of learners to achieve intellectual, cultural, social, economic and personal fulfillment

Values Statement:

Education is the foundation of our civilized democratic society

Thus:

Campus Climate: We value a campus-wide climate that reflects a 'students first philosophy' with mutual respect between all constituencies and appreciation for diversity. Both instruction and student services are dedicated to providing every student with an avenue to success.

Open Access: We are committed to the availability of quality educational programs and services for every member of our community regardless of level of preparation, socio-economic status, cultural, religious or ethnic background, or disability. We are committed to providing students with open access to programs and responsive student services that enable them to advance steadily toward their goals.

Student Success: We value students' success in achieving their goals, and strengthening their voices as they transform their lives through their educational experience.

Academic Excellence: We value excellence in all aspects of our mission as a comprehensive community college offering preparation for transfer to a baccalaureate institution, workforce and economic development through career technical education programs and certificates, Associate of Arts and Associate of Science degrees, basic skills development, and

lifelong learning. We are committed to academic rigor and quality with relevant, recent, and evolving curriculum and well-equipped programs that include new and emerging areas of study. We are dedicated to an educational climate that values creativity, innovation and freedom of intellectual exploration, discovery, thought, and exchange of ideas.

Community Connection: We value a deep engagement with the community we serve and our role as an academic and cultural center for community including business, industry, labor, non-profits, government and the arts. We are dedicated to maintaining a college culture and institutional climate that is warm and welcoming to all.

Participatory Governance: We value just, fair, inclusive, and well understood, transparent governance processes based upon open and honest communication.

Sustainability: We value an institutional culture that represents a strong commitment to environmental sustainability and justice. We are committed to the tenets of sustainability "To meet present needs without compromising the ability of future generations to meet their needs."

College Goals

The College goals are part of the strategic framework for governance, decision making, and resource allocation. The **Skyline College Education Master Plan 2013-2019**, discussed in more detail shortly, clearly articulates the College's goals and priorities and guides its participatory governance. The Education Master Plan was developed through integrated planning processes and extensive dialogue in departments, committees, and forums; and it provides direction for both short and long-term planning.

Skyline College Goals

1. Develop the scope, quality, accessibility and accountability of instructional and student service offerings, programs and services to lead the San Francisco Bay region in transferring students, awarding degrees and certificates and reflecting social and educational equity.

2. Enhance institutional effectiveness in planning and decision-making processes through cooperative leadership, effective communication and participatory governance.

3. Fulfill the college's role as a leading academic and cultural center for the community.

4. Provide human, physical, technological and financial resources to ensure excellent educational programs and student services in order to support students in attaining their educational goals and improve institutional effectiveness.

5. Recruit, retain and support a world-class faculty, staff and administration that is committed to ongoing improvement through access to opportunities for professional growth and advancement.

6. Play a central role in the preparation of the region's workforce and expand networks and partnerships with businesses, the community and non-profit organizations.

7. Establish and maintain fiscal stability and alignment of programs and services to the core Mission-Vision-Values of the college.

8. Internationalize the educational experience by enriching the college with a diverse community of learners representing the collective resources of humanity and engaging in a vibrant dialogue that engenders an understanding of others.

District-wide Strategic Planning Goals

District strategic planning provides an overarching framework that enriches the ability of all three Colleges to more effectively collaborate and to infuse coordinated institutional research into individual College planning processes. The *SMCCCD Strategic Plan 2008-2013*[7] identified the following five Primary Strategic Planning Themes:

In each area, the District seeks to:

1. Address shifting demographics while taking into consideration the unique characteristics of each College;
2. Provide educational opportunities that simultaneously increase access, success, equity, choice, and convenience;
3. Work collaboratively with educational and business partners;
4. Provide a professional work environment for our employees while using wisely our limited resources; and
5. Respond to community needs while being accountable for our responsibilities as educational institutions.

With this foundational framework in mind, the next step in developing a strategic approach to enrollment planning and management is to understand the various ways in which we measure enrollment, along with the processes for establishing enrollment goals and projections.

