



ESTRELLA MOUNTAIN COMMUNITY COLLEGE

A Maricopa Community College

Strategic Enrollment Management Plan

*Enrollment Management at EMCC is a systemic approach to recruiting and retaining students for **optimal college enrollments**.*

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Enrollment Management at Estrella Mountain

1. Alignment to College Vision, Mission, and Strategic Plan

The enrollment management plan aligns with the college's mission, vision, and strategic initiatives.

Vision:

We provide exceptional and creative learning experiences that prepare all learners to achieve their dreams and transform their lives.

Mission:

Estrella Mountain is an innovative higher learning organization responding to the diverse needs of West Valley communities. Learners have an opportunity to successfully accomplish their educational and personal goals through the following college purposes:

- Developmental Education
- General Education
- Transfer Education
- Learner Support Services
- Workforce Development
- Community Education
- Civic Responsibility
- Global Engagement

Strategic Plan:

Enrollment planning aligns with strategic priority #1: Student Success – Create and expand learning centered programs and strategies to support student access and success.

2. Enrollment Management Process

The college's enrollment management process is based on data from five key areas outlined in the chart below, which represents a systemic approach to enrollment management and complements the strategic planning process. Information collected and analyzed aids constituents as they engage in identification of trends, areas for courageous conversations, enrollment objectives and development and implementation of strategies.



3. Definitions and Purpose

Definitions:

Enrollment Management at EMCC is a systemic approach to recruiting and retaining students for optimal college enrollments.

Optimal Enrollment: The four “C’s”

- Comprehensiveness – What does it mean in terms of services and programs that meet the needs of our community?
- Community – Do our student demographics mirror our community?
- Completion – Who is successful, and who is not?
- Capacity – Facilities / delivery options that meet the needs of our students

Purpose:

Enrollment Planning provides a learning experience whereby the college community engages in meaningful discussion about the future student population at EMCC. As a result, enrollment planning informs other critical strategic planning activities.

4. Working Theories and Enrollment Assumptions

Working Theories: Trends that will have a potential impact on college enrollment

- Recession causing need for low-cost higher education options and more financial aid
- Recession and job recovery causing need for more workforce development courses and programs through 2020
- Universities raising entrance requirements and tuition/fees causing students to seek more transfer options
- Mandatory enrollment steps (ISS) create need for more orientations, advisement, and CPD courses
- Mandatory enrollment steps (ISS) create need for more academic support and developmental classes
- Early Alert initiative will increase demand on learning support and enhance retention
- New GI Bill will attract more veterans
- AZ Dept of ED (ADE) mandate requiring four credits of math beginning with the graduating class 2013
- (2010 entering freshman in high school) MAY enhance placement test scores
- Arizona Agribusiness and Equine Center (AAEC) High School may bring an additional 300 students

Enrollment Assumptions: Potential outcomes based on trend and data analysis

- Enrollment will increase during high unemployment
- Enrollment in workforce development courses and programs will increase
- Enrollment in transfer courses will increase
- Retention of students will increase
- Enrollment in E-learning will increase
- Dual enrollment may decrease
- Enrollment in developmental courses will increase, and then may decrease for math in 2013
- Enrollment in student success courses will increase
- Enrollment of Veterans will increase
- Enrollment of students 16-20 will increase

Strategic Enrollment Planning

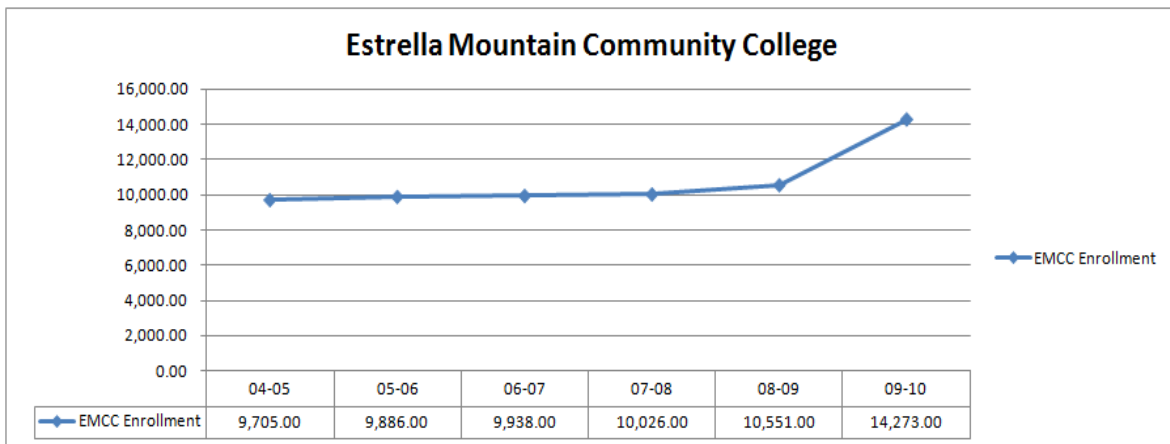
1. Research Agenda and Findings

Data driven decisions are a key component to the enrollment management plan. The following areas were researched for this initial plan and components may be added as we proceed through the implementation period.

