



Los Angeles Valley College

Educational Planning Committee

Web site: <http://www.lavc.edu/epc>

Committee Members

Mark an "x" next to each person who is present:

Administration

- Karen Daar, VP, Academic Affairs*
- Deborah diCesare, Academic Affairs
- M. Elizabeth Negrete, Student Services

Faculty Members

- June Miyasaki, Senate Appointed*
- Patty Melody, Chairs & Directors
- William Wallis, Faculty
- Chauncey Maddren, Faculty

Staff Members

- Lily Salter, Staff

Student ASU Members

- ____, ASU Rep

Ex Officio

- Michelle Fowles, Dean, Research & Planning

Resource Members

- Ashley Dunn, Enrollment Management Committee
- Jacquelyn Hams, CDEC

*Chair

Guests

LAVC Mission Statement:

Los Angeles Valley College serves as a leader in student success, with pathways for certificates, degrees, transfer, and continuing education. We enable students to advance their education, personal development, and quality of life, empowering them to be productive and engaged members of the global community.

EPC Mission Statement: The mission of the EPC is to oversee the implementation of the Educational Master Plan and develop educational related policies.

EPC Goals 2015-2016:

1. Revise the Mission Statement
2. Assess the implementation of the 2014-2020 EMP (Track the process, track appropriate matrices, collect and organize data).

Committee Meeting Dates (2015-2016)

09/14/15; 10/12/15; 11/09/15; 12/14/15; 02/08/15; 03/14/15; 04/11/15; 05/09/15; 06/13/15 (TBD)

Monday, October 12, 2015

1:30 – 3:30 PM

President's Conference Room
(Admin 2- Trailer)

Agenda

1. Approval of Agenda
2. Approval of September 2015 Minutes
3. Old Business (action items)
 - a. EPC membership – Recommendations from IEC
4. New Business
 - a. Motion from EMP to accept the Enrollment Management Plan and Alignment Grid
 - b. Study Away discussion (DiCesare)
5. Reports
 - a. IEC – KD/JM
 - b. Enrollment Management Committee – KD
 - c. EMP survey workgroup – JM
 - d. Mission statement workgroup - PM
 - e. Grants Committee -DdC
 - f. VP Academic Affairs Report – KD
 - g. CDEC – Jacquelyn Hams
6. Public Agenda Speakers
7. Items from the floor
8. Adjournment

To adopt the 2015-16 goals:

Enrollment Plan Objective	Educational Master Plan Objective Alignment	Related Plan Alignment	Outcome	Responsible Coordination, Stakeholders and Timeline
<p>1. Begin initial pursuit the goals and strategies that make up the college’s <i>Equity Plan, which</i> includes strategies to provide an introduction to LAVC programs and services to new students.</p>	<p>Identify unintentional structural barriers in serving the campus population, and create strategies to address those barriers.</p>	<p>Student Equity Plan, Goal A (Access)</p> <p>SSSP Section II, Core Services (Orientation, Assessment, Counseling et al., Follow-up for at-risk students)</p>	<p>Availability of the following outreach Activities and opportunities for student and prospective students:</p> <ul style="list-style-type: none"> • Annual “Welcome Days” • Extension of Bridge Programs through the year • Expansion of culture-specific cohorts for African-American, Latino students. • Greater Knowledge of the college and its programs through advanced college branding with specific advertising and marketing materials to reach targeted high school and community groups to market Los Angeles Valley College as the “college of choice” for the residents of the Valley and surrounding areas. 	<p><u>Responsible:</u> Dean of Student Success, Scheduling Dean, Public Relations Director</p> <p><u>Stakeholders:</u></p> <ul style="list-style-type: none"> • Outreach Office • Chairs/Deans in Disciplines • Faculty • Public Relations Office <p><u>Timeline:</u> 2015-16 and ongoing</p>

