



**Santiago  
Canyon  
College**

**2019-  
2022**

# Enrollment Management Plan



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## **Mission of Santiago Canyon College**

Santiago Canyon College is an innovative learning community dedicated to intellectual and personal growth. Our purpose is to foster student success and to help students achieve these core outcomes: to learn, to act, communicate and think critically. We are committed to maintaining standards of excellence and providing the following to our diverse community: courses, certificates, and degrees that are accessible, applicable, and engaging.

## **Introduction**

The Enrollment Management Plan 2019-2022 is a three-year evolving plan that includes goals and strategies in support and aligned to the College's mission, Educational Master Plan, and integrated planning. It is an evolving plan and a living document intended to provide strategies for efficiency, quality, access and inclusiveness for the college and the students it serves.

## **Enrollment Management Plan**

### **Committee Mission**

With a primary focus on sustaining long-term student success and in accordance with Santiago Canyon College's mission and core goals, the Enrollment Management Committee (EMC) will develop a holistic and integrated approach to enrollment management that supports college-wide collaboration, engagement, creative thinking and consensus building.

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

### **Responsibilities**

- Evaluate on-going enrollment trends, activities, and initiatives
- Initiate research on scheduling and instruction at the department and division levels as well as within and outside the district
- Use high-quality qualitative and quantitative data to inform recommendations
- Collaborate with college constituencies to develop, implement, and evaluate enrollment management goals and strategies that align with SCC's Education Master Plan
- Assess, evaluate, and make recommendations for student support strategies to enhance student access, success, persistence, and goal attainment
- Report and make recommendations to Curriculum and Instruction Council and the Planning & Institutional Effectiveness Committee
- Monitor and evaluate progress toward strategic enrollment planning goals

## **Chair**

Curriculum and Instruction Council Chair or Designee and One Administrator will serve as co-chairs.

## **Membership**

- All Division Deans (Credit and Noncredit) or Designee
- Associate Dean of Admissions and Records or Designee
- Registrar or Designee
- Academic Senate President or Designee
- Articulation Officer
- Curriculum and Instruction Council Chair or Designee
- 3 Classified Staff
- 1 Student
- 2 Faculty from Arts, Humanities, and Social Sciences Division
- 2 Faculty from Mathematics and Sciences Division
- 2 Faculty from Business and Career Education Division
- 1 Faculty from Continuing Education Division
- 1 Counselor
- 1 Librarian
- 1 Faculty from Disabled Students Programs and Services (DSPS)
- 1 At-Large Faculty Member

## **Vision**

The Enrollment Management Committee for Santiago Canyon College will strive to operate interdependently with others by sharing valuable institutional information and working with colleagues to achieve a “seamless,” cohesive, and supportive network for students from their first inquiry about Santiago Canyon College through graduation and careers beyond.

In order to attain market prominence, achieve optimal enrollments through ongoing recruitment and retention efforts that support the vision and the mission of the College, and enhance student learning and success, each member of the Enrollment Management Committee will strive to work cooperatively, creatively, passionately, and diligently.

Through shared learning experiences and a genuine commitment to collaboration and teamwork, the *Enrollment Management Committee* will strive to be a positive influence so as to optimize the fit between potential learners and the opportunities, values, and vision of Santiago Canyon College.

## **Planning Assumptions**

In the process of executing the scope of work and prescribed duties of the Enrollment Management Committee (EMC), the following planning assumptions may be considered:

1. EMC actions and recommendations will align with and support Santiago Canyon College’s Mission, the Educational Master Plan, and its integrated planning.
2. EMC actions and recommendations will be informed by data.
3. Enrollment Management at Santiago Canyon College is a shared responsibility of all of the stakeholders who contribute to the student experience and to the enrollment process.
4. EMC values the productivity, stewardship, research, and creativity of faculty and staff that directly impact the quality and learning experience of our students.
5. EMC is responsible for the following: focusing on processes, courses, and resources needed to ensure student academic and/or vocational progress towards a degree, transfer, certification, or workforce preparation.
6. EMC seeks to close the gaps in participation and success of specifically identified student populations including students who are underrepresented or disproportionately impacted.
7. EMC acknowledges that some disciplines, programs, or degrees have unique needs that may necessitate flexible and unique planning, implementation, enrollment, student support, and marketing strategies.
8. EMC encourages fiscally responsible maintenance of current offerings, programs, and new program development in order to attract, retain, and serve students.
9. EMC acknowledges multiple strategic inputs that influence recommendations such as a change in student demographics, articulation agreements, changes to local policies, and the fiscal status of the college.
10. EMC is aware that the plan must be responsive to changing economic and legislative conditions and thus provide a framework for growth and reduction in programs and staff.