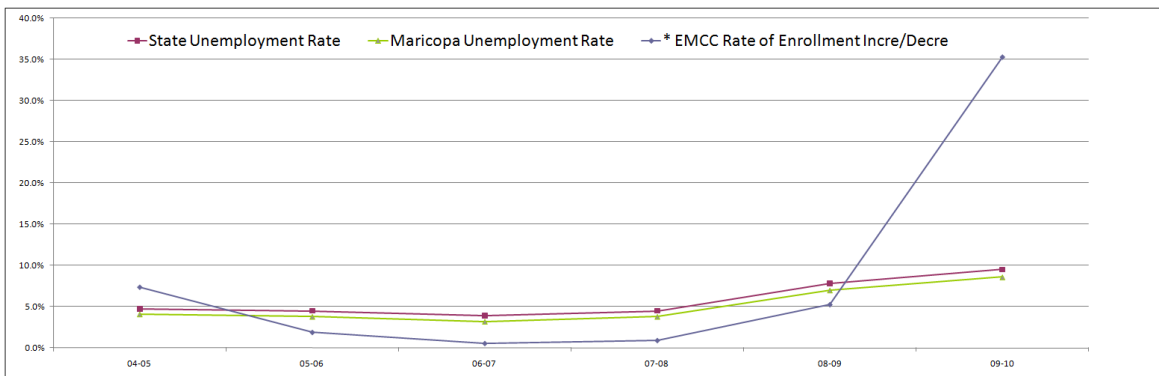
Sustainable Growth

EMCC Enrollment Trends:

A review of our enrollment trends over the last five academic years identified a significant spike in enrollment over the last three years. It is anticipated that unduplicated headcount will average a steady 6% increase, per academic year, over the next five years.



Historically a positive correlation between EMCC's enrollment and the state and county unemployment rate was identified.



Source:

- <http://www.workforce.az.gov/cgi/dataanalysis/AreaSelection.asp?tableName=Labforce>
- <http://www.maricopa.edu/business/ir/trends/>

* Due to current economic circumstances, which the country has never seen before, unprecedented enrollment increases have been recorded for 09-10. Rate of increase/decrease is expected to normalize in the next academic year.

With state and county unemployment expected to remain high, the college anticipates students returning for retraining and incoming high school graduates going directly on to college. The state’s budget situation is expected to remain the same for the foreseeable future resulting in the continuation of state universities increasing tuition rates. Students will be looking for a more economical solution to meet their educational needs.

College and Community Demographics:

College and community demographics are analyzed to determine whether the college’s student population reflects the local community’s demographics. The initial model of comparing the most recent local 2000 Census data and EMCC’s enrollment data indicated a need to increase White (non-Hispanic) and Hispanic populations. Since current Census data is ten years old and may not accurately reflect the rapid West Valley growth, the college utilized current feeder high school ethnicity figures as a potential indicator of local demographic changes. If this forecasted data proves to be accurate, the college may want to explore ways to increase African American and Hispanic enrollment. Once 2010 Census data is available, the college will review and compare with EMCC student populations to obtain a more current direction for the campus.

Service Area and College Enrollment Ethnicity:

Ethnicity	2010 Census	College Enrollment – 2009-2010**	Current Feeder High School Ethnicity***
White (Not Hispanic)	37.9%	39%	33%
Hispanic	49.3%	34%	52%
African American	6.9%	8%	10%
American Indian	1.1%	1%	1%
Asian & Pacific Islander	2.8%	5%	3%
Other Race	0.2%	13%	N/A
Multi-Racial*	1.9%	N/A	N/A

Recruitment:

In an effort to ensure the college's demographics reflect the community's diversity, the college will need to implement outreach and recruitment strategies which focus on schools, districts and communities that reflect the diverse population of EMCC's service area. Implementing specific outreach/recruitment programs that target school districts/ middle and high schools that reflect Hispanic and African American populations would provide the greatest opportunity.

