

Los Angeles Valley College 2016-2017 Enrollment Plan

INTRODUCTION

By definition, Enrollment Management is the structured planning of course offerings, student services, and outreach as well as intra-campus efforts toward the following desired results:

- Increased student enrollment
- Increased student success as indicated by retention in courses
- Increased student success as indicated by success in single courses
- Increased student success as indicated by persistence over multiple semesters toward a degree, certificate, transfer, or progression in the Basic Skills and ESL sequences
- Increased student success as indicated by attainment of a degree or certificate, transfer to a four-year institution, or improvement in the Basic Skills and ESL completion rates.

Enrollment Management exists to aid students in attaining the above successes. It involves creating an integrated program of course offerings and accompanying supports for students. On and throughout that process, there are services including counseling and tutoring that are offered so that students have the needed tools to reach their goals.

Enrollment management is the responsibility of every college faculty member, staff member, and administrator. Whether it is the staff member who first assists students with their applications and enrollments; the counselor who helps students select their classes and create their academic plans; the instructor whose class provides a first-rate learning experience; the tutoring specialist whose session provides learning assistance; or the cadet who gives new students directions in the parking lot, the student experience should be one of receiving exceptional support from each college employee. Faculty members are integral to student success and the enrollment goals of the college, for they influence the student's decision to stay in class and can prevent a struggling student from withdrawing.

Campus support services have an important part in enrollment management. Outreach and recruitment, application processing, assessment, orientation and processing add permits, drops, and prerequisites impact student access and success. While students are enrolled, they have access to support services that include those offered in the college's Learning and Academic Resource Center, namely tutoring, supplemental instruction, academic computing, and the LAVC Library. Programs and resources offered by Student Services include but are not limited to counseling, orientation, assessment, and follow-up services. Follow-up services include Financial Aid, Initial Educational Plan, Comprehensive Plan, and Probationary Workshops, all of which are part of the goals articulated in SSSP.

This Enrollment Plan has been written in the spirit of ensuring students' connection to the quality education and breadth of experiences offered by Los Angeles Valley college, and with the intent of aligning itself with other plans at LAVC that address issues of student success and equity.

I. COMPONENTS OF ENROLLMENT MANAGEMENT

At LAVC, enrollment management's core components include five areas:

- A. ***The Outreach/Recruitment Function*** serves to increase, or maintain, the number of new students who enroll in credit or noncredit courses offered by Los Angeles Valley college at the main campus, online or any other location utilized by the college, including high school locations. Efforts in outreach/recruitment include all marketing campaigns; outreach efforts to local high schools, communities and businesses; and the structured offerings of courses and programs by Academic and Career Technical education that allow for progression of students towards their stated educational goals.
- B. ***The Student Retention/Success Function*** serves to increase persistence within the current student population and ensure that LAVC students have the tools to succeed in reaching their educational goals. Efforts in retention/success include orientation, counseling, matriculation, instruction, curriculum development, basic skills programming, library outreach and assistance, instructional and tutoring services, and the development of programming and student services as deemed necessary to improve student retention and success. Additionally, Administrative Services areas including but not limited to the Business Office, the Bookstore, and Office Services contribute.
- C. ***The Enrollment Data Function*** serves to create more productive schedules by focusing on class fill rates and meeting specific enrollment targets designated by the District and the college President. The Offices of Institutional Effectiveness as well as Academic Affairs primarily undertake these tasks. Efforts include monitoring growth and identifying areas to reduce as needed while ensuring a comprehensive college that supports diverse general education, career technical and basic skills offerings, modes of delivery, and specialized, small-scale programs.
- D. ***The Enrollment Practices & Procedures Function*** serves to provide application, enrollment, and financial aid processes that are accessible and streamlined. Various offices within Student Affairs provide these services, including Admissions & Records and Financial Aid. Efforts include application processing, course registration, adds/drops, academic record maintenance, UC/CSU certification, and financial aid.
- E. ***The College Environment Function*** serves to ensure that all campus grounds are safe, clean, and accessible and that internet access is reliable. The Maintenance and Operations Department is primarily responsible for this function and provides the following services: facilities repair and maintenance, custodial, grounds maintenance, moving of furniture and equipment, routine work orders, facility emergencies, environmental health and safety, and central plant maintenance.

