

Hartnell College
Strategic Enrollment Management Plan
2024-2027

Table of Contents

Introduction and Purpose

Strategic Enrollment Management Planning Team

Workgroup membership

Process

Strategic Enrollment Management Goals and Targets

Themes and Strategies

Timeline

Introduction

Over the last several years, Hartnell College has faced significant enrollment challenges, largely due to the ongoing impacts of the COVID-19 pandemic, shifts in our community demographics, inefficient onboarding processes, and economic fluctuations. All of these factors have contributed to the complex landscape of student recruitment, retention, and completion, and they point to a clear need for a Strategic Enrollment Management (SEM) Plan, a comprehensive roadmap designed to optimize the recruitment, retention, momentum, and success of our diverse student body.

At the heart of our SEM Plan is a dedication to equity, inclusivity, innovation, and responsiveness to the evolving needs of our community. Through data-informed decision-making, cross-functional collaboration, and a focus on student outcomes, our goal is to improve the overall student experience so our students can achieve their academic, transfer, and career goals. Our SEM plan takes a holistic approach, focusing on the entire student journey from initial recruitment and enrollment all the way to completion.

Our SEM plan is designed to help us navigate the challenges and opportunities associated with student enrollment. Every one of us at Hartnell College have important roles to play in strategic enrollment management, and we invite you all to participate in this work. Together, we will ensure that we are effectively meeting the educational and training needs of our community.

Purpose

The purpose of Strategic Enrollment Management (SEM) is to proactively plan, organize, and implement comprehensive strategies that optimize the recruitment, retention, and success of students within an educational institution. SEM involves a systematic and data-driven approach to aligning an institution's mission and goals with its enrollment practices. A good SEM plan focuses not only on bringing new students to the institution, but helping our students stay on their educational path, maintaining momentum, and ensuring that they achieve their educational goals in a timely manner.

Key objectives of SEM include the following:

Student Access and Success: Increase access to education, particularly for non-traditional student populations, while simultaneously enhancing student success, progression, and completion rates.

Institutional Sustainability: Ensure the financial health and sustainability of the institution by managing enrollment in a way that balances revenue generation with providing the resources needed for a quality educational experience.

Data-Informed Decision-Making: Utilize data analytics and research to inform enrollment strategies, identifying trends, challenges, and opportunities for improvement.

Strategic Recruitment: Develop targeted recruitment initiatives that reach a range of student populations, including high school seniors and recent graduates, student parents, working students, and students with some college but no degree, in alignment with the institution's mission and values.

Course Scheduling: Design course schedules and student educational plans to ensure that students can enroll in the courses they need and complete in a timely manner.

Retention and Student Support Services: Implement programs and services that enhance student retention, engagement, and overall satisfaction, fostering an equitable and supportive learning environment.

Market Responsiveness: Adapt enrollment strategies to respond to changes in the external environment, such as demographic shifts, economic conditions, and educational trends.

Resource Optimization: Efficiently allocate resources, including personnel, facilities, and technology, to accommodate enrollment goals while maintaining high-quality educational experiences.

Community and Stakeholder Engagement: Foster positive relationships with the community, prospective students, alumni, external partners, and other stakeholders to build a strong and supportive network around the institution.

Strategic Enrollment Management Planning Team

Administration	Classified Professionals	Faculty
Dr. Gayle Pitman Associate Vice President of Institutional Equity, Effectiveness, and Success	Ruby Garcia Curriculum/Scheduling Lead	Leti Contreras Mathematics
Dr. Maria Ceja Dean of Student Affairs (Enrollment Services)	Jess Green Curriculum/Scheduling Lead	Dr. Jason Hough Communication Studies
Dr. Marianne Fontes Dean of Academic Affairs (Languages, Learning Support, and Resources)	Dulce Montano Student Success Specialist	Dr. Kelly Locke Mathematics
Mostafa Ghous Dean of Academic Affairs (South County Education Services)	Dr. Layheng Ting Institutional Research Analyst	Lisa Storm Administration of Justice
Ben Grainger Director of Student Affairs (College Readiness)	Samuel Valdez Program Assistant II, King City Educational Center	Violeta Wenger Counseling
Dr. Debra Kaczmar Dean of Academic Affairs (Nursing and Health Sciences)		Dr. Ann Wright Biology
Marina Martinez Director of Student Affairs (EOPS/CalWORKS)		
Graciano Mendoza Vice President of Administrative Services		
Ivan Pagan Director of Academic Affairs (Salinas Valley Adult Education Consortium)		
Laura Zavala Director of Student Affairs (HEP)		