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[7] http://www.smccd.edu/edservplan/ssp/files/sp-SMCCCD_Strategic_full_web_09.pdf
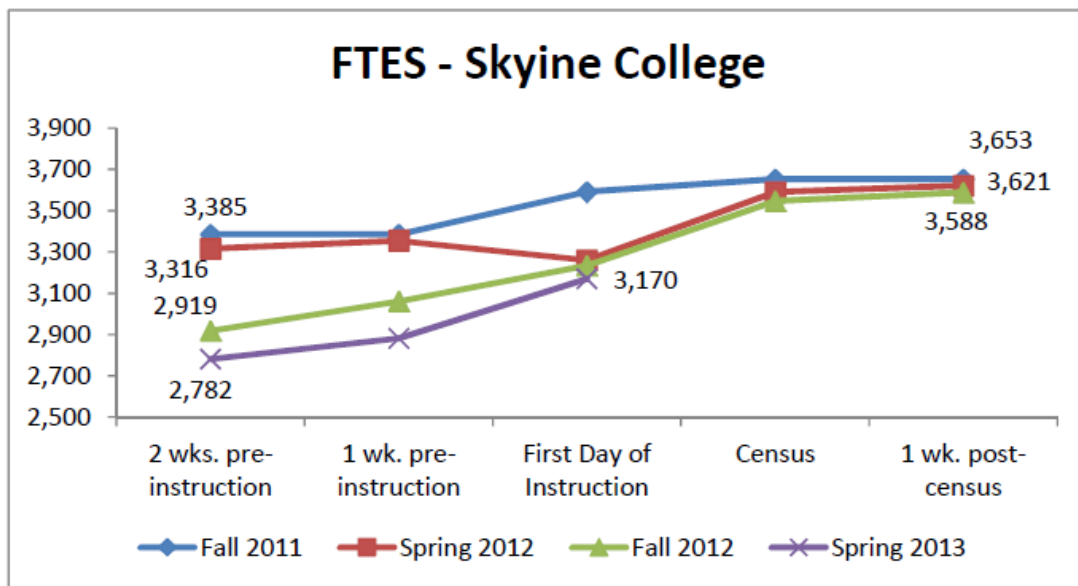
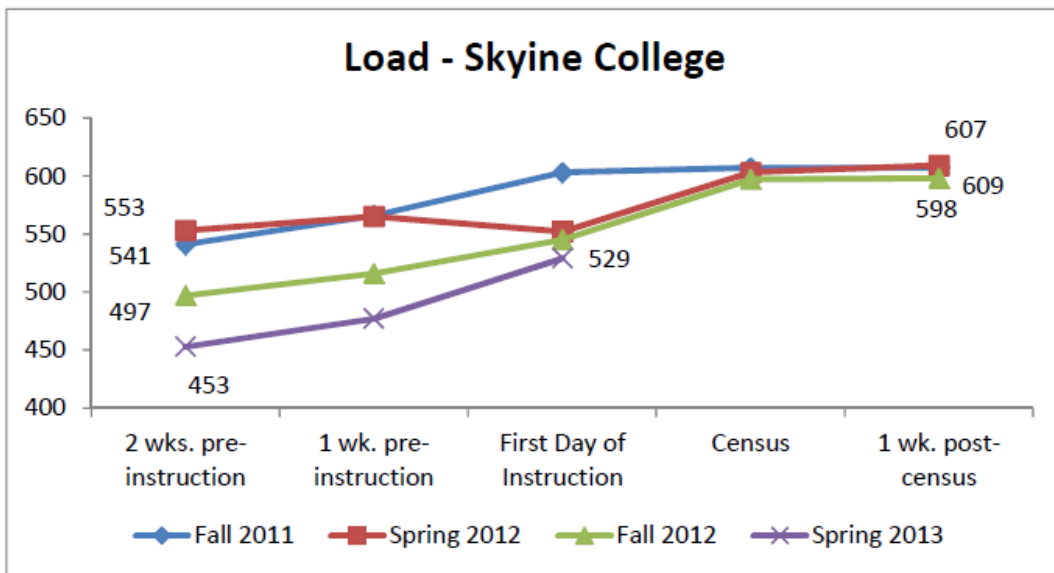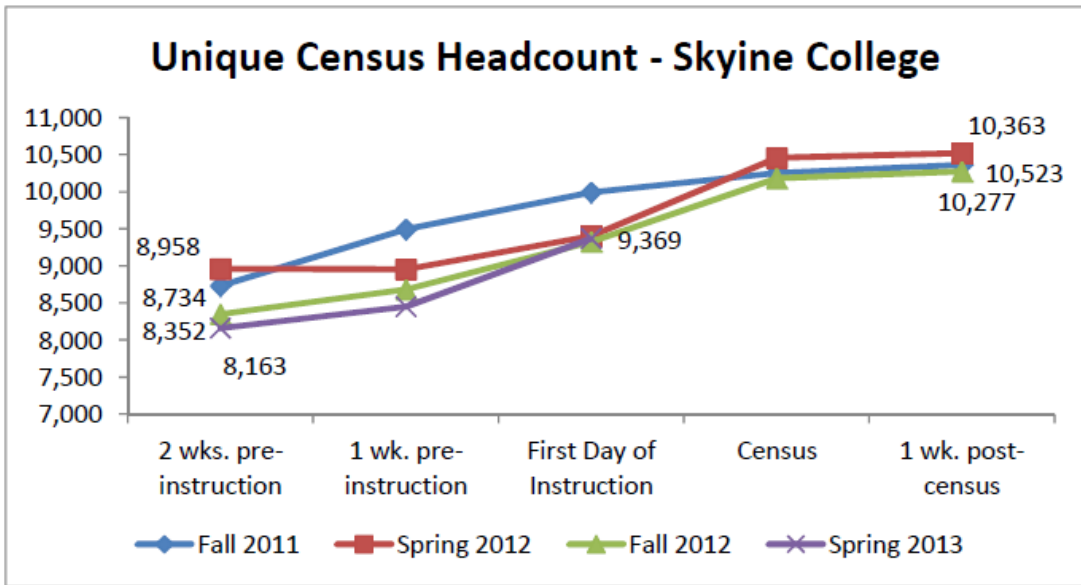# Institutional Enrollment Management Goals and Projections

