SHASTA COLLEGE
ENROLLMENT MANAGEMENT PLAN
Integrate technology

Committee Mission: To develop a holistic, comprehensive, and integrated approach to enrollment management while recommending scheduling, instructional and student support strategies to enhance access, success, persistence and goal attainment.

"Seek"

GOAL 1: -- *Recommend Access Strategies linked to the Educational Master Plan and other planning efforts that seeks to***:**
- *enhance diversity to reflect the students served throughout our district*
- *promote Shasta College as a first choice transfer institution*
- *respond to changing economic needs of the region*

Link to Strategic Plan

Institutional Objective 1.2.c.d.
c. Increase the number of students who complete a transfer level math course in their first year of study by five percent over three years. Target Completion Date: May 2015
d. Increase the number of students who complete a transfer level English course in their first year of study by five percent over three years. Target Completion Date: May 2015

Institutional Objective 3.1.c
c. Increase participation in collaborative efforts to improve college readiness as measured by local high school graduates' college going rates and Shasta College's transfer rates to four-year institutions. Target Completion Date: May 2014

Strategy: Streamline the enrollment process for new and returning students

Objectives:
- Students will start the enrollment process sooner.
  - Promote registration start dates rather than the class start dates.
  - Implement an Application deadline to ensure that students complete matriculation steps prior to the first day of class.
- Identify current process that all students must go through before attending class and re-evaluate the sequence of that process.Clearly identify the Steps to Success Process on the college website.

- Evaluate the transition for DSPS/ESL/GED to college.
  - Have formal schedule for recruiting students from these programs to college courses.

- Develop automated communication process from admission to the first day of class – and beyond – emphasizing financial aid applications and support requirements.
- Re-examine the orientation process/program. Determine how to best segment or chunk information given to students at any one time. Develop complementary on-line orientation and in-person orientations.
- Create a welcoming campus climate – every student will make a significant connection with another person at the college as soon as possible.
  - Integrate and mandate intake programs
  - Develop Open House Events for Admitted Students: Getting Started, Hands on Workshops in computer labs. Upon application to the college, students will be directed to attend an orientation session that would focus on career assessment, educational goal setting and financial aid. Pre-requisite overrides, password resets, financial aid issues, etc. can be handled as well as parking, ID cards, etc.
  - Develop College-wide buy-in of welcoming students in person.
- Enhance students' ability to define and pursue educational, career and life goals at Shasta College.

  - Select and implement a degree audit system for students.
  - Educate students regarding the impact of education (how much $ you can make with a degree vs. without a degree, opportunities for advancement, etc.).
  - Explore additional testing tools for career and life planning.
  - Explore ways to include civic engagement/responsibility (service learning, coop ed, internships).
  - Explore requiring community service as a requirement for degree completion.
- Develop tools to assist students and advisors/counselors to plan education and career.

  - Complete career pathway roadmaps for and provide on a website.
  - Provide training/orientation/workshops to counselors about a roadmap website and related web resources.
  - Develop strategies with advising/counseling and students to identify career goals and transfer majors early in enrollment process as well as decisions and intentions each term and identify transfer majors early.
  - Provide faculty workshop opportunities (i.e., study strategies, degree/transfer programs, career/discipline information, campus resources, life issues, etc.) so faculty may serve as "field" advisors with knowledge of transfer and degree requirements. Create toolkits that may be available on-line.

- Develop a "Program of Study" for "undecided" students designed to help them decide.
- Develop Roadmap Assistance
  - Develop a digital roadmap complete with educational goal and steps to completion
  - Develop interventions when conditions indicate that a student is most at risk of dropping a class or failing.

Strategy: Enhance the successful transition from developmental/pre-college to college

Objectives:
- Provide Services that Accelerate Students into and Promote Retention in College-level Coursework
- Preparation for assessment testing
- Implement Pilot English and Math Success Bootcamp
- Mandate Student success courses that teach students how to navigate college with lessons on study skills and time management.
- Explore early alert interventions particularly during the first week / first term.
- Implement a procedure of mandatory referrals to campus-based support services.
- Provide transcript evaluations at the beginning of the process.
- Explore transcript evaluation as a method of placement.