Enrollment Plan Objective	Educational Master Plan Objective Alignment	Related Plan Alignment	Outcome	Responsible Coordination, Stakeholders and Timeline
<p>MARKETING</p> <p>2. a) Introduce “Step Forward” ad campaign to reach, support students identified in the Equity Plan.</p>	<p>Promote awareness of support programs and services to incoming students.</p> <p>Identify unintentional structural barriers in serving the campus population, and create strategies to address those barriers.</p>	<p>Student Equity Plan, Goal A (Access)</p> <p>SSSP Section II, Core Services (Orientation, Assessment, Counseling et al., Follow-up for at-risk students)</p>	<p>Completed campaign activities: bus stop and bus advertisements, cable advertisements, targeted advertising at audiences (e.g. CSUN, UCs, private high schools and colleges), direct mail pieces and enhanced materials for Outreach.</p> <p>Outcome: Greater awareness of necessity of submitting applications as well as doing online orientation, placement testing, Educational Planning and timely enrollment.</p>	<p><u>Responsible:</u> Public Relations Director, Student Services Deans, Directors.</p> <p><u>Stakeholders:</u> Staff in above areas</p> <p><u>Timeline:</u> 2015-2016 and ongoing</p>
<p>MARKETING</p> <p>2. b) Develop and implement an integrated marketing plan and materials targeted directly at graduating seniors and at the general community.</p>	<p>Identify unintentional structural barriers in serving the campus population, and create strategies to address those barriers.</p> <p>Create institutional opportunities to promote transfer targeted towards low income, first generation, and under-prepared students.</p> <p>Promote awareness of support programs and services to incoming students.</p>	<p>Student Equity Plan, Goal A (Access)</p>	<p>Short-Term: Introduction of a college brand that uses targeted messages to reach our diverse population.</p> <p>Long-Term: Greater response from community to educational opportunities that are communicated through this planned, branded approach.</p>	<p>Responsible parties and stakeholders: President, Vice Presidents, Public Relations Director</p> <p>Additional Activity: Evaluation of Step Forward as initial SSSP Logo/Slogan</p> <p><u>Timeline:</u> Spring Semester 2016</p>

Enrollment Plan Objective	Educational Master Plan Objective Alignment	Related Plan Alignment	Outcome	Responsible Coordination, Stakeholders and Timeline
<p>HIGH SCHOOL ACTIVITIES</p> <p>3a) Continue to enhance the ACE Program.</p>	<p>Increase completions.</p> <p>Support students' ability to complete a program pathway.</p> <p>Identify unintentional structural barriers in serving the campus population, and create strategies to address those barriers</p>	<p>Student Equity Plan, Goal A (Access) SSSP</p> <p>SSSP Section II, Core Services (Assessment, Counseling et al)</p>	<ul style="list-style-type: none"> Improvement of offerings at partner high schools Establishment of pathways for completion integrated with SSSP activities. Launch of "Walk Twice" Program at Birmingham High School and identify other schools with enrollments healthy enough to participate in 2016-17. 	<p><u>Responsible:</u> Dean of Student Success, Academic Affairs Liaison with ACE</p> <p><u>Stakeholders:</u> Deans, Chairs, HS Administrators, HS Counselors, Faculty</p> <p><u>Timeline:</u> Launch in Spring 2016</p>
<p>HIGH SCHOOL ACTIVITIES</p> <p>3b) Within high schools, examine possibilities of program-based offerings that lead toward points of momentum such as completion certificates for Career and Technical Education.</p>	<p>Create institutional opportunities to promote transfer targeted towards low income, first generation, and under-prepared students.</p> <p>Promote awareness of support programs and services to incoming students.</p>	<p>Student Equity Plan Goal B (Course Completion), Goal D (Degree, Cert. Completion)</p>	<p>Establishment of Offerings, support for Los Angeles Hi Tech, CTE Enhancement Grants</p>	<p><u>Responsible:</u> Dean of Student Success, Dean of CTE, Dean of Economic Development, Outreach Coordinator</p> <p><u>Stakeholders:</u> Deans, Chairs, HS Administrators, HS Counselors, Faculty</p> <p><u>Timeline:</u> 2015-16</p>