Maximizing Facilities

Facility capacity is influenced by multiple factors including the mix of courses, delivery modes and operating hour assumptions. Increasing facility capacity in correlation with the anticipated 6% average enrollment growth will require a review of all variables and the subsequent development of strategies to support facility usage that has a positive impact on student learning.

The college currently has the following facility space available.

- Restricted Space: 24 classrooms and 591 seats
- Specialized Space: 15 classrooms and 406 seats
- General Purpose: 38 classrooms and 1,165 seats

An increase in efforts to maximize the use of our current facilities will require the college to further examine other cost implications. Parking would need to be expanded along with student and faculty support areas.

Community Needs

Comprehensive:

One focus of the Enrollment Management Plan is to continue to meet the needs of the community we serve. The college will need to continue to identify what programs or training the community is requesting. This would include business and industry, residential community members and student needs. In the near future, updated business and community survey data will become available that will assist us in focusing our efforts.

Retention and Engagement

Graduation Data (Completers):

Although EMCC's completion/graduation rates have shown a slight increase over the past five years, these increases are minimal compared to the overall growth EMCC has experienced. The overall target is to improve our graduation rates by 6% each year.

Efforts to increase rates include:

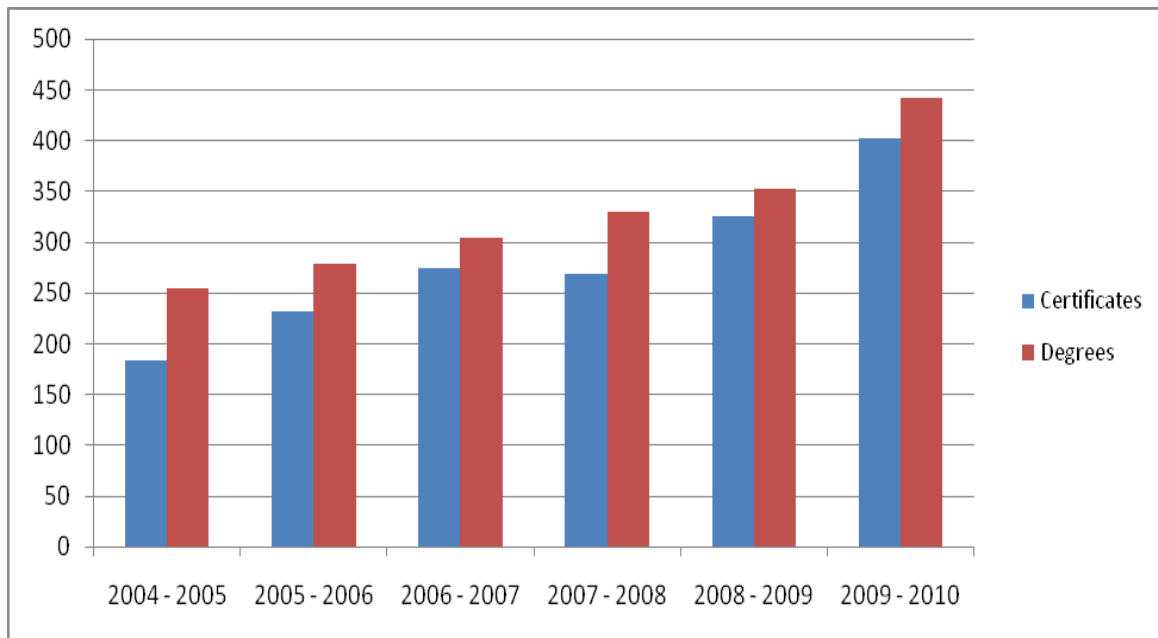
- Identify students nearing completion
- Improve goal setting and academic planning
- Move to an auto award process
- Redefine how EMCC Student Success is measured
 - A continued emphasis on graduation rates but also measure the completion of skill sets necessary to be successful in the workforce
 - Work with community groups or leaders to identify outcomes or expectations of our students

The college's enrollment management plan will continue to monitor environmental factors that may potentially impact graduation rates.

These factors include:

- Arizona Board of Regents "Vision 2020", which identifies an overall increase in bachelor degree graduation rates by 2020
- The Gates Foundation's goal to double the number of low income adults who earn a college degree
- President Obama's American Graduation Initiative, which identifies the need to graduate an additional 5 million community college graduates and increase funding to support that goal

Graduation Data:



Course Offerings:

In an effort to focus college resources to drive successful completion rates, an evaluation of EMCC's courses was conducted. A list of ten courses, which hold the highest enrollment, was identified. Increased success in these courses will have the greatest impact to the college's overall retention rates. These courses may also be identified as "gatekeeper" courses, which often require increased support efforts or resources to ensure student success.