The District Executive Vice Chancellor works in collaboration with each of the three Colleges to establish the Full Time Equivalent Students (FTES) goals for each coming year. The current allocation model includes the FTES projections, which include calculations based on prior years' FTES and projected growth for each of the three District Colleges.

Skyline College sets additional goals based on the District numbers, and utilizes the Balanced Score Card to measure some of the outcomes—including retention, persistence, success, and completion. Productivity Reports are monitored and discussed on a weekly basis throughout the College, and these data inform decisions in the College Budget Council (CBC), Cabinet, the Institutional Planning Committee (IPC), and other groups across the institution throughout the year.

Understanding enrollment trends informs the College's ability to make sound decisions across a wide range of areas—from the number of sections of particular courses the College can offer, to broader policy decisions. For example, the College conducted an analysis of the enrollment trends over four semesters, in order to determine what impact the "plan ahead/pay ahead" policy was having on student enrollment.

The trends were measured looking at numbers of Full-Time Equivalent Students (FTES), Unique Census Headcount, and Load:

Unique Census Headcount - Skyine College

8,958
8,734
8,352
8,163
9,369
10,363
10,523
10,277

Fall 2011 — Spring 2012 — Fall 2012 — Spring 2013

Load - Skyine College

553
541
497
453
529
607
609
598

Fall 2011 — Spring 2012 — Fall 2012 — Spring 2013

By analyzing the enrollment trends for this particular time period, the College was able to determine that for all three measures (FTES, unique headcount, and load), there was a noticeable increase occurring the week prior to instruction through the period right after census; at which point, enrollment leveled off. This held true (to varying degrees) across all three units of measurement; indicating that students tend to wait to enroll in their courses until close to the start of the semester, and continuing on through until census day. It is unclear whether the delay in enrollment is caused by lack of information, opportunity, or supports; which will help shape the next level of inquiry so that the College may determine whether adjustments to services might be needed in order to be more strategic in helping students to enroll.