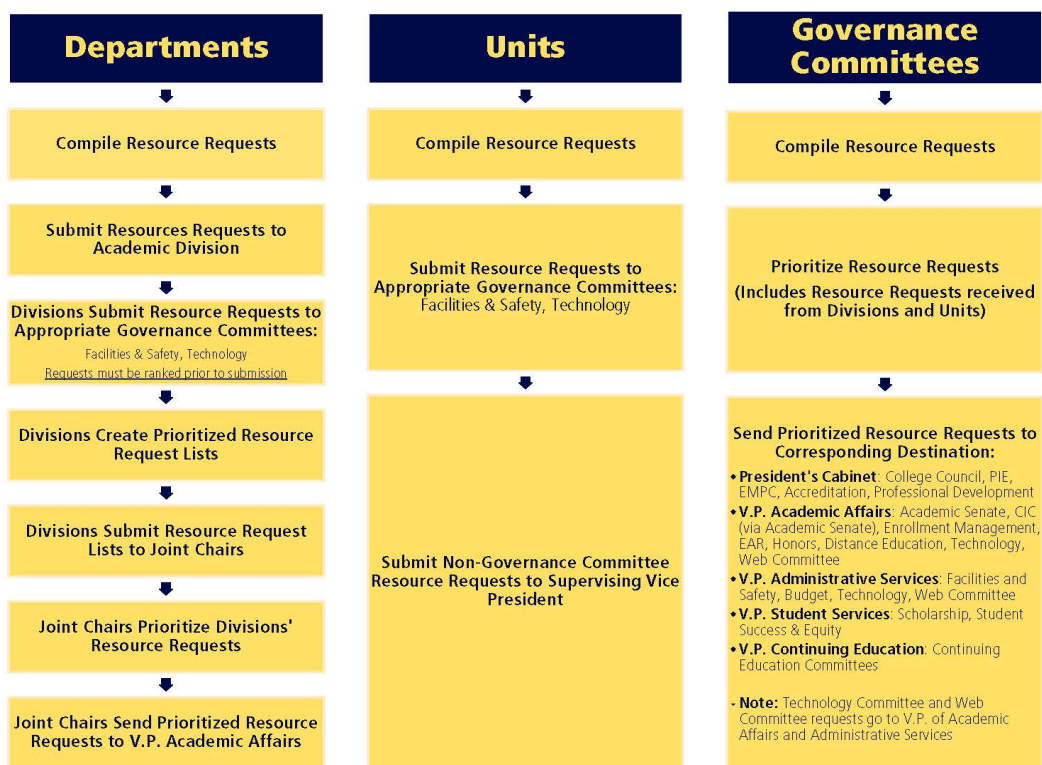


## Santiago Community College's Integrated Planning

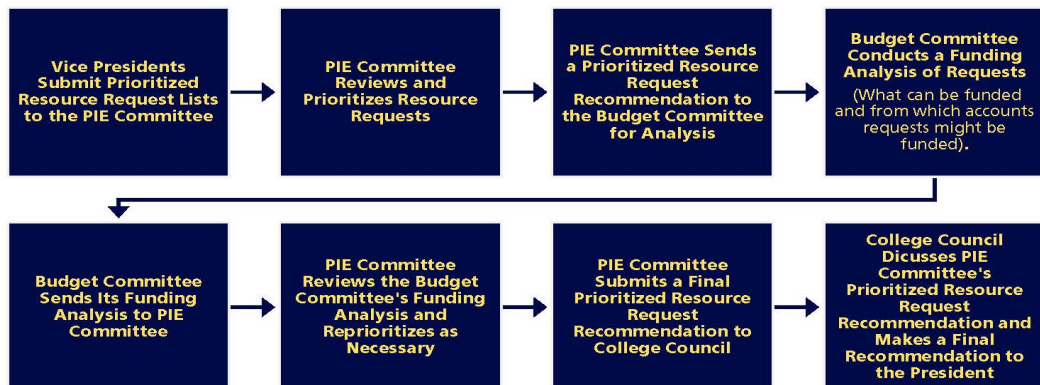
While Santiago Canyon College's integrating planning continues to improve and evolve, this evolution has resulted in an integrated planning model that includes a College resource allocation process, which interconnects several existing planning processes at the College. The following diagrams illustrate a visual representation of the Santiago Canyon College integrated planning process that takes place in two phases: Phase I and Phase II.

