

LASC Enrollment Management Plan

2021-2024





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Approvals/Dates

Enrollment Management Committee: Oct. 13, 2021; recommendations accepted Feb. 11, 2022

Academic Senate: Nov. 23, 2021

College Council: Dec. 7, 2021



Table of Contents

Los Angeles Community College District Board of Trustees	1
Los Angeles Community College District Executive Staff	1
Los Angeles Southwest College Administration.....	1
Mission Statement.....	3
Vision	3
Values.....	3
The Process to Create the Plan.....	4
Enrollment Management Committee 2020-21	4
Goal 1: Increase retention and completion	5
Goal 2: Increase student support throughout the student journey	9
Goal 3: Increase data/research capacity to support decision making in regards to enrollment management initiatives/activities	11
Goal 4: Strengthen students' knowledge of careers and career readiness through curriculum, career counseling, and Career Center support	15
APPENDIX A: Data/Research Plan (final as of May 2021 meeting).....	18
APPENDIX B: "EW" Survey Results Executive Summary.....	21
APPENDIX C: Jamboard Extract.....	23



Mission Statement

In honor of its founding history, Los Angeles Southwest College is committed to providing a student-centered and equitable learning environment designed to empower a diverse student population and the surrounding community to achieve their academic and career goals by:

- attaining certificates and associate degrees leading to transfer and workforce preparation
- eliminating systemic racism and exclusion
- becoming a model educational institution for the success of students of color

Vision

As a model institution of higher learning, Los Angeles Southwest College will transform the lives of our students of color and members of our surrounding community by supporting their pursuit of academic and personal goals.

Values

1. **Accountability and Integrity:** LASC responds to the needs of our community through the ethical assessment and implementation of our mission, vision, and values.
2. **Collegiality:** LASC creates a campus community of mutual respect and shared concern for the well-being of each other.
3. **Excellence and Innovation:** LASC ensures a culture of excellence using innovative pedagogy, technologies, and professional development resulting in our students meeting the highest standards.
4. **Student Learning and Success:** LASC provides a learner-centered environment that promotes academic excellence for its students by ensuring equity and clear pathways to transfer and job placement.
5. **Civic Engagement:** LASC sees itself through an equity lens focusing on academic success for our students, professional success for our employees, and personal success for members of our surrounding community. LASC is All In!



The Process to Create the Plan

Enrollment Management Committee 2020-21

The Enrollment Management Committee undertook the leadership and writing of this plan, as is its charge in the Committee Operating Agreement. The committee

began by creating a Research/Data Plan for which the committee would engage at each meeting over the academic year. The data/research plan was rooted in Guided Pathways, and Completion by Design principles. The prompts led to additional research/data questions, and the committee undertook the creation, distribution, and results reporting of a student survey about reasons for exercising the “EW” status during the beginning of the Covid-19 pandemic. The plan used data/research as the basis for robust discussions during the committee meetings.

In the later part of Spring 2021 semester, the committee formed a writing group to begin to draft the goals and activities which were the outgrowth of the robust dialog of the committee, and brought together the ideas and work of many adjacent committees/task forces/groups.

The writing group created a jamboard to capture SWOTs: strengths and weaknesses (internal to the college), and the opportunities and threats (external to the college). The writing group further aligned the goals and activities with Guided Pathways Design Teams’ work, the Strategic Educational Master Plan, the Student Equity Plan, and the plan’s actions to the Student Centered Funding Formula (SCFF). The intentionality of the plan to be integrated to the work of the college was of high focus and deliberation in the construction of the plan. The writing group completed the draft at the end of the 2020-21 year; and will “sunshine” the plan at the first Enrollment Management Committee meeting on Sept. 8, 2021.