The College also relies on data from weekly Productivity and Efficiency reports to inform discussions and decisions throughout the year, and in conducting both short-term and long-term planning.

2012/13 Enrollment Management Scorecard*

Measure	2008/09	2009/10	2010/11	2011/12	2012/13
Unique headcount			TBD		
Number of new students each year			TBD		
FTES Trend - All Courses			TBD		
Load			TBD		
Percent of students who enroll full-time			TBD		
Persistence rate			TBD		
Retention rate			TBD		
Percent of students who progress from a non-transfer to a transfer level course			TBD		
Percent of students who progress through gateway courses			TBD		
Repeatability rate in academic courses			TBD		
Number of students receiving academic counseling			TBD		
Total number of counseling services provided to students			TBD		
Number of outreach contacts made			TBD		
Financial aid recipient rate			TBD		
Number of degrees earned			TBD		
Number of certificates earned			TBD		

* The Enrollment Management Scorecard is designed to assess the institutional effectiveness as it pertains to college goals:

1.1 - Inovative programs, services & modes of delivery

1.2 - Student access & success & equity in outcomes

1.3 - Outreach & responsiveness to community needs

1.4 - Assessment of student learning

2.1 - Integrated planning & institutional performance measurement

4.1 - Integrated & evidence-based resource planning system

Filled Circle = Meets/exceeds the goal. Half-Filled Circle = Slightly below the goal. Open Circle = Well below the goal. NA = Data not available.

NA= Data Not Available

Five Year Enrollment and Productivity Trends

Over the past several years, enrollment numbers at Skyline College have continued to rise; with a 17% increase in total duplicated headcount and a 13% increase in unduplicated headcount, a 16% increase in full-time equivalent students (FTES), and a 115% increase in weekly student contact hours (WSCH) between AY 07-08 and AY 11-12.[8]

Skyline College Five-Year Enrollment and Productivity Trends

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[8] Skyline College *Self Evaluation Report of Educational Quality and Institutional Effectiveness in Support of Reaffirmation of Accreditation,* Volume I (August 2013), p. i.

Academic Year	Duplicated Headcount	Unduplicated Headcount	FTES	WSCH	Load	Sections
2007/08	54,456	15,490	7,332	219,960	559	2,290
2008/09	60,512	16,847	8,120	243,585	589	2,450
2009/10	65,941	18,021	8,809	264,282	647	2,389
2010/11	63,619	17,307	8,351	250,540	636	2,196
2011/12	65,672	17,850	8,478	253,869	603	2,359

Source: SMCCCD Data Warehouse

Utilizing these data both as individual tools and as a prism that aggregates multiple lenses provides the foundation that enables the College to take strategic enrollment planning and management to the next level: drilling down to identify barriers and momentum points; helping to manage the ways in which students navigate their educational pathways with greater success, and enhancing the alignment of labor market trends and community needs with sufficient course sections to meet those needs.

Strategic Enrollment Planning and Management at Skyline College

Completion by Design within an Enrollment Management Framework

Skyline College was the first in the District to implement this highly successful framework, developed by the Bill and Melinda Gates Foundation to increase community college completion rates. The *Completion by Design Framework: Preventing Loss, Creating Momentum*[9] "…guides colleges through an analysis of the full continuum of the student experience in order to pinpoint specific places where the college is losing its transfer students (loss points), and identify which of the activities/ strategies the college is currently engaged in (momentum strategies) that are most effectively supporting transfer."[10] CBD provides a common overarching framework within which participating colleges can analyze the unique conditions and specific student needs on their own campuses, and create tailored responses to assess and increase retention and completion. The CBD model emphasizes the critical role of strong relationships and support mechanisms, building "linkages and interdependencies" across instruction and support services, conducting ongoing assessments and strategy modifications, and providing clear mechanisms of accountability.[11] Utilizing *Completion by Design* through a strategic enrollment management lens maintains focus on each "enrollment instance" through a more tailored lens; not only for individual students or cohorts of students but also with attention to the nuances of shifting needs for each phase of their educational pathways.