### Resource Request Process Flowchart

#### Phase I

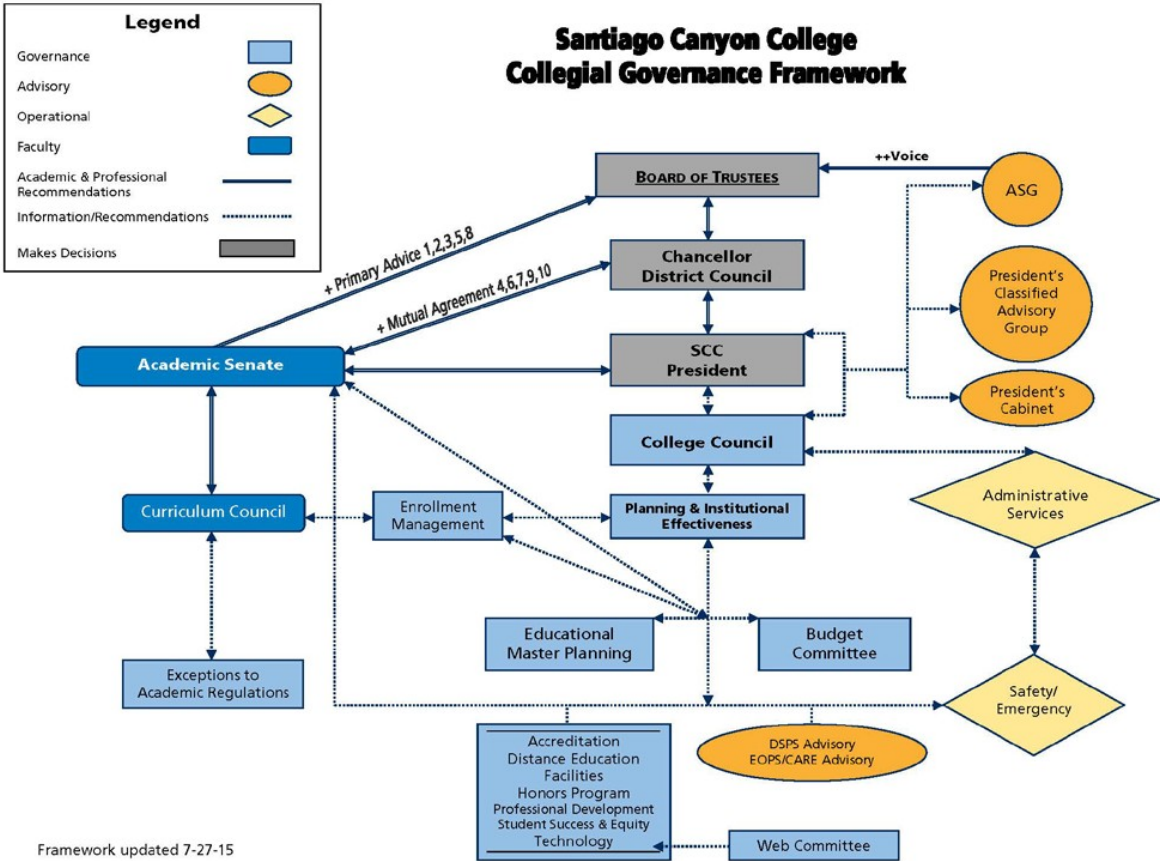


#### Phase II



Through a systemic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation, the College tracks its progress toward achieving its stated goals and makes decisions to improve its effectiveness. Santiago Canyon College continues to refine its integrating planning processes to strengthen the connection between resource allocation and its goals. Through the existing Collegial Governance Framework, the councils, committees and task forces are afforded the opportunity to provide input on behalf of their constituencies.

The following diagram depicts a visual representation of the Santiago Canyon College “Collegial Governance Framework” that includes lines of communication. As is depicted, the Enrollment Management Committee provides recommendations to the Curriculum and Planning & Institutional Effectiveness (PIE) committees through its established goals. As a result, the Enrollment Management Plan includes established committee goals outlining recommendations to the College. Its actions and recommendations will align and support Santiago Canyon College’s Mission, the Educational Master Plan, and integrated planning.



## Enrollment Management Committee Goals

**Goal 1:** Collaborate with Outreach, Academic Affairs, Student Services, and high school leadership to increase and maintain the presence and visibility of SCC at high schools.

Strategies	Benchmarks	Responsible Party
<b>1a. Identify a task force that includes members from outreach, student services and counseling</b>	Task force formed	Annually convened task force comprised of a member from each of the following: <ul style="list-style-type: none"> <li>• Enrollment Management Committee</li> <li>• Marketing Task Force</li> <li>• Outreach</li> <li>• DSPS</li> <li>• Counseling</li> </ul>
<b>1b. Document / communicate the efforts made by each of the groups toward this goal and identify/collect relevant data</b>	Evidence is identified and collected	Annually convened task force comprised of a member from each of the following: <ul style="list-style-type: none"> <li>• Enrollment Management Committee</li> <li>• Marketing Task Force</li> <li>• Outreach</li> <li>• Counseling</li> </ul>
<b>1c. Analyze the impact through data analysis and results of surveys</b>	Data (number of visits, student contacts leading to: applications, testing days, early welcome numbers) is collected, disseminated, and analyzed to show if we had increases compared to prior year	<ul style="list-style-type: none"> <li>• Office of Institutional Effectiveness &amp; Research</li> </ul>



**Goal 2:** Collaborate with Outreach, the Marketing Task Force, Academic Affairs, Student Services, the SCC Foundation, and local community-based organizations to increase the presence and visibility of SCC in the community.

Strategies	Benchmarks	Responsible Party
<b>2a. Identify/create a group to explore, document, and disseminate possible community events in which members of SCC can be involved</b>	<ul style="list-style-type: none"> <li>• Consultations occurred with Outreach, RSCCD &amp; SCC marketing groups, Academic Affairs, and Student Services to identify current relationships with community-based organizations (CBO)</li> <li>• Created a list of regular community events</li> <li>• Created a list of target CBOs with whom SCC would like to affiliate</li> <li>• Recruited SCC representatives to coordinate with CBOs</li> <li>• Publicized SCC involvement in community events and the surrounding communities at least once per semester</li> </ul>	<ul style="list-style-type: none"> <li>• Annually convened task force comprised of a member from each of the following: <ul style="list-style-type: none"> <li>○ Enrollment Management Committee</li> <li>○ Marketing Task Force</li> <li>○ Outreach</li> <li>○ Academic Affairs</li> <li>○ Student Services</li> <li>○ Administrative Services (calendar with community events)</li> </ul> </li> <li>• RSCCD Public Affairs Office</li> </ul>
<b>2b. Collect a list of the community events that are currently held at SCC</b>	<ul style="list-style-type: none"> <li>• List is created with SCC point of contact identified (potential Public Information Officer).</li> </ul>	<ul style="list-style-type: none"> <li>• Annually convened task force comprised of a member from each of the following: <ul style="list-style-type: none"> <li>○ Enrollment Management Committee</li> <li>○ Marketing Task Force</li> <li>○ Outreach</li> <li>○ Academic Affairs</li> <li>○ Student Services</li> <li>○ Administrative Services (calendar with community events)</li> </ul> </li> </ul>
<b>2c. Collect information regarding the possibility and cost of advertisements (freeway signage, billboards, bus sides, online media, relocation of college electronic marquee, etc.)</b>	<ul style="list-style-type: none"> <li>• A reference guide for advertisements is created and funding streams are considered</li> </ul>	<ul style="list-style-type: none"> <li>• RSCCD Public Affairs Office</li> <li>• Marketing Task Force</li> <li>• President's Cabinet</li> <li>• Administrative Services</li> </ul>