GOAL 2: *Recommend Positive Image Strategies by improving students' experience with Shasta College.*

Link to Strategic Plan

Institutional Objective 2.3
Increase the number of and access to new and existing types of technology-enabled student support services.
b. Implement new and innovative technology-enabled student support services and assess results. Target Completion Date: May 2014
c. Redesign the campus website to address any needs indicated by research, and assess the effect of the changes. Target Completion Date: August 2014

Strategy: Increase and Enhance Communication with Students so they understand "college"

Objectives:

- Develop multiple channels of communication with students.
    - o Gather student perspectives and guidance on ways in which faculty may communicate more effectively.
    - o Customize mixed media messages utilizing methods frequently used by students, including text messages, "robo calls," the student portal, Facebook, Twitter, etc. to inform them of their progress and status and encourage their use of support services.
    - o Utilize applications (iPhone, Android) that will connect to FAQs and tips about educational planning, declaring a major, career assessment, transfer, accessing support services, etc.
    - o Promote student messages on the web utilizing student role models to encourage peers by sharing their own academic successes and information about various career fields.
    - o Design interactive online resources providing guidance, tips for success in college, and student-to-student "straight talk," especially designed for underrepresented and at-risk students
    - o Develop online chat sessions to enable students to seek and receive assistance and referrals more immediately

- Tailor communications to meet a range of student needs.

    - o Develop a "one stop" model to answer basic college questions

- Create a "core" information set that represents a minimum level of information that all staff could reasonably be expected to be proficient in.
- Create a mechanism for consistent and accurate easily accessible information to be shared with staff.
- Direct students to the "front door" for general information.
- Create opportunities to involve students in the process of tailoring communications.
- Explore technology as the vehicle to decrease lines.
- Evaluate transcripts and graduation requirements earlier then we do now.
- Enhance service availability in areas such as financial aid.

- Facilitate and/or enhance ways that students make connections at the college.

  - Ask a variety of students to help us develop ways to enhance student connections.
  - Strongly encourage all staff to maximize opportunities for positive student connections.
  - Create additional opportunities for Advising (from Academic Advisors, Faculty, staff both in person and online).
  - Give all students a personal contact person (or number) after testing (before they leave the office). Explain results, answer questions, etc.
  - Expand access to tutoring through online, phone, etc. options that are available more frequently.
  - Emphasize connectedness.
  - Develop and implement communications plan that identifies opportunities to communicate with students about "What's Next" and available for their education.

- Create a campus climate that is inclusive, safe and supportive of all students.
  1. Explore training opportunities for all employees who have direct interactions with students.
  2. Celebrate individual student achievement and success.
  3. Explore how to foster participation in campus clubs / organizations.

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"Keep"

Goal #3: *Develop responsive strategies in the student success and support (matriculation) process to support student retention.*
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Link to Strategic Plan

Institutional Objective 1.1
Increase the number of students completing associate degrees and certificates each academic year by five percent.
b. Implement at least three best practices for increasing the number of students completing degrees and certificates, and assess results. Target Completion Date: May 2014
d. Increase the persistence rate from fall to spring and from fall to fall by two percent each year. Target Completion Date: May 2015
e. Systematically evaluate CTE curriculum to create stronger pathways to degrees and certificates, and report to College Council. Target Completion Date: December 2013

Institutional Objective 1.2
Increase the number of first time students who transfer and/or are transfer prepared so that the District's transfer rate exceeds the state-wide average for California community colleges as reported in the ARCC report.
b. Implement and/or expand successful student transfer practices and assess results. Target Completion Date: May 2015
c. Increase the number of students who complete a transfer level math course in their first year of study by five percent over three years. Target Completion Date: May 2015
d. Increase the number of students who complete a transfer level English course in their first year of study by five percent over three years. Target Completion Date: May 2015
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Strategy: Develop faculty initiatives to enhance retention in the classroom.

Objectives:

- Emphasize faculty-student interaction, e.g., learn student names or arrive early to class to chat with students.

  - Develop TLC events on how to create more faculty/student interactions
  - Emphasize faculty-student interaction, e.g., learn student names or arrive early to class to chat with students

- o Offer flexible options for students who don't communicate well with their instructors.
- o Highly encourage new faculty to use the TLC as a resource.
- o Assign each student to a general or program advisor/instructor
- o Provide consistent services across the district.
    - o Provide a handbook for Professional/Technical programs (teaching students how to navigate through program and degree requirements).
    - o Create a guide of classroom retention techniques for faculty.