"Gatekeeper Courses" are defined for EMCC as focused or identified courses which will increase the level of success for our students as they progress through their educational careers.

Other factors that may impact retention and student success rates include our current late registration practice and course formats. Discussions regarding the impact of late registration elimination is ongoing. The following is a potential list of course delivery options identified to offset the impact of removing late registration.

- Three five-week sessions in a standard sixteen-week term
- Two eight-week sessions in a standard sixteen-week term
- Include different delivery methods: hybrid, online & traditional

Top Ten Courses by Enrollment:

Course	Fall 09
• ENG101	• 1,249
• PSY101	• 895
• MAT121	• 802
• NSO (orientation)	• 785
• CIS105	• 752
• ENG102	• 517
• BIO181	• 496
• BIO201	• 426
• MAT151	• 375
• CPD150	• 351
• MAT092	• 342
• ENG091	• 314

Student Preparedness:

In a review of student placement data, it was determined that a high percentage of incoming students are entering EMCC underprepared for the rigors of a college course. The data suggests not only a need to offer more developmental courses, but also a continued need to educate the local high school community as to the importance of placement testing and strategies for students to prepare to take those assessments.

As a result of the recently implemented ALEKS math assessment tool, students' placement in lower developmental math courses has increased. The use of ALEKS as an assessment and course placement tool will require additional review. Findings also revealed a potential need to increase recruitment of faculty in overall developmental courses to meet demand.

The Arizona Department of Education's mandate of four credits of math for graduating seniors may increase our student's math placement scores. We are not expected to see the results of these changes until the incoming college freshman class of 2013.

Persistence:

EMCC's Fall-to-Spring and Fall-to-Fall persistence rates still remain below the national average efforts. One approach to address the college's retention and persistence rates is to focus the college's resources on those top ten courses, which hold the highest enrollment. Efforts may also

include a more intrusive advising method, faculty participation in early alert systems, like STARFISH, and continued student engagement inside and outside of the classroom.

Gatekeeper courses were also a focus in the research and a determination was made to dedicate efforts and resources for the students and faculty in these courses. Support could be in the form of learning communities and supplemental instruction.

2. Enrollment Objectives

- Managing an increase in demand in light of budget reductions
- Recruiting a student population that mirrors the community we serve
- Developing strategies to retain and graduate considerably more students
- Preparing an instructional plan to meet the needs of our community
- Scheduling courses in a manner that benefits students and their academic planning
- Meeting the needs of incoming students who are academically under-prepared

3. Annual Key Performance Indicators:

- Review processes as part of divisional and college strategic planning to increase efficiencies
- Prepare for an average 6% enrollment growth over a five year period that reflects the community we serve
- Persistence:
 - Prepare for a 6% increase in our fall to spring persistence rate of first time students
 - Prepare for a 6% increase in our spring to fall persistence rate of continuing students
- Completers:
 - Prepare for a 6% increase in our student completion rate per year
- Analyze information gathered from various sources including: KUDER, community partners, advisory councils, workforce trends, etc. to determine local community needs
- Establish baseline review of top ten courses and their availability to assist with completion of student's goals
- Identify top five courses that underprepared students need
 - Review support programs and delivery methods to determine appropriateness and success measurements
 - Measure success on developmental class level
 - Measure success of students post-developmental class level

4. Strategy Development:

During 2010-11, the college will develop the following long-range plans:

On March 31, 2010, a presentation of the data collected was introduced to a wide range of EMCC employees from all areas and disciplines. Based on this discussion, we have included each suggestion as a sub-bullet point under the primary plan area for further review by experts in that area.

- Instructional Plan
 - Engagement (inside/outside classroom)
 - Early alert
 - Placement testing
 - Course prerequisites
 - Specific criteria indicating ‘completion’
 - Cohort groups of students
 - Emphasis on individual course completion
 - Focus on success & rate on top 10 courses
 - Increase partnerships between advisors/faculty/tutoring
 - Top 10 has a good ratio of offerings in all modalities
 - More culturally relevant programs/curriculum (Afro-American Studies, Chicano Studies, GLBT Studies, Etc.)
 - Desktop course work that can be used by multiple faculty
 - STARFISH/Early Alert