Workgroup Membership

Primary focus areas			
Enrollment	FTES	Retention	Persistence
Mostafa Ghous	Academic Deans	Romero Jalomo	Marianne Fontes
Maria Ceja	Student Affairs Deans	Marianne Fontes	Marina Martinez
Ben Grainger	Jess Green	Maria Ceja	Debra Kaczmar
Gayle Pitman	Ruby Garcia	Kelly Locke	Leti Contreras
Leti Contreras	Layheng Ting		

Secondary focus areas				
Dual enrollment	Adult learners	FTIC	Centers	FT/PT
Ben Grainger	Laura Zavala	Marianne Fontes	Mostafa Ghous	Laura Zavala
Gayle Pitman	Layheng Ting	Lisa Storm	Ann Wright	Maria Ceja
Kelly Locke	Ann Wright	Dulce Montano	Samuel Valdez	Jason Hough
	Ivan Pagan		Graciano Mendoza	Marina Martinez
			Violeta Wenger	
			Gayle Pitman	

Process

Fall semester

August 29 - initial consultation with Academic Senate president regarding the need for an SEM plan

September 18 - SEM institutional assessment conducted at Senior Leadership team meeting

September 29 - SEM planning team meeting; environmental scan and Fall 2023 first census enrollments shared with the group

October 2 -20 - SEM workgroups meet

October 27 - SEM planning team reviews initial workgroup plans

November 13 - Enrollment workgroup has initial meeting

November 21 - Enrollment workgroup organizes draft plan

December 7 - SEM planning team reviews and approves draft plan

December 8 - SEM draft shared with Academic Affairs Success Council, Student Affairs Success Council, Hartnell College Council

December 12 - SEM draft shared with Academic Senate Steering Committee

Spring semester

End of January - Office of Institutional Research will complete setting targets for each SEM goal.

February 12 - final approval of SEM plan by HCC

Strategic Enrollment Management Goals and Targets

Overall

FTES and efficiencies

- Maintain total FTES at or above 7400 annually.
- Maintain average efficiency/productivity rates of at least 15 (FTES/FTEF) and 450 (WSCH/FTEF), with a stretch goal of 17.5 (FTES/FTEF) and 525 (WSCH/FTEF).

Course retention rates

- Increase and maintain course retention rates from 86% to 90% by 2027.

Momentum

- Increase completion of transfer-level math and English courses by degree-seeking students in the first year from 19% to 25% by 2027.

Fall-to-spring persistence rates

- Increase overall fall-to-spring persistence rates from 68% to 72% by 2027, with a stretch goal of 75%.

Representational equity

- Ensure that by 2027, the district's student population mirrors the demographics of our service areas.

Specific Populations

Course enrollments, FTES, and efficiencies at the educational centers

- Develop and implement a comprehensive plan for the educational centers by the end of the 2024-2025 academic year.
- Ensure that total FTES applied to the King City Center is maintained at or over 500 annually.

- Maintain average efficiency/productivity rates of at least 15 (FTES/FTEF) and 450 (WSCH/FTEF), with a stretch goal of 17.5 (FTES/FTEF) and 525 (WSCH/FTEF).

High school dual enrollment

- Increase high school dual enrollment/CCAP FTES by 20% annually, from 220.49 in 2023-2024 to 381.00 by 2026-2027.
- By 2027, 50% of high school graduates who have taken dual enrollment courses will have completed 12 units.

First time in college (FTIC) students

- Increase course retention rates for FTIC students to 90% by 2027.
- Maintain fall-to-spring persistence rates for FTIC students at 85% by 2027, with a stretch goal of 90%.