- Emphasize student-student interactions.

    - o Encourage and support student cohorts; get students together through team projects inside and outside of class – in person or electronically. Have students in a cohort call each other when one misses class.
    - o Encourage faculty to develop group projects for students so they do not feel isolated in the classroom.
    - o Enhance faculty awareness of student events and encourage faculty to share information about student organizations and campus events.
    - o Promote service learning and community education as curricular elements.

- Promote the syllabus as a vehicle for encouragement.

    - o Encourage faculty to develop strategies on making a "warm syllabus."
    - o Encourage faculty to provide grade updates ¼, ½ and ¾ of the way through the term.
    - o Encourage the incorporation of "retention" as a key part of "teaching culture and philosophy" at Shasta College and emphasize this theme at the New Faculty Institute.

- Explore options to decrease textbook expenses.
    - o Encourage faculty to adopt lower cost texts; use texts in multiple courses, e.g., in sequences; make more textbooks available through library reserve; explore funding through the Shasta Foundation; explore textbook rental options through the Bookstore; hold on to same edition, if possible.
    - o Encourage the use of the student book exchange for saving money.
- Increase use of Student Success/Learning Centers.
    - o Encourage faculty members, especially full-time, to spend some of their office hours in the Centers to help students and to use their syllabus to promote the Centers.
- Improve transportation.
    - o Increase support, including subsidies, for public transportation.

"Keep"

Goal #4: *Utilize research based methods to evaluate scheduling patterns that promote persistence.*

"Complete"

Goal #5: - *Utilize research based methods to evaluate scheduling patterns to promote the completion of degrees, certificates, and/or transfer-readiness.*
- Identify classes for spring or fall only offerings
- Increase courses utilizing internet by 33%
- Identify courses missing from online offerings

Link to Strategic Plan

Institutional Objective 1.2
Increase the number of first time students1 who transfer and/or are transfer prepared so that the District's transfer rate exceeds the state-wide average for California community colleges as reported in the ARCC report.
c. Increase the number of students who complete a transfer level math course in their first year of study by five percent over three years. Target Completion Date: May 2015
d. Increase the number of students who complete a transfer level English course in their first year of study by five percent over three years. Target Completion Date: May 2015

Institutional Objective 2.1
Increase access to instruction by increasing the number of sections using the Learning Management System to 60% in any given semester over three years.
c. Implement best practices that have proven to be effective in encouraging instructors to use the LMS to web-enhance courses, and assess results. Target Completion Date: May 2015
d. Develop at least 10 new online courses that allow students to complete transfer or general education requirements. Target Completion Date: May 2015

Institutional Objective 2.2
Increase access to instruction by implementing alternative course delivery options as appropriate.

Institutional Objective 3.1
Support effective existing and develop at least three new collaborative partnerships with other educational institutions, businesses and organizations.
d. Identify additional local opportunities to obtain BA and BS degrees via partnerships with four-year colleges/universities. Target Completion Date: May 2013
e. Develop at least two additional partnerships with four-year institutions to increase student transfer opportunities. Target Completion Date: May 2015.

Strategy: Create Sustainable and Scalable Cohort Models

Objectives:

- Provide more flexible and/or alternative Course/Program scheduling / delivery options
    - Offer more evenings and weekend courses.
    - Identify current programs that can be offered in accelerated learning formats.
    - Coordinate with general education to support short-term accelerated learning.
    - Develop and implement strategy for a Weekend College.
- Pilot First-Year seminars.
    - Investigate model freshmen seminars – e.g. English, Math, College Success – along with Counselor visits and integrated academic support activities.
    - Incorporate academic support through both classroom tutoring and referrals to campus tutoring centers.
- Expand the number of programs offered through DE.
- Pilot Cohort models focused on programs of study.
    - Offer programs that have a well-planned, step-by-step sequence of course offerings with proactive academic support
    - Pilot Open-entry, accelerated cohorts where students take two courses each half semester in a program that does not require pre-requisites. Once in the program, students who successfully pass their courses have guaranteed enrollment for the next two courses in the sequence. New students may enter the rotation at any point.
    - Implement the scheduling guide to avoid scheduling conflicts for core courses.
    - Develop and pilot a "Transfer Cohort Model" for students who have the educational goal of transferring to a four-year institution.