The 4 Goals of the Enrollment Management Plan

There are 4 goals to the Enrollment Management Plan:

- Goal 1: Increase retention and completion
- Goal 2: Increase student support throughout the student journey
- Goal 3: Increase data/research capacity to support decision making in regards to enrollment management initiatives/activities
- Goal 4: Strengthen students’ knowledge of careers and career readiness through curriculum, career counseling, and Career Center support





Goal 1: Increase retention and completion

ACTIVITY	RESPONSIBLE (L=Lead; I=Involved)	OUTCOME/MEASURE	RESOURCES NEEDED	COMPLETION DATE
<p><i>FROM BUDGET/ ENROLLMENT RETREAT:</i> Achieve FTES targets</p>	<p>L= President; VP/AA; VP/SS I= Dept. Chairs; Deans of Academic Affairs; PIO</p>	<ul style="list-style-type: none"> • 2021-22: 3700 FTES • 2022-23: 4500 FTES • 2023-24: 4750 FTES 	<p>Funding to offset small class size (labs) HEERF?</p>	<ul style="list-style-type: none"> • 2021-22: • 2022-23: • 2023-24:
<p><i>FROM WORKPLAN 3.4</i> Establish WSCH/FTEF target for each program/course offerings to ensure the college reaches FTES annual targets</p>	<p>L= President; VP/AA; I= Dept. Chairs, Deans of Academic Affairs</p>	<p>District recommended target: 595</p> <ul style="list-style-type: none"> • 2021-22: 525 • 2022-23: 550 • 2023-24: 595 	<p>Funding to offset small class size (labs) HEERF?</p>	<ul style="list-style-type: none"> • 2021-22: • 2022-23: • 2023-24:
<p>Scale up College Promise Program</p>	<p>L= Promise Program Coordinator I= Dean of Student Services President, Financial Aid Director, Registrar Dept Chairs (Promise section scheduling)</p>	<ul style="list-style-type: none"> • Increase retention (Fall to Spring; and Fall to Fall) • Increase completion (certificates/degrees) 	<p>Funding—SEAPAC funds requested; AB 19 funds?; Other funding available?</p>	<p>Begin Fall 2022</p>
<p>Increase phone banking to encourage and assist students during Registration</p>	<p>L= Dean of Student Services (Welcome Center) L=Student Recruitment Coordinator I= Counseling, Dean of IE (or TBA, Research Analyst) (for data pull) PIO (for suggested messaging content) Peer Mentors (for calling) Classified Employees (for calling), IT (for tech support)</p>	<ul style="list-style-type: none"> • Increase registration by those eligible for priority registration • Increase retention of students who otherwise would not have completed registration • Increase completion (certificates/degrees) by informing students of upcoming deadlines and process to apply/petition 	<ul style="list-style-type: none"> • Time and Effort of current employees • Phone/Texting technology solutions (Cisco Jabber as an example) 	<p>ASAP Spring 2022 and ongoing</p>



Increase use of OER textbooks to address equity issue of our low SES students. Have an OER textbook being used in each discipline	L= Dept Chair Library I= Department Chairs, Dean of IE Academic Senate Faculty Bookstore Manager	Baseline 40 sections Annual Goals: <ul style="list-style-type: none"> 2021-22: 45 sections 2022-23: 55 sections 2023-24: 70 sections or more 	Possible incentives such as OER state fund, HEERF, SEA funds for faculty stipends PD and Presenters?	2022- 2024
OER: Clean up the SIS coding so the OER courses display in the Schedule of Classes	L= Dept Chair Library I= Scheduler; Dept Chairs, IT	Clean data populating Schedule of Classes	Time and Effort of employees	Spring 2022
Scale up and institutionalize the Peer Mentoring Program. (Currently resides in Guided Pathways-- Peer-2-Peer Guides)	L= GP Facilitator; GP Co-Chair; Student Success Committee I= GP Facilitator	<ul style="list-style-type: none"> Increase retention Increase completion 	Funded by Guided Pathways through June 2023. Beginning Fall 2023, possibly fund through SEAPAC.	Fall 2022
Continue use of the open "Zoom Room" for students to receive drop in help/get questions answered/ease in handing students off to another dept/program	L= Dean of Student Services I= Welcome Center staff; Counselors	<ul style="list-style-type: none"> Increase retention Increase completion 	Time and effort of the Welcome Center (and Counseling)	Asap in Spring 2022
Strengthen promotion and use of Math Lab for students struggling in Math courses. Messaging by Faculty often/routinely in order to normalize help seeking behavior by students.	L= Math Dept. Chair; Dean of Natural Science, Health, Kinesiology, Mathematics, Nursing and Curriculum I= Math Faculty	<ul style="list-style-type: none"> Increase retention Increase completion 	Time and effort of employees	ASAP, Spring 2022 and ongoing