Enrollment Plan Objective	Educational Master Plan Objective Alignment	Related Plan Alignment	Outcome	Responsible Coordination, Stakeholders and Timeline
<p>HIGH SCHOOL ACTIVITIES 3 c) Leverage relationships with high schools and California State University Northridge to move toward a seamless pathway that begins in 9th grade and culminates with attainment of a Bachelor's Degree.</p>	<p>Increase completions, particularly relative to ADT Degrees (Jason, 9/16)</p> <p>Support students' ability to complete a program pathway.</p> <p>Create institutional opportunities to promote transfer targeted towards low income, first generation, and under-prepared students.</p>	<p>Student Equity Plan, Goal A (Access), Student Equity Plan Goal B (Course Completion), Goal D (Degree, Cert. Completion), Goal E (Transfer)</p>	<p>Use of models such as First Year Experience and College Promise programs around the state as best practice models and cautionary tales. Designate 2015-16 as planning period for this goal.</p>	<p><u>Responsible:</u> Vice Presidents, Academic Affairs, Student Services, Administrative Services</p> <p><u>Stakeholders:</u> Deans, Chairs, HS Administrators, HS Counselors, Faculty, CSUN Administration, Counselors, Department Heads (if necessary)</p> <p><u>Timeline:</u> 2015-16 for planning</p>

Enrollment Plan Objective	Educational Master Plan Objective Alignment	Related Plan Alignment	Outcome	Responsible Coordination, Stakeholders and Timeline
<p>CAMPUS COMMUNICATION TO STUDENTS</p> <p>4a) Ensure that all College personnel that are likely to interact with potential students are sufficiently trained to answer questions and/or to make appropriate referrals.</p>	<p>Support students' ability to complete a program pathway.</p>	<p>SSSP Section II, Core Services (Orientation, Assessment, Counseling et al., Follow-up for at-risk students)</p>	<p>Greater cross-campus awareness of student programs, general campus, college information.</p> <p>Promote learning and service outcomes to all constituencies (especially students).</p> <p>Promote awareness of academic programs, (support programs and services to incoming students).</p>	<p>Responsible Parties: Every employee at LAVC</p> <p>Stakeholders: Every employee at LAVC interacting with students.</p> <p>Timeline: Indefinite</p>
<p>CAMPUS COMMUNICATION TO STUDENTS</p> <p>4b) Clearly market the availability of financial aid options to prospective students and their families as it relates to their efforts toward completion relative to transfer, degree and certificate attainment, as well as improvement in the Basic Skills.</p>	<p>Create mechanisms to advise underprepared/low-socioeconomic class students on how to access financial resources.</p> <p>Identify unintentional structural barriers in serving the campus population, and create strategies to address those barriers.</p>	<p>Student Equity Plan, Goal A (Access), Goal C (ESL and Basic Skills Completion), Goal D (Degree, Cert. Completion), Goal E (Transfer)</p> <p>SSSP Section II, Core Svcs (Orientation, Counseling)</p> <p>Basic Skills Plan</p>	<ul style="list-style-type: none"> • Increase in FAFSA Submissions • Increase in Student Education Plan Completion Numbers • Increase in Board of Governors Fee Waivers • Decrease in Withdraws from classes 	<p>Responsible: Vice President, Student Services, Director of Financial Aid</p> <p>Stakeholders: Financial Aid, Public Relations staff, College Webmaster</p> <p>Timeline: 2015-16, especially with move toward new October deadline for F.A. applications</p>