II. ALIGNMENT OF THE ENROLLMENT PLAN

The Enrollment Plan supports the implementation of the college's Educational Master Plan. In addition, its objectives reflect student success initiatives addressed more substantially in the following annual plans:

- A. **Basic Skills Plan**—focuses on initiatives to assist students progressing through basic skills and ESL as well as strengthening the transition between high school and college. It examines ways to not only open campus doors to potential students who may not be college-ready in Math and English, but it also evaluates the pathway, i.e. the number of levels, for students and support services such as tutoring and the library that will help students do well in their classes and stay in college;
- B. **Student Success and Support Plan (SSSP)**— emphasizes how the core services of orientation, assessment/placement, counseling, advising and other educational planning services are available to credit and noncredit students;
- C. **Student Equity Plan**—focuses on completion of ESL and Basic Skills sequences, degrees, certificates, and transfer requirements for categories of students whose retention, persistence and completion rates are historically disproportionately low.

The Enrollment Plan's activities specifically address strategies to meet Full-Time Equivalent Student (FTES) targets within the established instructional budget through outreach and in-reach to students and careful, data-informed selection of scheduled offerings. It is intended to be broad in scope and to describe the general direction Los Angeles Valley College is headed in with respect to the students, community, and employers it serves.

III. LAVC ENROLLMENT MANAGEMENT COMMITTEE

The Enrollment Management Committee (EMC) was formed in 2013-14. It functions as a subcommittee of the Educational Planning Committee (EPC). The EMC recommends to the EPC policies, procedures, and an annual comprehensive enrollment management plan to determine the means to offer courses in a manner that best meets the college's current Mission and Educational Master Plan. The Committee recommends policies and procedures to be used in determining appropriate offerings of courses that meet the academic priorities of the college, student needs, industrial workforce needs, instructional delivery modes, faculty expertise, facilities, budget, and other constraints. The committee further recommends planning strategies for outreach, recruitment, and marketing.

IV. BASIC PRINCIPLES OF ENROLLMENT MANAGEMENT AT LAVC

The strategies below ensure that the college is as effective as it can possibly be in meeting the educational needs of the community and serving all of its diverse populations. The college follows these strategies while remaining within the scope of its resources.

- The college is committed to meeting its enrollment targets in order to ensure the greatest possible revenue for its programs, and it does so in ways that support student learning, student success, and academic standards/quality.
- The college pursues its enrollment strategies in close cooperation with the faculty to ensure the integrity of its transfer, career and technical education, and basic skills curricula.
- The college provides the appropriate support services needed to increase success as it relates to retention, persistence and completion on both the course and program level. These services include counseling and supplemental instruction areas such as tutoring. Both are critical in light of the mandated student success-driven initiatives in California's community colleges. For example, Student Education Plans are now required of all who enroll, and so the role of the counselor has become even more critical. Similarly, the college is working toward extending the hours of these services to evenings and weekends.
- The college continues its commitment to the K-12 system in the local area and to working with schools at all levels to ensure that students are encouraged to pursue post-secondary education and that they are well-prepared to succeed when they do so.
- The college remains committed to meeting the educational needs of businesses to ensure a skilled workforce.

Specific offices on campus have responsibility for administering aspects of enrollment management, but it is everyone's responsibility, with administration, faculty, and staff playing a critical role in each interaction with students and the public.

V. MARKETING & CAMPUS COMMUNICATIONS

The college's recruitment efforts are designed to communicate an ongoing message that LAVC has opportunities and resources to meet the needs of the surrounding community. The college's target audience includes recent high school graduates, returning students, and those who seek education to obtain employment or further their current employment standing. Their goals, consistent with the State's guidelines and college's mission statement, include degree and/or certificate attainment, transfer, or improvement in the areas of Basic Skills and ESL. Outreach efforts apply to all students. A summary of the actions and outcomes related to Outreach and Recruitment is attached in the form of a planning grid.