Once the specific loss points and momentum points have been identified, participating colleges design tailored *model pathways to completion*. "Completion pathways are defined as integrated sets of institutional policies, practices, and programs that are intentionally designed to maximize students' progress at each point of their

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[9] More extensive detail on the *Completion by Design* framework may be found at http://www.completionbydesign.org/about-us/our-approach-and-tools
[10] Skyline College Annual Report 2011-12, p. 16. While transfer rates are a major focus of the CBD model, it is also applicable to shorter-term goals, such as achieving certificates and/or Associate degrees.
[11] http://californiacommunitycolleges.cccco.edu/Portals/0/Executive/StudentSuccessTaskForce/CBD_Concept_paper_.pdf

community college experience, from the time students first consider attending the community college to their attainment of a credential."[12] CBD has identified four critical stages: connection, entry, progress and completion. By tying equity and excellence considerations to each of these stages, Skyline College is able to more effectively identify these loss and momentum points across different demographics, and more effectively tailor points of intervention/ supports.
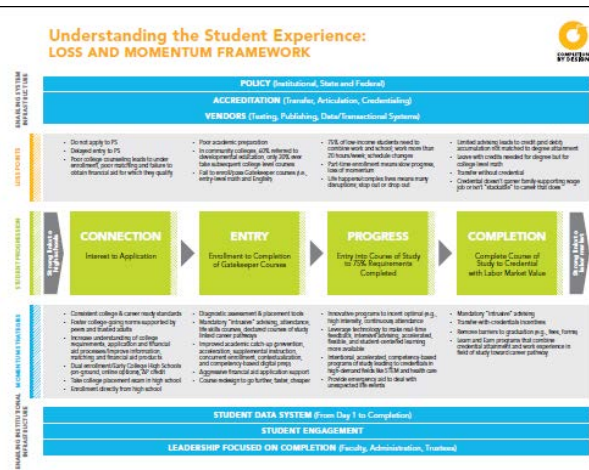
Skyline College's short-term enrollment management strategy (for AY 2013-14) utilized the *Completion by Design* model to identify specific strategies at each of the stages, through an integrated planning framework that identifies intersecting roles across Enrollment Services, Counseling and Special Programs, Instruction, and Marketing, Communications, and Public Relations. As indicated in the chart below, these strategies encompass both immediate actions that enhance student enrollment at points of *connection, entry, and progress;* and inquiry needs that will inform longer-term strategies, such as the Skyline Promise and Middle College.

[12] *Changing Course: A Guide to Increasing Student Completion in Community Colleges,* p.9.
http://knowledgecenter.completionbydesign.org/sites/default/files/changing_course_V1_fb_10032011.pdf

Strategic Enrollment Management within a Culture of Inquiry

The work of the Office of Planning, Research, and Institutional Effectiveness (PRIE) is central to the effectiveness of each of these areas; and PRIE actively supports this work, by providing information relative to starting points in each area, as well as guidance, frameworks, and context for assessing our progress in each. As the shift to strategic enrollment management continues to unfold, PRIE will play a critical role in understanding causes and impacts across the Colleges enrollment patterns, and designing data queries that better identify barriers and opportunities across demographics. One tool, currently in development, that will support this work is the emerging Enrollment Management ScoreCard.

Enrollment Management Self-Assessment

Skyline College uses the Noel-Levitz the Enrollment Management Self-Assessment tool. It is a way for an institution to assess their status on enrollment management measures related to marketing and recruitment as well as student retention. The tool is completed by the Instructional and Student Services Leadership Teams and the members of the Institutional Planning Council.

Because the tool is created by a higher education consulting group with the intent of it being used by colleges and universities across the country, it is important to recognize that questions are framed broadly for their generalizability. Also, what the tool most accurately assesses are individuals' perceptions for each item. For example, the first item on the tool discusses whether or not the college is concerned about marketing and recruitment related issues. Those answering "strongly agree" indicate a perception that the college places a high degree of concern related to this area. This then provides context to discussions at the institutional level around what the outcomes mean to institutional efforts.