Adult learners/non-traditional students

- Restore student headcounts of adult learners/non-traditional students from a baseline of 3,200 students to 4,000 students (2017-2018) by 2027.

Full-time student enrollment

- Increase the percentage of full-time students from 16% to 20% by 2027.
- Increase the percentage of students who maintain full-time status from 73% to 78% by 2027.

Part-time student momentum

- Increase fall-to-spring persistence rates among part-time students from 40% to 42% by 2027, with a stretch goal of 45%.

Equity

- Ensure that by 2027, the district's student population mirrors the demographics of our service area.

Themes and Strategies

During the SEM planning process, six key themes emerged throughout our work.

Key strategies associated with these themes include the following:

Data

- Continue to build a data-informed culture so there's a clear understanding of student enrollment patterns and population trends in our service area to properly meet course and program demand.
- Develop data dashboards for deans and faculty to be able to track FTES, FTEF, fill rates, drop rates, and wait lists, both on the main campus and at the educational centers.
- Using student enrollment, staffing, and fiscal data, establish and communicate clear scheduling parameters, including FTEF allocations, proportions of face-to-face vs. distance education offerings, and course cancellation guidelines.
- Continue to engage in internal and community-based research to identify the academic and career needs of prospective students (particularly adult learners) and the effectiveness of alternative scheduling models (including 8-week terms).

Scheduling

- Develop a one-year schedule, and create course schedules at least one year in advance, so that students can plan their entire academic year.
- Consider implementing opt-out scheduling, including a first-year experience that front-loads a summer bridge experience, an FYE course, transfer-level math and English, and at least one course in a student's meta-major.
- Create course sequences and program pathways tailored to specific populations (such as "Six to 60 for part-time students, dual enrollment course sequences themed by meta-major, or short-term, evening, weekend, and/or online sequences) that allow them to choose a major, maintain momentum, and complete in a timely manner.
- Develop a system for utilizing program map data to inform scheduling decisions.
- Identify and establish anchor and/or focused programs at the centers that meet regional needs, including Distance Education options and services, noncredit programs, and dual enrollment, and that help contribute to Center identities.
- Create and scale up the number of ZTC pathways offered at the college.

Communication

- Identify and utilize mass communication platforms to nudge students, remind them of enrollment dates, and inform them of services and resources available.
- Improve communication and collaboration between Academic Affairs and Student Affairs to ensure that academic deans and instructional faculty are aware of and can share information with students about registration dates, financial aid dates and processes, and support services available.
- Develop communication strategies that inform students of the various enrollment options available to them, including in-person, online, dual enrollment and CVC-OEI courses.

Student support services

- Ensure that services are available when classes are offered (early mornings, evenings, weekends, online).
- Create educational plans that allow students to complete in a timely manner.
- Utilize the Early Alert program to connect students with services they need to improve retention and success.

Connection

- Establish a strong service culture by fully implementing the Caring Campus commitments.
- Encourage faculty engagement in relational and intrusive classroom practices, aligned with the Equity-Minded Rubric for Teaching and Learning, to enhance retention and propel student momentum.

Staffing

- Identify staffing needs for adult learner populations.
- Develop strategies for faculty staffing at the educational centers (including centers in job announcements, faculty rotations, etc.).

Timeline

Spring 2024	Summer 2024-Spring 2025	Summer 2025-Spring 2027
Data		
<p>Monitor daily enrollments, FTES, and waitlists so we can compare our enrollments to the previous year, and to identify the need for adjustments in our SEM efforts.</p>	<p>Continue to monitor daily enrollments, FTES, and waitlists so we can compare our enrollments to the previous year, and to identify the need for adjustments in our SEM efforts.</p>	<p>Continue to monitor daily enrollments, FTES, and waitlists so we can compare our enrollments to the previous year, and to identify the need for adjustments in our SEM efforts.</p>
<p>Update the Office of Institutional Research webpages to include the Hartnell College Environmental Scan, internally created data dashboards, and the Postsecondary Data Partnership dashboards.</p> <p>Develop a training schedule for how to use the dashboards effectively.</p>	<p>Continue to offer trainings and workshops to help faculty, classified professionals, and administrators to be more data-informed.</p> <p>Establish data coaching as one of the roles for the Advisory Research Group/Data Team, and develop and offer training for group members to become effective data coaches.</p>	<p>Continue to offer trainings and workshops to help faculty, classified professionals, and administrators to be more data-informed.</p> <p>Begin implementation of a data coaching program, and conduct an annual evaluation at the end of each academic year.</p>
<p>Begin the planning for conducting a needs assessment of adult learners and non-traditional students in our service area.</p>	<p>Conduct a needs assessment of adult learners and non-traditional students in our service area.</p>	<p>Incorporate information from the needs assessment into the college’s scheduling and staffing strategy to meet the needs of our adult learners.</p>