The college's efforts in this area bring prospective students of all ages to campus and take the campus to the community, specifically its high schools.

A. BRINGING THE COMMUNITY TO LAVC

The Office of Outreach and Recruitment makes the college, as well as its offerings and educational opportunities, visible to its service area and beyond. The Office works with 11 primary, 7 secondary, and 12 tertiary feeder high schools to matriculate high school seniors, culminating in the Senior Day event. Activities leading up to Senior Day include:

- Visits to schools during which LAVC staff members make presentations, lead applications workshops, assist students with accessing online orientations and proctor the assessment test;
- Collaboration between LAVC and the Los Angeles Unified School District to host the only annual College Fest in the San Fernando Valley, with over 100 colleges and universities participating;
- New informational videos and tutorials in English and Spanish on the campus website that describe the pathways to orientation, assessment, counseling, advising, and other educational planning services. These new resources are supported by funding from the Student Success and Support Plan and will potentially increase access for underrepresented populations.

The above activities will develop a culture of promoting college on a more comprehensive level at the middle and high schools in the San Fernando Valley. Through these efforts, students, counselors, and parents will gain a greater understanding of how LAVC, as a gateway to higher education, will promote success.

B. TAKING LAVC TO THE COMMUNITY

1. ACE

The goal of the *Advanced College Enrollment (ACE) program* is to provide college opportunities to high school students by offering college-level instruction in the high schools themselves, thereby encouraging the continuation of study at LAVC. This pathway program works with participating high schools to offer transfer courses that satisfy the various areas of the CSU and IGETC requirements found in the college Catalog. From single-course offerings, the program has evolved to more sequential scheduling that would allow students to make significant progress towards their A.A. degree while still in high school. This collaboration between high school and LAVC counselors permit high school students to take courses in the program over multiple semesters. In addition, ACE students have access to tutoring and library services at LAVC.

2. REGIONAL CTE PROGRAMS

The college participates in Regional Career Technical Programs that include outreach to high schools with programs that build pathways toward specific careers. Many CTE faculty members also participate in outreach activities throughout the year, provided largely by two funding sources.

- a. The LA Hi Tech grant is designed to create career pathways in the field of Media Arts, including having students enrolled in articulated and dual enrollment courses. The grant will begin in 2015-16, and Cleveland and Birmingham High Schools are the first participants.

- b. The CTE Enhancement grant is a regional collaboration designed to provide professional development, equipment, and curriculum development for computer science and areas of manufacturing and solar energy.

For the Future - The goal of helping adults improve their lives becomes even more imperative in the light of the AB 86 legislation, which appropriated \$25 million to the California Community college Chancellor's Office (CCCCO) to allocate funding for two-year planning and implementation grants. The planning and implementation grant funds will be used to provide various types of courses for adults, including elementary and secondary basic skills, classes required for a high school diploma or high school equivalency certificate, ESL and Civics courses for immigrants, as well as short-term career technical education programs with high employment potential. In addition, the Governor has equalized the career development and college preparation noncredit rate to the credit rate. This includes a large number of non-credit ESL classes offered by Continuing Education, which will be funded at the same rate as regular credit courses.

C. MARKETING & CAMPUS COMMUNICATIONS ACTIVITIES

Marketing

1. Introduce "STEP:Forward" advertising campaign to create brand awareness of Los Angeles Valley College in target communities.
2. Host Annual "Welcome Days."
3. Offer Math and English Bridge Year Round.
4. Maintain and expand equity cohorts.
5. Convene a marketing committee.
6. Improve ACE course offerings, including times offered and appropriateness of courses.
7. Establish pathways for completion of certificates or transfer requirements.
8. Provide regular service to feeder high schools in the communities we serve.
9. Provide application and FAFSA assistance, online orientation, assessment and counseling to students recruited from feeder high schools.
10. Provide enrollment assistance for students who complete the OAC requirements. Target these students for the Summer Bridge and Fall START/Equity groups.