Strategy: **Improved and expanded collection, analysis, and dissemination of information related to enrollment management**

Objectives:

- To continue moving toward information-based enrollment management decision-making at Shasta College.
    - Create an Enrollment Management Information Advisory Sub-Committee and charge it with making recommendations for:
        - making information and reports more easily accessible,
        - integrating information collected across the campus as well as research needed to fill EM information gaps.
    - Review currently available information and reports with an eye towards repackaging information in ways that make it more relevant and accessible for enrollment management uses.
    - Create a process that encourages regular faculty and staff feedback about EM related information/data and its presentation/delivery.

- Increase staff awareness of research/information that is currently available and how to make this data support student success and improvement.
    - Send targeted announcements/emails to appropriate groups of faculty and staff about available, relevant information. Include links to the information.
    - Seek opportunities to provide annual reports and/or presentations at a range of Shasta College participatory governance meetings and/or events.
    - Communicate and celebrate success stories of faculty and staff in all corners of the institution who have used specific research findings and/or their own classroom-based research to improve student success and retention.
- Identify gaps in our Enrollment Management research knowledge
    - Create a "leaver survey" to learn more about why students leave or drop out of Shasta College.
    - Learn more about applicants who never go on to register for classes
        - Extract and analyze available Colleague data on students who stop at various steps of the process between application and registration
    - Learn more about the best ways to communicate with prospective students.

Component 5: Provide Faculty with Professional Development Opportunities/Resources

Faculty Tool Kits

Study groups – To further engage students, leading to greater mastery of the subject matter
• Classroom-based assessment – To discern students' understanding of the material presented in class, indicating where bottlenecks of comprehension may lie
• Goal planning – To assist students in looking at career fields and college majors through the integration of classroom assignments with student educational planning efforts
• Student progress – To guide students through the many options available on the Web and portal, enabling students to track their progress in classes and link to important resources
- Academic vocabulary and academic standards – To integrate vocabulary that will assist students in meeting their educational goals and navigating higher education

Innovative teaching strategies: Boroch, et al. (2007) explain that programs with a strong professional development component yield better student retention rates and better student performance than programs without such an emphasis. Grant and Keim (2002) explain that successful faculty development programs involve faculty in every aspect of the planning, implementation, and evaluation of developmental activities.

The Humanities and Social Science division has set up four task forces (critical thinking, honors, enrollment management, and student goals and data collection), which will involve faculty development to strengthen courses offerings and improve student success. Stemming from the work of these task forces, a core group of faculty will develop teaching strategies and activities that address the ongoing needs of at-risk students at all levels of the curricula. Both in-house and

external professional development opportunities will better prepare faculty, counselors, and staff to improve student success, completion, and transfer [CPP 1, 3].

Professional Development Strategies to Improve Student Success

Professional development workshops on the application of developmental education principles across the curricula
• Materials that use cross-disciplinary criteria for essential skills (reading, writing, critical thinking), including the exploration of shared assessment rubrics
• Innovative delivery systems that enable more students to complete programs of study
• Effective pedagogy and strategies in implementing cohort models

(2) cost-effectiveness and sustainability; (3) past experience at Mt. SAC and fit within the campus culture; and (4) congruence with the college's mission, goals, and priorities.

Implementation strategies timetable.
The following table provides a detailed timeline of tasks, methods, and milestones for each year of the grant period.