Enrollment Plan Objective	Educational Master Plan Objective Alignment	Related Plan Alignment	Outcome	Responsible Coordination, Stakeholders and Timeline
<p>CAMPUS COMMUNICATION TO STUDENTS</p> <p>4c) Utilize technology to increase communications to prospective students, current students, campus community</p>	<p>Increase completions.</p> <p>Create mechanisms to advise underprepared/low-socioeconomic class students on how to access financial resources.</p> <p>Identify unintentional structural barriers in serving the campus population, and create strategies to address those barriers.</p>	<p>Equity Plan, Goal A (Access), Student Equity Plan Goal D (Degree, Cert. Completion), Goal E (Transfer)</p> <p>SSSP Section II, Core Services (Orientation, Assessment, Counseling et al., Follow-up for at-risk students)</p>	<p>Greater use of social media, college website, and Blackboard system to inform students of opportunities such as campus support activities, late-start classes, and events such as the College Fair.</p> <p>Concerning Blackboard, present communications using name, spirit and branding of Student Success and Support Plan. (SSSP)</p>	<p>Responsible: Dean of Student Success, Scheduling Dean, Public Relations Director</p> <p>Stakeholders:</p> <ul style="list-style-type: none"> • Outreach Office • Chairs/Deans in Disciplines • Faculty • Public Relations Office <p>Timeline: 2015-16 and ongoing</p>
<p>CAMPUS COMMUNICATION TO STUDENTS</p> <p>4d) Ensure the currency of information, policies and procedures is available to the public. This includes what is found on the campus website, flyers, and other promotional items.</p>	<p>Identify unintentional structural barriers in serving the campus population, and create strategies to address those barriers.</p>	<p>Student Equity Plan, Goal A (Access)</p> <p>SSSP Section II, Core Services (Orientation, Assessment, Counseling et al., Follow-up for at-risk students)</p>	<p>Reduction in misinformation</p> <p>Higher quality instruction</p> <p>Better experience for students in matriculation process</p> <p>More current, updated publications such as the college schedule</p>	<p>Responsible Parties: Those responsible for dissemination, starting with Dean of Student Success (Blackboard), Public Relations Director, Webmaster, Scheduling Dean</p> <p>Stakeholders: Every employee at LAVC responsible for web page, social media page, publications, schedule production.</p> <p>Timeline: Indefinite</p>

Enrollment Plan Objective	Educational Master Plan Objective Alignment	Related Plan Alignment	Outcome	Responsible Coordination, Stakeholders and Timeline
<p>OUTREACH THROUGH CURRICULUM</p> <p>5a) Coordinate efforts to expand noncredit and credit offerings to neighboring occupational centers to connect Adult Education students to a pathway of completion at LAVC and with its partners.</p>	<p>Support students' ability to complete a program pathway.</p> <p>Identify unintentional structural barriers in serving the campus population, and create strategies to address those barriers.</p>	<p>Equity Plan Goal C (ESL and Basic Skills Completion)</p> <p>Basic Skills Plan Goals A, B</p>	<p>More offerings to serve needs of Adult Education students</p> <p>Established educational pathways for Adult Education students taking courses at LAVC or elsewhere in the community.</p>	<p>Responsible Parties: Vice President of Academic Affairs, Dean of Economic Development,</p> <p>Stakeholders: Department Chairs</p>
<p>OUTREACH THROUGH CURRICULUM</p> <p>5b) Identify systemic barriers to the ESL population access to classes and address them. Enhance the connection between the ESL program offered through Continuing Education and the College's credit based programs.</p>	<p>Increase students' transition from basic skills to college-level courses.</p> <p>Identify unintentional structural barriers in serving the campus population, and create strategies to address those barriers.</p>	<p>Equity Plan Goal C (ESL and Basic Skills Completion)</p> <p>SSSP Section II, Core Services (Orientation, Assessment, Counseling et al., Follow-up for at-risk students)</p> <p>Basic Skills Plan Goals B</p>	<p>Articulated plan from Foundational Skills Committee to align ESL, Basic Skills throughout the college.</p>	<p>Responsible Parties: Vice President of Academic Affairs, Deans of Continuing Education and English, Communication Studies, Psychology departments</p> <p>Stakeholders: Chairs of aforementioned departments, Academic Learning Resource Center</p>