Scheduling

<p>Develop a plan and timeline for shifting to year-long course scheduling.</p>	<p>Begin implementation of the one-year course scheduling process.</p>	<p>Complete implementation of the one-year course scheduling process, and conduct an evaluation of the effectiveness of the process.</p>
<p>Within the FYE workgroup involved in the RP Group's Leading from the Middle program, continue to explore what a comprehensive FYE program might look like.</p>	<p>By the end of Fall 2024, make a clear decision regarding the design of a required Summer Bridge and/or First Year Experience.</p>	<p>Begin implementation of a comprehensive FYE program to start in Summer/Fall 2025.</p>
<p>Using student enrollment, staffing, and fiscal data, establish and communicate clear scheduling parameters, including FTEF allocations, proportions of on-ground vs. distance education offerings, and course cancellation guidelines.</p>	<p>Begin planning course sequences and program pathways tailored to specific populations (such as "Six to 60 for part-time students, dual enrollment course sequences themed by meta-major, or short-term, evening, weekend, and/or online sequences) that allow them to choose a major, maintain momentum, and complete in a timely manner.</p>	<p>Begin implementation of these tailored course sequences within course schedules, and evaluate outcomes and achievement data at the end of each academic year.</p>
<p>Begin conversations with local high schools to increase CTE and STEM dual enrollment.</p>	<p>Begin process of increasing CTE/STEM dual enrollment offerings. Begin to develop clear dual enrollment pathways.</p>	<p>Continue increasing CTE/STEM and general dual enrollment offerings. Continue developing clear dual enrollment pathways.</p>

<p>Utilize ZTC grant funding to increase the number of ZTC pathways.</p> <p>Develop a marketing and communications strategy for attracting students to ZTC pathways.</p>	<p>Continue to utilize ZTC grant funding to increase and offer fully ZTC pathways.</p> <p>Engage in an initial evaluation of outreach and communication strategies for ZTC pathways.</p> <p>Conduct an annual review of student achievement data among students in ZTC pathways.</p> <p>Create and implement a strategy for scheduling ZTC pathways and making them identifiable in the course schedule.</p>	<p>Continue to scale up the implementation of ZTC pathways.</p> <p>Continue to engage in evaluation of outreach and communication for ZTC pathways.</p> <p>Continue to review student achievement data among students in ZTC pathways.</p> <p>Continue to implement and evaluate the scheduling strategy for ZTC pathways.</p>
<p>Communication</p>		
<p>By the end of Spring 2024, identify and implement a mass communication platform that will allow us to send timely and personalized information to students about application, registration, and financial aid dates, as well as just-in-time and early support.</p>	<p>Develop and implement a year-long communication plan focused on the enrollment cycle. Evaluate the impacts of this plan.</p>	<p>Engage in a regular cycle of developing, implementing, and evaluating a year-long enrollment communication plan.</p>
<p>Develop a student communication plan and timeline that clearly identifies what types of communications will go out to students, when they will be sent out,</p>	<p>Launch the implementation of a year-long student communication plan. Conduct an evaluation of the effectiveness of the plan at the end of each semester.</p>	<p>Use data from plan evaluations to make improvements to the communication plan as needed.</p>