IMPLEMENTATION STRATEGIES TIMETABLE (2012-17)

Tasks & Methods to Achieve Objectives	Person(s) Responsible	Timeframe
YEAR ONE (October 2012-September 2013)		
Title V Steering Committee formed and begins meeting bi-weekly.	Project Administrator, President/CEO	Oct 2012
Hire Project Director (PD), Tutorial Services Specialist (TSS), Clerical Specialist (CS), Educational Research Assessment Analyst (ERAA), Web Developer (WD), Counselor Coordinators (CC).	Human Resources (HR), Steering Committee	Oct 2012
Hire Tutors, Tutors-in-the-classroom (TC), Lab Assistants (LA), Peer Advisors (PA).	HR, PD	Jan 2012
Host visit from External Evaluator (EE) to verify baseline data, establish data collection processes, identify pilot and control cohorts, and confirm statistical analysis processes.	PD, Steering Committee	Nov 2012
Work with Research & Institutional Effectiveness (RIE) Office to ensure appropriate data collection for measuring objectives and evaluating success.	PD, EE, RIE	Nov 2012
Purchase career assessment software.	PD	Nov 2012
Schedule student success workshops throughout the year.	CC	Dec 2012
Offer student success workshops, walking students through the steps of enrolling at the college, applying for financial aid, preparing for assessment, and creating an educational plan with an informed goal.	CC	All year
Expand early alert for referral of students to campus-based support services.	PD, Faculty	All year
Offer campus-based support services for faculty-referred and self-referred students.	PD, TSS, CC, Faculty	All year
Pilot preparation for assessment testing activities.	CC, Tutors	Jan 2013
Pilot career assessment as part of placement testing.	CC	Jan 2013
Develop computerized educational plans for counselors to use with students, showing work completed to date and courses remaining within the declared program of study.	WD, CC	Jan 2013
Release Faculty Coordinators (FC).	VP of Instruction	Feb 2013
Pilot use of career assessment results during	CC, Counselors	Feb 2013

educational planning with students.

Task	Responsible	Date
Develop refresher workshops for students who are unable to register for the next level of writing, mathematics, or other critical course due to reductions in course schedules.	TSS, Faculty	Mar 2013
Develop and initiate student survey regarding effective communication strategies.	PD, ERAA	Apr 2013
Develop preparation for college seminar.	PD, CC, Faculty, TS	Spring 2013
Develop cohort models for Fire/Emergency Services, Cybersecurity, e-Commerce, Child Development, HRM, and Honors.	FC, Faculty	Spring 2013
Develop summer boot camps, including cohorts for English and mathematics, linked student success course, faculty-counselor co-taught community class, peer advising, study groups, one-on-one tutoring, and visitations from key campus support services.	PD, CC, Faculty	Spring 2013
Develop freshman seminars.	PD, CC, Faculty	Spring 2013
Develop retreat for counselors and CTE faculty.	PD, CC, Faculty	Spring 2013
Develop an electronic dashboard/digital roadmap within the student portal, including "what if" queries in an educational planning mode for various career fields, major programs of study, and transfer requirements to various California universities.	WD, CC	May 2013
Host retreat for counselors and CTE faculty.	PD, CC, Counselors, Faculty	May 2013
Pilot preparation for college seminar.	CC, Faculty	Summer 2013
Pilot summer boot camps.	CC, Faculty, TSS, Tutors, PA	Summer 2013
Train Student Services staff on the use of computerized educational planning and dashboard/roadmap in student portal.	CC	Summer 2013
Implement computerized educational planning.	CC, Counselors	Summer 2013
Conduct annual external evaluation and site visit.	PD, EE	Summer 2013
Establish internship criteria for cohort models.	PD, FC, Industry	Summer 2013
Provide priority enrollment into English Bridge or Math Bridge for students completing summer boot camps.	PD, CC	Aug 2013
Pilot five program of study-based cohort models and one transfer cohort model.	FC, Tutors, LA	Aug 2013
Create just-in-time advising faculty tool kits.	CC	Sep 2013

YEAR TWO (October 2013-September 2014)

Activities from the previous year that are repeated or continued are not listed again (annual external evaluation, data collection and tracking, regular meetings, student success workshops, career assessment, early alert, assessment testing preparation, computerized educational plans, refresher workshops, preparation for college seminars, summer boot camps, cohort models, and dashboard/roadmap