<p>Create CAP Learning Communities for students (not in the Promise Program). Programming to include: Cohorted courses with an academic theme (faculty collaborating with one another), and involvement in an ASO student activity</p>	<p>L= GP Co- Chair I= Counselors; ASO Faculty, ASO officers</p>	<ul style="list-style-type: none"> • Increase retention • Increase completion 	<p>Time and effort of employees</p>	<p>Fall 2022</p>
<p>Create CAP Success Teams which include CAP Counselor (liaison), CAP Instructional faculty</p> <p>Arrange and host CAP Welcome Event (following orientation)</p> <p>CAP/GP Summits</p>	<p>L= Dept. Chair Counseling, GP Co-Chair, GP Facilitator I= Deans of Academic Affairs, Dept. Chairs, Instructional faculty</p> <p>L= Dept. Chairs and instructional faculty; CAP Counselors, VP/AA, all Deans of Academic Affairs</p> <p>I= VP/SS, Dean of Student Services</p> <p>L= GP Tri- Chairs, President I= All administrators, GP Steering Committee, GP Design Teams</p>	<ul style="list-style-type: none"> • Increase retention • Increase completion 	<p>Time and effort of employees</p>	<p>In progress</p>



Increase Fall to Fall retention: Explore curricular design practices and student support practices for re-design and implementation	L= Academic Senate leadership I= Instructional and counseling faculty, classified staff	<ul style="list-style-type: none"> • Increase retention • Increase completion 	Time and effort of employees	Spring 2022
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ALIGNMENT TO OTHER PLANNING DOCUMENTS:

SEMP:	Goal 1; Goal 2; Goal 3; Goal 4;	GUIDED PATHWAYS:	GP Onboarding & Student Success Design Team
COLLEGE WORK PLAN:	Goa1 3.4; Goal 7.4, 7.5, 7.6, 7.7 See also Budget & Enrollment Retreat Spr 2021	STUDENT EQUITY PLAN METRICS:	Enrollment in same college; Transfer; Completion; Completion of Engl and Math in Year 1; Retention Fall to Spring at same college
SCFF METRICS TARGETED:	BASE AND SUPPLEMENTAL ALLOCATIONS: FTES (Cr, Noncredit, Noncredit enhanced; Special Admit K12); SUCCESS ALLOCATION: Completion (Degrees/Certificates); Transfer level; Transfer; 9+CTE Units; Regional Living Wage (All/Pell/Promise students)		



Goal 2: Increase student support throughout the student journey

ACTIVITY	RESPONSIBLE (L=Lead; I=Involved)	OUTCOME/MEASURE	RESOURCES NEEDED	COMPLETION DATE
<p>Ensure Early Alert (or similar tool to identify students at risk of failing) is set up and programmed for LASC routing. Train faculty.</p> <p>Increase instructional faculty use of early alert system</p> <p>Counselors reach out to students within 48 hours of receiving the alert</p>	<p>L= VP/SS, Dean of Student Services, IT Regional Manager I= Counseling Chair & Instructional Dept. Chairs</p> <p>L= Counseling Chair, Instructional Department Chairs I= Faculty, Deans of Academic Affairs</p> <p>L= Counseling Chair I= Counselors & Instructional Faculty</p>	<ul style="list-style-type: none"> Increased course success Increased course completion 	Betsy Regalado, AVC at ESC (and her team)	<p>Set up programming: as soon into Spring 2022 as possible</p> <p>Train faculty: Flex Day presentations (Fall 2022 and ongoing)</p>
<p>Create a one-page navigation (where to go) for student onboarding (Pictorially how to, where to click: Canvas, Registration, Counseling Appt., Student Portal)</p>	<p>L= PIO I= GP Student Success and Onboarding Design Team</p>	<ul style="list-style-type: none"> Student satisfaction with online way finding Increased retention 	Information for the one-pager	As soon into Spring 2022 as possible
<p>Onboarding support for DE students (Canvas non-credit course, orientation, registration, tutoring, etc.) Create the infrastructure of support, can it be built into early alert? Other ideas?</p>	<p>L= DE Coordinator, Assistant DE Coordinators, Director of Student Success Center I= DE Committee, Academic Technology Committee</p>	<ul style="list-style-type: none"> Increased course success Increased course completion Increased retention 	Content from Counselors and student services personnel	As soon into Spring semester 2022 as possible