Enrollment Plan Objective	Educational Master Plan Objective Alignment	Related Plan Alignment	Outcome	Responsible Coordination, Stakeholders and Timeline
<p><u>Scheduling and Instructional Programs Objectives</u></p> <p>1. Develop “tracks” of classes. Move away from schedule of courses toward a “schedule of programs” format.</p>	<p>Increase completions.</p> <p>Support students’ ability to complete a program pathway.</p> <p>Identify unintentional structural barriers in serving the campus population, and create strategies to address those barriers.</p>	<p>Equity Plan, Goal B (Course Completion), Goal C (ESL and Basic Skills Completion), Goal D (Degree, Cert. Completion), Goal E (Transfer)</p> <p>SSSP Section II, Core Services (Orientation, Counseling et al)</p>	<p>Students able to attend only certain parts of the day or online able to in the morning, afternoon, evening and online able to complete their degree, certificate requirements in a timely manner.</p> <p>Established, year-round academic calendar for students to plan their pathways beyond one semester. This includes the following:</p> <ul style="list-style-type: none"> • Inclusion of Two-year projected schedules for students. • Scheduling that complements student S.E.P.s • Higher degree, certificate completion rates 	<p>Responsible Parties: Deans and Vice President of Academic Affairs</p> <p>Stakeholders: Schedule production staff within academic affairs, counselors, chairs</p> <p>Timeline: 2015-16, ongoing</p>
<p>2. Continue to develop high school articulation agreements for CTE program curriculum and to align the college’s CTE curriculum with industry standards.</p>	<p>Identify unintentional structural barriers in serving the campus population, and create strategies to address those barriers.</p>	<p>Equity Plan, Goal A (Access), Goal D (Degree, Cert. Completion)</p> <p>SSSP Section II, Core Services (Orientation, Counseling et al.)</p>	<p>Increase in number of agreement with area high schools</p> <p>Higher CTE completion rates</p>	<p>Responsible Parties: Dean of CTE, CTE Department Chairs</p> <p>STAKEHOLDERS: Counselors, CTE Faculty, Industry Partners</p>

Enrollment Plan Objective	Educational Master Plan Objective Alignment	Related Plan Alignment	Outcome	Responsible Coordination, Stakeholders and Timeline
<p>3. Ensure the schedule includes the required offerings to meet the Equity Plan objectives.</p>	<p>Identify unintentional structural barriers in serving the campus population, and create strategies to address those barriers.</p> <p>Create a comprehensive enrollment management plan informed by campus priorities.</p>	<p>Student Equity Plan Goal B (Course Completion) Goal C (ESL and Basic Skills Completion), Goal D (Degree, Cert. Completion) Goal E (Transfer)</p>	<p>Effective scheduling, retention, persistence, success rates among START, other cohorts, saved seat arrangements.</p>	<p>Responsible: Vice Presidents of Academic Affairs and Student Services, Dean of Scheduling, Department Chairs</p> <p>Timeline: Ongoing</p>
<p>4, 5. Explore effective ways to program and market weekend and evening offerings.</p> <p>Continue to promote late-start offerings in a manner that assists students in reaching their educational goals while helping the college grow.</p>	<p>Identify unintentional structural barriers in serving the campus population, and create strategies to address those barriers.</p> <p>Create a comprehensive enrollment management plan informed by campus priorities</p>	<p>Student Equity Plan Goals A (Access), Goal B (Course Completion), Goal D (Degree, Cert. Completion), Goal E (Transfer)</p>	<p>Higher weekend, evening enrollment numbers</p> <p>Greater numbers of students enrolled in late start courses</p> <p><u>Means to Outcomes:</u> Articulated advertising strategy for late-start offerings</p> <p>Articulated internal communication map for late start, similar opportunities</p> <p>Scan of target area to identify audiences needing or wanting to study at non-traditional hours or modes of delivery.</p>	<p>Responsible: Vice Presidents of Academic Affairs and Student Services; Deans of Scheduling, Academic Affairs, Student Success; Director of Public Relations</p> <p>Stakeholders: Enrollment Management Committee</p> <p>Timeline: Ongoing</p>

Enrollment Plan Objective	Educational Master Plan Objective Alignment	Related Plan Alignment	Outcome	Responsible Coordination, Stakeholders and Timeline
<p>6. Review the total number of Distance Education offerings and the FTES generated from them to ensure offerings are meeting the needs of students and while proportionately supporting the college's FTES target.</p>	<p>Create a comprehensive enrollment management plan informed by campus priorities.</p>	<p>Student Equity Plan Goal B (Course Completion), Goal D (Degree, Cert. Completion), Goal E (Transfer)</p>	<p>Appropriate Numbers of Distance Education Offerings</p> <p>Planned programs of study for students wishing to complete a degree or certificate, transfer, or improve in the Basic Skills</p> <p>Higher success, completion rates in Distance Education courses</p>	<p>Responsible: Vice President of Academic Affairs, Dean of Scheduling, Dean of Institutional Effectiveness</p> <p>Stakeholders: Enrollment Management Committee, College Distance Education Committee, Department Chairs</p> <p>Timeline: Ongoing</p>