Address/modify registration priority guidelines and policies to strengthen matriculation and accelerate students through programs of study.	PD, Steering Committee	Oct 2013
Develop a series of workshops for counselors and CTE faculty to discuss educational pathways, certificates, degrees, and career options in CTE disciplines.	PD, CC, Faculty	Sep 2013 and ongoin
Pilot freshman seminars.	CC, Faculty, Tutors, PA	Fall 2013
Develop online DLAs.	TSS	Fall 2013
Develop student success courses, including 0.5- to 1.0-unit modules covering areas such as: study skills, time management, academic vocabulary, test preparation, career awareness, stress management, and career development.	CC	Fall 2013
Develop/pilot customized mixed media messages to inform students of their progress and status and encourage their use of support services	PD, CC, WD	Fall 2013
Create best-practice models to assist faculty in implementing modes of student-to-student and student-to-faculty communication	PD, CC	Fall 2013
Pilot refresher workshops.	TSS, Faculty	All year
Pilot READ 90/LIBR 1A "soft link," whereby students will prepare for college-level reading and be introduced to library research, supplemented by in-class tutoring.	Faculty, TC	All year
Pilot STDY 85A/LERN 49 "soft link," whereby students will learn test-taking strategies and stress management techniques and take a mathematics skills review, supplemented by in-class tutoring.	Faculty, TC	All year
Pilot LIBR 1A/SPCH 1A "soft link," whereby students will be introduced to library research and apply what they learn in public speaking, supplemented by in-class tutoring	Faculty, TC	All year
Pilot ENGL 68/HIST 1 "soft link," whereby students will prepare for college writing by reading and responding to not only discipline-specific primary sources but even discipline-specific fiction (i.e., historical novels). (transfer-focused)	Faculty, TC	All year

Pilot ENGL68/PSYC 1A "soft link," whereby students will prepare for college writing by learning how to write in response to a discipline-specific text as well as developing the skills necessary to write a discipline-specific research paper. (transfer-focused)	Faculty, TC	All year
Develop/pilot additional "soft links."	Faculty, TC	All year
Offer workshop series for counselors and CTE faculty.	CC, Counselors, Faculty	All year
Pilot online DLAs.	TSS, Tutors	Jan 2014
Offer student success courses.	CC	Spring 2014
Implement internship program for qualified students in cohort models.	FC, Industry	Spring 2014

YEAR THREE (October 2014-September 2015)
Activities from the previous year that are repeated or continued are not listed again (annual external evaluation, data collection and tracking, regular meetings, student success workshops, career assessment, early alert, assessment testing preparation, computerized educational plans, preparation for college seminars, summer boot camps, freshman seminars, cohort models, dashboard/roadmap, freshman seminars, customized mixed media messages, refresher workshops, soft links, CTE workshops for counselors, online DLAs, student success courses, and cohort internship program)

Develop curricular units that build on students' career interests.	CC	Oct 2014
Train incoming students and others interested on the use of the dashboard/roadmap.	CC, Counselors	Oct 2014
Develop/pilot student messages on the Web utilizing peer mentors to encourage students by sharing their own academic/career successes and experiences.	CC, WD, Students	Fall 2014
Develop/pilot interactive online resources especially designed for at-risk students.	PD, CC, WD	Fall 2014
Develop/pilot additional program of study-specific cohorts.	Faculty	All year
Pilot career exploration curricular units, including student research on possible college majors and visits to departments linked to student career interests.	CC	Feb 2015
Develop/pilot applications (iPhone, Android) that will connect to FAQs and tips about successfully navigating the college experience	PD, CC, WD	Spring 2015
Develop/pilot online chat sessions with peer advisors serving as mentors to enable students to seek and receive assistance and referrals more immediately	CC, WD, PA	Spring 2015

YEAR FOUR (October 2015-September 2016)
Activities from the previous year that are repeated or continued are not listed again (annual external evaluation, data collection and tracking, regular meetings, student success workshops, career

assessment, early alert, assessment testing preparation, computerized educational plans, preparation for college seminars, summer boot camps, freshman seminars, cohort models, dashboard/roadmap, freshman seminars, customized mixed media messages, refresher workshops, soft links, CTE workshops for counselors, online DLAs, student success courses, cohort internship program, student messages on the Web, interactive online resources, career exploration curricular units, iPhone/Android applications, and online chat sessions

Disseminate best practices, lessons learned, and successful models at professional conferences and seminars.   PD, CC, FC, Faculty   All year

Integrate with Strategic Plan / EMP / Student Success Act / Student Success Plan / Basic Skills Plan / Facilities/ Technology

Comprehensive – not silos