<p>what platform(s) we will use, and how we will track the effectiveness of those communications.</p>		
<p>Through the Joint Deans and Directors meetings and the Joint Academic Affairs Success Council/Student Affairs Council, identify clear strategies to Improve communication and collaboration between Academic Affairs and Student Affairs, to ensure that academic deans and instructional faculty are aware of and can share information with students about registration dates, financial aid dates and processes, and support services available.</p>	<p>Begin initial implementation of strategies for instructional faculty to share student services information with their students.</p>	<p>Continue implementing strategies for instructional faculty to share student services information with their students.</p>
<p>Begin working to ensure that Hartnell College's courses in the CVC-OEI are visible and rising to the top of the list.</p> <p>Ensure that the college maintains our POCR structure to badge courses for the CVC-OEI.</p>	<p>Develop and implement a communication plan regarding courses in the CVC-OEI.</p> <p>Begin tracking the number of students outside of Hartnell College enrolling in courses we offer through the CVC-OEI.</p> <p>Increase the number of badged courses offered through the CVC-OEI.</p>	<p>Continue to implement the communication plan regarding courses in the CVC-OEI, and evaluate the effectiveness of those strategies.</p> <p>Continue to track the number of students outside of Hartnell College enrolling in courses we offer through the CVC-OEI.</p>

Student Support Services		
Continue to engage in Early Alert efforts, and create an evaluation strategy to determine the impact on course retention and success rates.	Make improvements to Early Alert process based on evaluation results. Conduct a year-end evaluation.	Make improvements to Early Alert process based on evaluation results. Conduct a year-end evaluation.
Convene an Adult Learners workgroup to explore potential outreach and recruitment strategies, staffing needs, credit for prior learning opportunities, and support services needed.	Develop and begin implementation of a plan to expand service schedules on the main campus and at the educational centers to include evening and weekend hours. Develop and begin implementation of a plan to offer credit for prior learning for adult students.	Continue implementation of a plan to expand service schedules on the main campus and at the educational centers to include evening and weekend hours. Continue implementation of a plan to offer credit for prior learning for adult students.
Develop a comprehensive Distance Education plan that includes support services and professional development.	Begin initial implementation of the Distance Education plan.	Continue implementation of the Distance Education plan. Engage in initial evaluation efforts.
Connection		
Conduct an initial assessment of the implementation of Caring Campus.	Begin scaling up of Caring Campus efforts. Explore the development of a Caring Campus program for faculty.	Continue scaling up of Caring Campus efforts. Engage in initial development and implementation of Caring Campus –

	Develop and implement a regular evaluation plan.	Faculty.
Share information with faculty about course retention improvement programs, and engage in conversations about what that might look like at Hartnell College.	<p>Engage in relational and intrusive classroom practices that align with Hartnell College’s Equity-Minded Rubric for Teaching and Learning (Be Intrusive and Be Relational).</p> <p>Consider developing an SPA opportunity beginning in Fall 2024 for a group of faculty to develop and pilot a “reduce the drop rate” program using these strategies.</p> <p>Consider sending a team of people to Odessa College’s Leadership Institute in September 2024 to learn more about drop rate improvement strategies.</p>	Based on outcomes from the pilot effort, make any necessary modifications to the program, and develop a plan to bring the program to scale.
Staffing		
In conjunction with our onboarding redesign efforts with Swim Digital, review and realign the Student Affairs organizational chart to create staffing opportunities to support our emerging	Implement the recommended organizational changes within Student Affairs to more effectively support adult learners.	Begin implementation of Adult Learners workgroup recommendations.

<p>student populations (including adult learners).</p>	<p>By the end of Fall 2024, the Adult Learners workgroup will make a series of recommendations to the college regarding staffing needed to support adult learners.</p>	
<p>Begin holding discussions within the Academic Affairs Success Council, the Academic Senate, and among the academic affairs deans about developing a comprehensive plan for the educational centers.</p>	<p>By the end of Spring 2025, develop and approve a comprehensive plan for the educational centers. The plan should include the establishment of clear identities for the centers based on community input, course and program demand, student characteristics (e.g., adult learners), and labor market needs. The plan should also identify anchor and/or focused programs at the centers that currently exist as well as programs to be developed. Lastly, the plan needs to include strategies for faculty staffing.</p>	<p>Begin implementation of the plan for educational centers.</p>