When looking at the overall outcomes from the survey, two general findings stand out. First, in the Marketing and Recruitment section, there are a number of items where similar number of respondents agree and disagree. One particular item (#4) indicates that the same number of
respondents agree and disagree on the clarity of the college's responsibility and accountability for marketing and recruitment. As with all items in this section, such a dichotomy in responses indicates that individuals from different departments/divisions may have different levels of knowledge. Consequently, it is important to reflect and discuss both the reality of institutional efforts as well as the perceived reality.

Second, while many respondents indicated they "Strongly Agree" or "Agree" with items in the Retention section, it would be interesting to understand the basis for these perceptions. For instance, nearly 80 percent of respondents agreed that Skyline College regularly tracks enrollment behaviors of students by various characteristics (item #26). Are respondents referring to the comprehensive program review data that is provided annually and tracks enrollment trends by student characteristics? Or are there more specific, individual analyses taking place across the institution that delve into this subject matter?

Finally, multiple items speak to the culture of the institution and responses support the fact that Skyline College operates with a student-first mentality. This outcome is one that has been found through multiple measures (e.g. Employee Voice Survey, CCSSE) and serves as a strong foundation for developing effective enrollment management strategies.

See Appendix C for the compilation of the Self-Assessment completed in Spring of 2013.

The Enrollment Management ScoreCard

Design of the Enrollment Management ScoreCard began in Fall 2013, and will be finalized in Spring 2014 to allow for a collaborative inquiry and planning process. The College seeks to gain a deeper understanding of emerging enrollment patterns specific to Skyline College; identify and explore present and desired "enrollment identity" questions;[13] and identify and fine-tune additional measurement components to inform the planning and assessment processes. The development and implementation of an *Enrollment Management Scorecard* will inform more specific nuances for strategic enrollment.

A working draft of the preliminary Enrollment Management ScoreCard follows

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[13] Some preliminary questions include:
- What IS our current enrollment identity? What do we want it to be? Who do we want our students to be/ what do we want them to bring to the table? What do we want to provide them with when they arrive? Throughout their time here?
- How do we balance variables such as increased load and maximizing completion for students who are more likely to persist in small classrooms?
- How do we maximize pathways, resources, and information (from a student perspective) so that students don't miss out on opportunities that they are interested in, can make the most informed choices, and can maximize the degree to which they enroll in courses at the College?
- Do we want our data in 3-5 years to look differently; and if so, how?
- What is our "ideal" capacity? How do increased numbers of students impact numbers of staff/ faculty/ administrators? Impact on facilities/ sustainability? Institutional resources (technology/labs; library/TLC; Health Services & Counseling? Our ability to provide quality instruction and support services?

Enrollment Strategy for 2013/2014

The following rubric outlines enrollment actions across instruction, student services, and marketing, to be addressed this academic year. The collaboration between instruction, student services and marketing prepares the College for Student Success Initiative planning. Initiatives outlined in the Enrollment Strategy rubric will be initiated throughout the 2013/14 academic year.

Enrollment Management Strategy 2013-14

Closer than You Think, We'll Get You There

	Strategy	Enrollment Services	Counseling & Special Programs	Instruction	Marketing
Connection	• Develop a checklist for students coming from other colleges. (CCSF) • Extreme Saturdays Skyline College for high school seniors • Promote ADTs • Research Shuttle Service from BART • Increase community visibility • Increase communication between instruction and student services	• Develop checklist and webpage • Obtain list of 3013 high school graduates • Contact Auxiliary Services for shuttle information • Identify key pick-up points • Participate in community events/fairs	• Coordinate assessment, prerequisite equivalency and counseling for students coming from other colleges and Extreme Saturday • Provide assessment data on placement levels to instruction for planning • Promote ADTs	• Collaborate and combine ELI efforts with Extreme Saturdays • Showcase instructional programs (i.e., LCs, CAAs) • Identify and propose expansion of offering courses in high schools	• Webpage for students coming from other colleges • Design postcards/ posters • Media releases • Social Media blitz • Transportation campaign • Promote start of semester • Use home page on website • Promote ADT degrees' advantages for students
Entry	• Develop publicity campaign for open class list • Develop general instructional pathways • Connect students with special programs • Promote late start courses • Increase communication between instruction and student services	• Promote open class list • Promote student health insurance and Affordable Healthcare Act	• Promote EOPS, CalWORKS, TRiO, Learning Communities; full-time schedules (>9 hrs) where appropriate; pathways to completion • Expand orientation opportunities	• Develop general pathway plans for incoming students with counseling • Provide real time open class lists • Expand hybrid & online course offerings; use CTTL; ensure "gatekeeper" classes available • Continue development of ADTs	• Marketing materials • Displays on electronic boards • Send Gwamails • Post on Social Media sites
Progress	• Part-time to Full-time campaign • Expand early alert program • Increase communication between instruction and student services • Provide robust SI support for "Gatekeeper" courses	• Develop "the Top Ten Reasons" to enroll Full-time • Email to student athletes, FA, and VA	• Identify systems for obtaining information regarding instruction programs/courses to match with student needs	• Intrusive supplemental Instruction peer mentors • Expand instructor use of Early Alert	• T-Shirts for FT Wednesdays • Develop web presence for campaign • Social Media blitz • Promote use of DegreeWorks by students