Enrollment Plan Objective	Educational Master Plan Objective Alignment	Related Plan Alignment	Outcome	Responsible Coordination, Stakeholders and Timeline
<p>7. Review current program mix to establish a baseline for CTE, Basic Skills and Transfer offerings according to students' identified goal and achievement of a degree and/or a certificate.</p>	<p>Increase completions</p> <p>Support students' ability to complete a program pathway.</p> <p>Identify unintentional structural barriers in serving the campus population, and create strategies to address those barriers.</p> <p>Create a comprehensive enrollment management plan informed by campus priorities.</p> <p>Create a comprehensive enrollment management plan informed by campus priorities.</p>	<p>Student Equity Plan Goal B (Course Completion)</p> <p>Goal C (ESL and Basic Skills Completion), Goal D (Degree, Cert. Completion), Goal E (Transfer)</p> <p>Basic Skills Plan Goals A, B</p>	<p>Greater student access to course offerings</p> <p>Schedule that is reflective of the percentage of students who reach an educational goal. Features of scheduled include needed number of GE, Basic Skill, CTE courses.</p>	<p>Responsible: Vice President of Academic Affairs, Dean of Scheduling, Dean of Institutional Effectiveness, Dean of Student Success</p> <p>Stakeholders: Enrollment Management Committee, Deans of Academic Affairs, Counselors, Department Chairs</p> <p>Timeline: Ongoing</p>

Enrollment Plan Objective	Educational Master Plan Objective Alignment	Related Plan Alignment	Outcome	Responsible Coordination, Stakeholders and Timeline
<p>8. Continue to review the costs of programs requiring lower enrollments and class size, and ensure their viability in being supported with the college's current budget allocation.</p>	<p>Create a comprehensive enrollment management plan informed by campus priorities.</p>	<p>n/a</p>	<p>Use of resources that is such to provide efficient programming</p> <p>Unearthing of opportunities to serve more students</p> <p>Greater completion, success rates.</p>	<p>Responsible: Three Vice Presidents, Scheduling Dean</p> <p>Stakeholders: Planning Committees, Budget Office, Departments, Deans of Academic Affairs, Chairs</p> <p>Timeline: Ongoing</p>
<p>9. Review demand in CSU general education categories that are currently under-allocated and increase section offerings as appropriate.</p>	<p>Increase completions.</p> <p>Identify unintentional structural barriers in serving the campus population, and create strategies to address those barriers.</p> <p>Create a comprehensive enrollment management plan informed by campus priorities.</p>	<p>Student Equity Plan Goals A (Access), Goal B (Course Completion), Goal D (Degree, Cert. Completion), Goal E (Transfer)</p>	<p>Higher completion, transfer rates</p> <p>Increased number of Transfer Degrees granted</p> <p>More responsive scheduling strategies relative to transfer courses.</p> <p>On student's side, better use of hours eligible for financial aid</p> <p>On student's side, more efficient use of time in completing transfer requirements.</p>	<p>Responsible: Vice President of Academic Affairs, Vice President of Student Services</p> <p>Stakeholders: Counselors, faculty, chairs, scheduling dean, dean of student success</p> <p>Timeline: Ongoing</p>

Los Angeles Valley College 2015-2016 Enrollment Plan

INTRODUCTION

Enrollment management is the responsibility of every college faculty member, staff member, and administrator. From the cadet who first provides directions in the parking lot to the staff member who guides graduates to the stage at Commencement, the student experience should be one of receiving exceptional customer service from each college employee. Similarly, faculty 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 just walking away. Campus support services also have an important part in enrollment management, from application processing, assessment, and orientation to processing ads, drops, and prerequisites. 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.

By definition, enrollment management is the structured planning of course offerings, student services, and outreach as well as intra-campus efforts that result in increased student enrollment and student success. It is a process by which students enrolled and class sections offered are coordinated to achieve maximum access and success for students.