Strategies	Benchmarks	Responsible Party
<b>2d. Incorporate SCC's identified branding messages &amp; visuals when creating a presence in the community (<i>SCC branding is currently being researched by Marketing Task Force</i>)</b>	<ul style="list-style-type: none"> <li>• SCC visuals used in the community are aligned with the college's branded guidelines</li> <li>• Signature programs have visual presence on website and in marketing materials (pending approval from Academic Senate &amp; College Council)</li> </ul>	<ul style="list-style-type: none"> <li>• Website Committee</li> <li>• Academic Senate</li> <li>• College Council</li> <li>• Marketing Task Force</li> <li>• Graphic Design Manager</li> <li>• RSCCD Public Affairs Office</li> </ul>
<b>2e. Periodically determine satisfaction and needs of the service area community</b>	<ul style="list-style-type: none"> <li>• Administered baseline survey to community assessing satisfaction and needs</li> <li>• Administered follow-up survey to community assessing satisfaction and needs to track progress</li> </ul>	<ul style="list-style-type: none"> <li>• RSCCD Research</li> <li>• Office of Institutional Effectiveness &amp; Research</li> </ul>

**Goal 3:** Utilize data to inform and make recommendations to provide course offerings that are more reflective of student demand and enrollment goals.

Strategies	Benchmarks	Responsible Party
<b>3a. Determine the measurement(s) that would reflect how well the schedule meets student and industry demand</b>	Measurement(s) determined	<ul style="list-style-type: none"> <li>• V.P. Academic Affairs</li> <li>• Division Deans</li> <li>• Department Chairs/ Program Facilitators</li> <li>• Admissions &amp; Records</li> <li>• Office of Institutional Effectiveness &amp; Research</li> </ul>
<b>3b. Determine what data are required to fully identify student and industry demand</b>	List is created and data is collected	<ul style="list-style-type: none"> <li>• V.P. Academic Affairs</li> <li>• Division Deans</li> <li>• Department Chairs/ Program Facilitators</li> <li>• Admissions &amp; Records</li> <li>• Office of Institutional Effectiveness &amp; Research</li> </ul>
<b>3c. Examine data to provide recommendations to optimize course offerings based on demand</b>	Recommendations are made	<ul style="list-style-type: none"> <li>• Admissions &amp; Records</li> <li>• Office of Institutional Effectiveness &amp; Research</li> </ul>
<b>3d. Analyze the impact of recommendations on measures of success, retention, persistence, and goal completion</b>	Data is collected and analyzed	<ul style="list-style-type: none"> <li>• Admissions &amp; Records</li> <li>• Office of Institutional Effectiveness &amp; Research</li> </ul>
<b>3e. Analyze historical and current enrollment trends to provide recommendations for attaining enrollment goals</b>	Recommendations are made	<ul style="list-style-type: none"> <li>• Admissions &amp; Records</li> <li>• Office of Institutional Effectiveness &amp; Research</li> </ul>

**Goal 4:** Collaborate with campus community to support student learning by increasing retention, success, and completion.