Appendix A:
Outreach and Community Relations Action Plan 2012-13

http://skylinecollege.edu/highschool/assets/documents/Outreach%20Plan.pdf

Table of Contents

Introduction

Goals and Objectives

Alignment with Specific College Goals

Recruitment Activities and Strategies

Community Relations

Staffing and Budget Needs

Completion by Design Analysis – under the areas of connection, entry/progress and completion

Works Cited

Appendix B:
Distance Education Strategic Plan 2013-15:
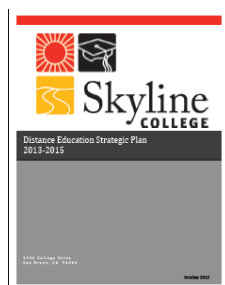**Table of Contents and link to document** (24 pages)

http://skylinecollege.edu/online/assets/documents/DEStrategicPlan.pdf

Table of Contents

Appendices

"To Empower and Transform a Global Community of Learners"

Enrollment Management Self-Assessment – Spring 2013

Marketing and Recruitment	Strongly Agree	Agree	Disagree	Strongly Disagree	No answer
1. Our college is concerned about marketing/recruitment related issues (e.g., decline in overall or new student enrollments, under-enrolled programs, loss of market share, new program development and market development strategies.	57%	36%			7%
2. We have a college-wide organizational structure that provides a dedicated forum for the on-going development, review, discussion and evaluation of all enrollment related strategies and issues.	7%	64%	14%		14%
3. Our college has clearly defined and communicated college-wide the desired enrollment state (e.g., number of desired students by program and market segment).	14%	43%	36%		7%
4. Responsibility and accountability for the marketing and recruitment functions at our institution is clear.		43%	43%		14%
5. We develop an annual written marketing/recruitment plan that includes specific goals, strategies, action plans, responsibilities, timelines, budgets and evaluation measures.	7%	43%	36%		14%
6. Our college has conducted an image study within the past three years and used the results to develop a plan to enhance institutional awareness, image and reputation within our service area.	7%	21%	50%		21%
7. We have developed strategies within the past several years that have expanded our program and service offerings to new markets (e.g., off-campus locations, distance learning sites, weekend and evening college and business and industry.	14%	64%	7%		14%
8. We conduct a periodic competition study to become more knowledgeable about institutions with whom we compete for students and determine what distinguishes us from our primary competitors (e.g., points of difference or value).		21%	43%	7%	29%
9. We have accurately identified our target markets for new students and developed appropriate major promotional messages/themes and recruitment strategies for each.		36%	43%	7%	14%
10. We have established strategies for routinely distributing class schedules in our service are (e.g., mailing to households, newspaper inserts and key distribution points).	36%	43%	7%		14%
11. Our written communication flow with prospective students is based on multiple, sequential contacts and differential messages for each target market.		21%	43%		36%
12. Our arsenal of promotional/recruitment publications is adequate to support our communication system with prospective students including electronic alternatives (e.g., Web pages, e-mail and electronic view books).	7%	43%	36%	7%	7%