Campus Communications

1. Review information, policies, and procedures for accuracy on an annual basis on the website. This includes an annual review and update of all instructional departments' Associate and certificate requirements listed on the college website. Requirements shall appear only as links to appropriate Catalog listing (rather than listed separately from Catalog).
2. Identify systemic barriers in the ESL population's access to classes and address them.
3. Enhance the connection between the ESL program offered through Continuing Education and the College's credit based programs.
4. Align ESL and Basic Skills courses throughout college.

5. Pursue articulation agreements with Adult Education Centers to create pathways to LAVC.
 - a. Contact and meet with staff from Adult Education Centers.
 - b. Develop articulation agreements.
 - c. Create prioritized list of Student and Support Services needed for Adult Education.

VI. SCHEDULING AND INSTRUCTIONAL PROGRAMS

A. COMPLETION AND GROWTH PRIORITIES

The college offers programs with goals of completion, transfer, degree attainment, certificate attainment, and Basic Skills. It offers over 20 Associate of Arts degrees for transfer. Each academic and career technical program currently has a two-year matrix that indicates when each course required for a certificate or degree will be offered to ensure students can complete their degrees in a timely manner.

Analogous to these student achievement goals are the real efforts of the college to offer courses efficiently and position itself to grow when necessary. In 2015-16, for example, the college is scheduling to grow enrollments over the previous year. Part of increasing the schedule size involves strategically responding to diverse student needs; i.e., time of the day and weekends, all based on classroom availability.

Additional considerations include modes of delivery, with a specific focus on the efficiency and success rates relative to online and hybrid courses; online course offerings make up approximately 10% of the college's total offerings. Most recently, to meet growth goals, the college has begun launching late-start courses that begin at the halfway point of the semester.

The college's multi-year balanced budget focuses on attrition, capturing growth funding, increasing efficiency, and presuming state-funded enrollment growth by at least 2% for the next four years. The college is currently in the final thrust of its building program and to date there is not sufficient classroom space during the high-peak morning hours. LAVC schedules around 42% of courses in the day, 10% online, and 29% in the evening. Afternoons have proven to be less in demand and evening enrollment has decreased significantly. General Education classes are more likely to be scheduled in the day or online, and CTE classes are more likely to be scheduled in the evening.

Accompanying the more global look at schedule planning is the analysis by discipline. Departments also do comprehensive Program Reviews that include rates that account for hours generated per full-time equivalent instructor, (WSCH/FTEF) fill rates, census enrollments, end-of-term enrollments, demographic data, completion rates, success rates, retention rates, grade distribution, educational goals, external influences, job industry needs, and FTES generation. For programs that are challenged with gaining enrollments, the college conducts viability studies to create strategies for increasing the number of students who take and complete their courses and programs.

B. SCHEDULE DESIGN AND HISTORIC OFFERINGS

The current Schedule of Classes includes consistent start and end times so that students can easily choose a mix of classes to complete their degree. The guiding principles for allocations include completion and transfer requirements, a balance of CSU general education offerings

to be more proportional with transfer requirements, maintaining full-time faculty load, effective academic sequencing, and improving overall efficiency by using a wide range of data to make informed decisions. To ensure students have access to classes year-round, the college is committed to offering at least four sessions each year.

An analysis of the distribution of courses in the Fall 2014 schedule shows that about half of the college's allocations satisfy General Education requirements, nearly a quarter are Career Technical Education, and approximately 15% are Basic Skills classes. An analysis of the distribution within CSU general education categories shows a large under-allocation in the areas of Oral Communication (A1) and Written Communication (A2) and a smaller under-allocation in the areas of Critical Thinking (A3) and Mathematical and Quantitative Reasoning (B2). [5]

C. PROCESS OF SCHEDULE PLANNING

The college's funding from the State is based on the amount of FTES generated in conjunction with the District's allocation formula. There are many steps to building an instructional schedule that meets the college's FTES target without exceeding the budget allotted for instruction. This multi-step process involves a number of people, including the President, the management team, and the faculty. What follows is a brief synopsis of each step of the process.