COMPONENTS OF ENROLLMENT MANAGEMENT

Enrollment management's core components include three areas:

1. ***The Outreach/Recruitment Function*** serves to increase 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 includes all marketing campaigns, outreach efforts to local high schools, communities and businesses, the development of new programs and courses as deemed necessary through analysis of student and community needs, 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.
2. ***The Student Retention/Success Function*** serves to increase persistence within the current student population and ensure that LAVC students have the ability 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.

3. ***The Tracking Student 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.

ALIGNMENT OF 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:

1. **Basic Skills Plan**—which focuses on initiatives to assist students progressing through basic skills and ESL as well as strengthening the transition between high school and college,
2. **Student Success and Support Plan (SSSP)**—which emphasizes how core services of orientation, assessment and placement and counseling, advising and other educational planning services to all first-time students and follow-up services to at-risk students will be provided to credit and noncredit students, and
3. **Student Equity Plan**—which focuses on course completion, ESL and Basic Skills Completion, Degree and Certificate completion/Transfer towards students whose retention, persistence and completion rates are disproportionate.

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

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, administrative vision, and facilities, fiscal, and other constraints. The committee further recommends planning strategies for outreach, recruitment, and marketing.

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 completion/transfer, career and technical education, and basic skills curriculum.
- The College provides the appropriate support services needed to increase retention, persistence and completion.
- 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 every interaction with students and the public.

OUTREACH AND RECRUITMENT

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, immigrants, and those who seek education to obtain employment or further their current employment standing. Their goals, consistent with the state and college's mission statement, include degree and/or certificate attainment, transfer, or improvement in the areas of Basic Skills and ESL. Outreach efforts do not only apply to new students. The college strives to be responsive to current students' instructional as well as student and support service needs. Such responsiveness cannot exist without deliberate communications to students on resources available for them to succeed. A summary of this plan will be attached as part of the Enrollment Plan and the accompanying grid.

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

BRINGING THE COMMUNITY TO LAVC

The Office of Outreach and Recruitment 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 fruits of 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 them, students, counselors, and parents will gain a greater understanding of how LAVC, as a gateway to education, will promote success.

TAKING LAVC TO THE COMMUNITY

ACE

Through the *Advanced College Enrollment (ACE) program*, LAVC runs college classes at high school locations throughout the Valley. The goal of ACE is introduce students to college and then ease the transition of those students from high school to LAVC to reach a degree or certificate and transfer. From an initial offering of high-interest courses, the program has evolved to launching a program, “Walk Twice” that will have students earning an IGETC Completion Certificate at or about the same time that they walk in their high school graduation ceremony.

REGIONAL CTE PROGRAMS

The college participates in *Regional Career Technical Programs* that include outreach partnership to high schools with programs that build pathways toward specific careers. Many CTE faculty members also participate in outreach activities throughout the year, thanks in great part to two funding opportunities.

- 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. Starting in 2015-16, that experience is happening for students at Cleveland and Birmingham High Schools.
- The CTE Enhancement grant is a regional collaboration designed to provide professional development, equipment, and curriculum 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.

2015-2016 Outreach and Recruitment Objectives:

1. Equity Plan

Begin initial pursuit the goals and strategies that make up the college's *Equity Plan*, *which* includes strategies to provide an introduction to LAVC programs and services to new students.

2. Marketing

- a) Introduce a "Step Forward" advertising campaign to further target students identified in the Equity Plan.
- b) Develop and implement an integrated marketing plan and materials targeted directly at graduating seniors and at the general community. The plan will include a college brand that uses targeted messages to reach our diverse population.

3. High School Activities

- a) Continue to enhance the ACE Program through review of offerings at partner high schools, and establishment of pathways for completion integrated with SSSP activities. Launch "Walk Twice" Program at Birmingham High School and identify other schools with enrollments healthy enough to participate in 2016-17.
- b) Within high schools, examine possibilities of program-based offerings that lead toward points of momentum such as completion certificates for Career and Technical Education.
- c) Leverage relationships with high schools and California State University Northridge to move toward a seamless pathway that begins in 9th grade and culminates with attainment of a Bachelor's Degree.
- d) Increase high school student outreach activities so that more high school graduates will choose Los Angeles Valley College.