- Occupational and Academic Programs and Courses
 - No late registration – review options
 - Auto identify students ready to graduate
 - In addition to 6 steps to enroll add 6 steps to graduation
 - One Stop philosophy from start to graduation
 - Divisions need to talk to each other
 - Use Clearinghouse and state wide student tracking system
 - Review ASU/UA/NAU grads from EMCC
 - Continue to survey our community and businesses:
 - Industries/OCC information
 - High Schools
 - Top 10 local industries
 - Career Survey Data
 - Department of Labor
 - Chamber of Commerce
 - Continue to evaluate KUDER information – beyond Jrs and Srs
 - Partnership – high schools, employers, developers, agencies
 - Athletics & Performing Arts programs (Interests, Exploration Programs i.e. Personal Trainer and short programs that lead either to occupation or degree)
 - Ask the community... (what are we asking them?)
 - Developmental education - increase advising efforts before they enroll in a course
 - Intrusive Advisement/Learning support/counseling
 - Comprehensive support and resources
 - Add training in CPD150 Re: Checksheets for grad requirements during course

- Faculty Based Advising
 - Better connection between career interest data and course offering
 - Utilize community demographic info. to inform offerings
 - Hold classes out in the community
 - Need more data
 - Data for programs at ASU
 - Trend data – where are jobs
 - Partner with workforce development
 - Teach to the jobs that are available
 - Grants
 - Increase use of
 - Occupational Councils
 - President’s Community Advisory Group
 - Southwest Valley Think Tank
 - Establish councils for Academic arenas
 - What are the non-academic/occupational needs – Civic Discussion
 - Are we serving developmental population needs
 - Need board support
 - Need to define desires/vs. needs
 - Need to participate in economic development.
 - What is our role
 - What are our local business needs
 - Be innovative and responsive
- Delivery Options
 - Reconsider 16 week schedule
 - Have residential teach all modalities and time of day
 - Comprehensive delivery options
 - Questionnaire/assessment of student preparedness for 5 week, 8 week format
 - Provide all modalities for teaching and services, ex. Hybrid/online/web enhanced/mobile
 - New delivery models – front loaded face to face interactions and allow students to use technology to meet their needs – next step add staff
 - Increase online/hybrid course offerings – as appropriate. Also review what courses have been more successful in this delivery mode
 - Later start shadow courses and mini-mesters
- Scheduling
 - Eliminate room ownership or block a room for block scheduling, share scheduling
 - Block scheduling
 - Better programming/scheduling for specific areas of study
 - MWF or 4 days a week, TR
 - Teach in afternoons; Fill afternoon times 8am -9pm
 - Expand use of shadow courses (top 10/20 courses)
 - Use block scheduling (e.g. [ENG, CPD, MAT, elective])
 - More scheduling options – increase 5,8,12 weeks, hybrid, etc.
 - Improve scheduling to maximize space/better room utilization
 - More alternative scheduling

- Recruitment Plan
 - Educate students on academic expectations
 - Better tracking data at transfer institutions
 - Use Noel-Levitz
 - Use Student Satisfaction Survey
 - More Student Forums/Surveys
 - Education and outreach
 - Look at returning adults
 - Partner with businesses and create incentives for students to come to college
 - Events to draw missing students looking to get to know the college
 - Creating college going culture with the high schools and districts
 - Review our recruiting efforts at the high schools; Increase recruitment efforts for target population
 - Examine recruitment efforts and why don't they work; how can they be enhanced, are we meeting students where they are at?

- Marketing Plan
 - Communicate importance of getting degree
 - Ask current students at the end of the semester whether class schedule works for them
 - Ask students why they choose EMCC

- Staffing Plan
 - More adjunct support (pay for training and office hours)
 - Mentoring
 - Teacher assistants (possible Supplemental Instruction); Possible use of FWS
 - Increase staffing in all areas
 - Increase Faculty
 - Increase Staff/Faculty that mirror the community
 - Develop Human Resources to work in modalities
 - Training, recruiting appropriate talent
 - Adequate compensation and tech support
 - Staff – Cross training
 - Multi – subject faculty (multiple certifications)
 - Increase/investigate the limit of hours for adjunct faculty
 - More support for adjunct (pay adjunct for faculty hours)
 - Need more faculty now

- Technology Plan
 - Auto degree audits for campus <working degree audits>
 - Give faculty access to student schedules in SIS
 - Effective use of wait lists
 - Improve SIS !!!!!!!!!!!
 - Improved scheduling software
 - Streamline – online services, tutoring (increase availability)

- Facilities Plan
 - Parking Garage
 - Re-evaluate parking plan
 - Expand use of non-MCCCD facilities
 - More classrooms
 - Build a lecture hall
 - Increase class sizes

- Other
 - DES, Housing info, etc.
 - Increase Property Tax
 - Increase Tuition
 - Increase Fees
 - Increase Bond II
 - Keep Bond Ratings
 - Review and implement efficient business processes