Strategies	Benchmarks	Responsible Party
<b>4a. Obtain a research tool to collect information about characteristics that may predict student success and retention</b>	Tool is obtained and piloted	Coordinated by the Office of Institutional Effectiveness and Research <ul style="list-style-type: none"> <li>• Admissions &amp; Records</li> <li>• Division Deans</li> <li>• Counseling</li> <li>• Learning Support Services</li> <li>• Office of Student Success &amp; Equity</li> <li>• Information Technology</li> </ul>
<b>4b. Analyze our current student and learning support services to determine approaches that promote and enhance a successful and sustainable learning environment</b>	Analysis has occurred and preliminary list of needs and determined approaches identified	Coordinated by the Office of Institutional Effectiveness and Research <ul style="list-style-type: none"> <li>• Student Services</li> <li>• Learning Support Services</li> <li>• Division Deans</li> </ul>
<b>4c. Identify critical courses that fulfill requirements in order to maximize the number of students who are able to complete programs within two years and ensure that these courses are offered on a regular basis</b>	Creation and analysis of matrix indicating courses supporting degrees and certificates and numbers of students served; commitment to ensure consistent availability of such courses recommended to governance groups	<ul style="list-style-type: none"> <li>• Counselors</li> <li>• Division Deans</li> <li>• Department Chairs/Program Facilitators</li> <li>• Office of Institutional Effectiveness &amp; Research</li> </ul>
<b>4d. Institutionalize the systematic and ongoing collection and analysis of data relating to scheduling patterns and impacts</b>	Identify timeline, format, and responsibilities for data collection, dissemination, and discussion within the collegial governance framework	<ul style="list-style-type: none"> <li>• Enrollment Management Committee</li> <li>• Admissions &amp; Records</li> <li>• Office of Institutional Effectiveness &amp; Research</li> <li>• Division Deans</li> <li>• Department Chairs</li> </ul>

**Goal 5:** Identify the equity gaps amongst disproportionately impacted students and utilize the College's data from the Student Equity Plan, program reviews and other resources to implement strategies that will decrease those gaps.

Strategies	Benchmarks	Responsible Party
<b>5a. Examine data of the Student Equity &amp; Achievement Plan on disproportionately impacted students and identify equity gaps</b>	A list of strategies is created from the Student Equity Plan, program reviews, DPPs, and other appropriate sources	<ul style="list-style-type: none"> <li>• Enrollment Management Committee</li> </ul>
<b>5b. Determine if research can be conducted to determine which strategies are most successful</b>	Refine list as created	<ul style="list-style-type: none"> <li>• Office of Institutional Effectiveness &amp; Research</li> <li>• Enrollment Management Committee</li> </ul>
<b>5c. Review the effectiveness of strategies (instruction &amp; student services) and provide college-wide recommendations</b>	Provide recommendations	<ul style="list-style-type: none"> <li>• Office of Institutional Effectiveness &amp; Research</li> <li>• Enrollment Management Committee members</li> </ul>

**Goal 6:** Provide recommendations that ensure a balance between comprehensive, high-quality course offerings and fiscally responsible practices.

Strategies	Benchmarks	Responsible Party
<b>6a. When needed, provide analysis of and recommendations for fiscally responsible practices at times of growth and times of contraction that will maintain the integrity of educational pathways and will not diminish the quality of course offerings.</b>	Provide recommendations when needed or requested	<ul style="list-style-type: none"> <li>• V.P. Academic Affairs</li> <li>• Division Deans</li> <li>• Department Chairs/Program Facilitators</li> <li>• Office of Institutional Effectiveness &amp; Research</li> <li>• Curriculum and Instructional Council</li> </ul>
<b>6b. Create a document of best practices to ensure a balance between comprehensive, high-quality course offerings and fiscally responsible practices</b>	A document is created	<ul style="list-style-type: none"> <li>• Enrollment Management Committee</li> </ul>