4. Campus Communication to Students

- a) Ensure that all College personnel who are likely to interact with potential students are sufficiently trained to answer questions and/or to make appropriate referrals.
- b) Clearly market the availability of financial aid options to prospective students and their families.
- c) Utilize social media, college website, and Blackboard system to inform students of opportunities such as campus support activities, late-start classes, and events such as the College Fair. Concerning Blackboard, present communications using name, spirit and branding of Student Success and Support Plan. (SSSP)
- d) Ensure the currency of information, policies and procedures is available to the public. This includes what is found on the campus website, flyers, and other promotional items.

5. Outreach through Curriculum

- a) Coordinate efforts to expand noncredit and credit offerings to neighboring occupational centers to connect Adult Education students to a pathway of completion at LAVC and with its partners.
- b) Identify systemic barriers to the ESL population's access to classes and address them. Enhance the connection between the ESL programs offered through Continuing Education courses as well as those offered for credit.

SCHEDULING AND INSTRUCTIONAL PROGRAMS

COMPLETION AND GROWTH PRIORITIES

The College offers programs with goals of completion, transfer, degree attainment, certificate attainment, and development in the Basic Skills in minds. It offers over 20 Associate 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 may 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 by 3.375% over the previous year. Part of increasing the size of the schedule involves thinking about the ways to meet student needs, whether it is time of the day and in the evening in context of limited classroom space. Additional considerations include mode of delivery, with a specific focus on the efficiency and success rates relative to online and hybrid courses. and 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 menus of courses that begin at the halfway point of the semester.

The College's multi-year balanced budget focuses on attrition, capturing growth funding, increases in efficiencies, 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 student 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 and 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 to increasing numbers of students who take and complete their courses and programs.

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 distribution of courses in the Fall 2014 schedule shows that about half of the college's allocations satisfy General Education requirements, close to a quarter are Career Technical Education and around 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]

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 much FTES will be generated in the Summer, Fall, Winter and Spring semesters.
2. The Vice President then discusses the goal with the Academic Deans. The Deans are asked to estimate how much FTES they can generate and the cost based on adjunct and full-time faculty costs broken down by each department on how much is needed to generate FTES and how much growth the department could yield.
3. 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.
4. Once the Deans have drafted their respective divisions' schedules, the Vice President and Deans then meet individually to review their respective schedules to check for redundancy, major course progression, and the program mix and cost.
5. 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.

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 not only instructional quality but also facility capacity, contractual limitations, and regulations of external accrediting bodies.

Within these considerations and limitations, The College uses data to balance the college 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 much FTES is generated in a subject to how much FTEF is paid. Within its fiscal and facility means as well as future facility planning, the college strives for efficient overall class averages that, through high fill rates, will net a high average FTES generate per course. Programs with lower effective average class sizes are supported by programs with higher effective average class sizes.

Faculty members also play a key role in ensuring students remains in classes once they register since 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.

2015-2016 Scheduling and Instructional Programs Objectives

1. Develop “tracks” of classes in the morning, afternoon, evening, weekend and online. Move away from schedule of courses toward a “schedule of programs” format.
2. Continue to develop high school articulation agreements for CTE program curriculum and to align the college's CTE curriculum with industry standards.
3. Ensure the schedule includes the required offerings to meet the Equity Plan objectives.
4. Explore effective ways to program and market weekend and evening offerings.
5. Continue to promote late-start offerings in a manner that assists students in reaching their educational goals while helping the college grow.

6. Review the total number of Distance Education offerings, their success as well as completion rates, and the FTES generated from them to ensure offerings are meeting the needs of students while proportionately supporting the college's FTES target.
7. Review current program mix to establish a baseline for CTE, Basic Skills and Transfer offerings according to students' identified goal and achievement of a degree and/or a certificate.
8. Continue to review the costs of programs requiring lower enrollments and class size, and ensure their viability in being supported with the college's current budget allocation.
9. Review demand in CSU general education categories and increase or decrease the number of section offerings as appropriate.