1. The college's FTES target each year is first discussed in the LACCD Chancellor's Cabinet. The president reports back to senior staff to determine whether they feel the target can be met and how much it may cost. Included in this discussion is the breakdown of how many FTES will be generated in the summer, fall, winter and spring semesters. The vice president then discusses the goal with the academic deans. By department, the deans estimate FTES generation along with the cost of instruction, adjunct and full-time faculty, to determine growth potential.
2. The deans then work with their department chairs to develop a schedule that takes into account the following: the FTES goal; the hourly budget; enrollment trends and fill rates; two-year program matrices; the balance between lecture and lab classes; the balance between face-to-face and online classes; and the balance between full-semester and late-start classes.
3. Once the deans have drafted their respective divisions' schedules, the vice president and deans meet individually to review their respective schedules to check for redundancy, major course progression, and the program mix and cost.
4. As the start of the session draws near, the vice president and the deans closely monitor enrollments. If needed, adjustments are made to the schedule to ensure the FTES target is met. This includes cancelling low-enrolled classes and adding sections of high-demand classes.

D. CONSIDERATIONS IN SCHEDULE PLANNING

The college examines a number of factors in planning its schedule. Considerations include class size, resulting apportionment generation, (FTES) and costs involved in offering courses.

Within the framework of such planning are the limitations or opportunities that come with mandated class limits. The number of students a class should hold includes considerations of instructional quality as well as facility capacity, contractual limitations, and regulations of external accrediting bodies.

Within these considerations and limitations, the college uses data to balance its offerings while maintaining efficient overall average class size and thus a high FTES projection. At the district level, the effective average class size is determined as a ratio of how many FTES are generated in a subject to how much FTEF is paid. The college strives for efficient overall class averages that, through high fill rates, will net a high average FTES per course. Efficiency takes into account fiscal means and space availability. Programs with higher effective average class sizes support programs with lower effective average class sizes.

Faculty members also play a key role in ensuring students remain in classes once they register. Enrollment is counted at census, or the date nearest the 20% point of the term. Additionally, it is important for faculty to add students to classes at the beginning of the term. Since exclusions for no-shows are deducted from the census count (even if they are submitted after the census date), it is important to submit exclusions online as soon as possible to ensure an accurate record. Encouraging students to persist and make use of all available support resources on campus will help the college's census numbers and overall student success.

D. SCHEDULING & INSTRUCTIONAL PROGRAMS ACTIVITIES

1. Align course offerings with student needs by producing an annual schedule (inclusive of all terms) in advance of the academic year and adjust as needed.
2. Continue to develop high school articulation agreements for CTE programs.
3. Continue to align the college's CTE curriculum with industry standards.
4. Review the total number of Distance Education offerings, student success and retention in DE courses, and the FTES generated from them to ensure offerings are meeting the needs of students, while proportionately supporting the college's FTES targets.

VII. ENROLLMENT PRACTICES & PROCEDURES

A. ENROLLMENT PRACTICES & PROCEDURES ACTIVITIES

1. Reduce the number of days for Admissions to respond to new student applications.
2. Extend open hours of Admissions office on last day to add for each term.
3. Extend Friday open hours of Admissions office to match the open hours of Counseling

VIII. COLLEGE ENVIRONMENT

A. COLLEGE ENVIRONMENT ACTIVITIES

1. Improve campus cleanliness, especially grounds and restrooms (reallocate or increase custodial staff, if needed).
2. Improve internet access and reliability throughout the campus, especially as it affects instruction in the classroom; IT evaluation of the problem and implementation of solutions.
3. Explore and develop strategies to improve campus security in the evening.