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Answer
Marketing and Recruitment					
13. The institution's on-line counseling system is computer driven and linked with inquiry and applicant database.		57%	14%		29%
14. Our college has enrollment software that manages inquiry and application information, communicates sequentially with prospective students, and produces management reports to monitor progress toward enrollment goals.		57%	21%		21%
15. We systematically and proactively seek the involvement and assistance of our instructional faculty and staff in our marketing and recruitment program.	7%	43%	29%		21%
16. We annually develop a promotional publication plan that includes target audience, purpose, pertinent messages/themes, volume, timelines and budget.	7%	36%	36%	7%	14%
17. Our admissions area is easy to locate, attractive and offers convenient visitor parking.	14%	50%	21%		14%
18. We regularly conduct an analysis of under-enrolled programs and develop program specific marketing and recruitment plans.		36%	36%	7%	21%
19. We have at least one staff person who is assigned the responsibility for new-student recruitment.	14%	36%	29%		21%
20. We annually compute our per new-student recruitment costs.		21%	57%		21%
21. The college's resources, both fiscal and human, are adequate to achieve our enrollment goals.	14%	43%	14%	7%	21%
Retention					
22. We have an organizational structure that is charged with the responsibility for the on-going discussion, development, review and evaluation of all campus retention-related strategies.		57%	36%		7%
23. There is an individual or office that is responsible for coordinating student retention efforts college-wide.		21%	71%		7%
24. There is a clear indication that faculty and staff understand their role and responsibility in a college-wide retention effort.	7%	36%	50%		7%
25. There is strong senior administrative support and commitment for an initiative designed to improve the quality of student life and learning at our college	50%	43%			7%
26. The institution regularly tracks enrollment behaviors of students by various characteristics (e.g., gender, age, cohort groups, program, ethnicity and academic ability).	50%	29%	14%		7%

Retention	Strongly Agree	Agree	Disagree	Strongly Disagree	No Answer
27. We regularly and systematically sample student levels of satisfaction with the college's various educational programs and services	36%	29%	21%		14%
28. We routinely employ student evaluations of instruction at our college.	21%	64%	7%		7%
29. We have processes in place for regularly evaluating the program and course needs of our students and community and making curricular changes accordingly.	29%	57%	7%		7%
30. Our academic/learning support services and programs are meeting the needs of the majority of our academically under-prepared students.	21%	43%	14%	7%	14%
31. We have a distinct program designed specifically for first-year students (e.g., freshman seminar/success courses and special in-take advising)	43%	57%			
32. We currently have specific strategies in place designed to improve the teaching/learning process on our campus	21%	57%	21%		
33. Our college is genuinely concerned about the quality of service provided to students and there are proactive efforts to improve our service quality (e.g., training of staff and review of service systems).	64%	36%			
34. Our campus's policies, procedures and processes are predominantly student centered/friendly.	64%	29%	7%		
35. Our new-student assessment and orientation program is an effective transition experience for new students.	7%	50%	14%		29%
36. We have a systematic and comprehensive "early alert system" which is successful in identifying "dropout-prone" students and intervening with appropriate strategies and services.	14%	50%	7%	7%	21%
37. We provide on-going development and training opportunities for our academic advisors/counselors.		57%	7%		36%
38. We have an identifiable proactive program for students who are undecided about their program of study.		36%	21%	7%	36%
39. We communicate systematically with students who have recently dropped or stopped out.	7%	7%	29%	21%	36%
40. Our college offers an honors program as well as other types of learning community programs.	57%	36%			7%

Retention	Strongly Agree	Agree	Disagree	Strongly Disagree	No answer
41. The college has a required testing/assessment and mandatory placement program designed to assist with student success.	21%	57%	14%		7%
42. We currently use collaborative and alternative learning strategies to enhance student learning (e.g., learning communities, block scheduling, supplemental instruction, tutoring and distance learning).	50%	43%	7%		
43. Our institutional climate is such that changes necessary to improve the quality of student life and learning are generally readily accepted and successfully implemented by faculty, staff and administrators.	43%	43%	14%		
44. We have developed a comprehensive retention plan that includes goals, key strategies, action plans, responsibility, timelines, budget, outcomes, measures and evaluation criteria.	7%	36%	29%		29%