<p>Ensure Admissions, Counseling, Financial Aid, are open for students on Saturdays 2 weeks prior to the start of each major term; 1 week for Winter/Summer Gauge demand for ongoing Saturday services throughout the major terms into new major terms, and if needed once/month or more, then schedule them</p>	<p>L= VP/SS I= Deans of Student Services, Registrar; Financial Aid Director, and Financial Aid team; Student Success Committee</p>	<ul style="list-style-type: none"> • Increase admissions • Increase financial aid use • Increase students' completion of education plans/onboarding 	<p>Overtime might be needed for Classified employees</p>	<p>Immediately Spring 2022 and Ongoing</p>
<p>Campus wide communication campaign to increase engagement and retention. (examples: postcard sent to students Congratulating them on milestones reached: 30 units, 45 units, certificates, degrees, etc.)</p>	<p>L= President, all Vice Presidents, PIO I= Campus leadership (Academic Senate, Unions, Deans, Dept. Chairs)</p>	<ul style="list-style-type: none"> • Increased course success • Increased course completion • Increased retention 	<ul style="list-style-type: none"> • Continue Town Hall meetings (monthly) • Monthly Campus Leadership meetings • Materials (post-cards, etc.) 	<p>Strategize Spring 2022, implement Fall 2022</p>
<p>Create systemic interventions for students enrolled in courses which are below the Institution Set Standard for successful course completion— support at the course level (not faculty member)</p>	<p>L= Academic Senate I= Dept. Chairs, Faculty</p>	<ul style="list-style-type: none"> • Increased course success • Increased course completion • Increased retention • Increase Institutional Set Standard for completion 	<p>TBD</p>	<p>Academic Senate begin discussions Spring 2022</p>

Institutionalize Student Success Center	L= College President I= VP/AA	<ul style="list-style-type: none"> • Increased course success • Increased course completion • Increased retention • Increased Institutional Set Standard for completion 	Ongoing dedicated fiscal support (10100 versus annual SEAPAC which is not guaranteed)	2022-23 and ongoing thereafter
Consultation and collaboration between all student success programs (ie. Peer mentoring, Umoja, Puente, etc. with the Student Success Center	L= Student Success Committee I= Student Success Program faculty leads	<ul style="list-style-type: none"> • Increased course success • Increased course completion • Increased retention • Increased Institutional Set Standard for completion 		Begin 2022 and ongoing thereafter

ALIGNMENT TO OTHER PLANNING DOCUMENTS:

SEMP:	Goal 1; Goal 2; Goal 3; Goal 4	GUIDED PATHWAYS:	GP Onboarding & Student Success Design Team
COLLEGE WORK PLAN:	Goal 6.3; Goal 7.8, 7.9, 7.10, 7.12	STUDENT EQUITY PLAN:	Enrollment in same college; Transfer; Completion; Completion of Engl and Math in Year 1; Retention Fall to Spring at same college
SCFF METRICS TARGETED:	BASE AND SUPPLEMENTAL ALLOCATIONS: FTES (Cr, Noncredit, Noncredit enhanced; Special Admit K12); SUCCESS ALLOCATION: Completion (Degrees/Certificates); Transfer level; Transfer; 9+CTE Units; Regional Living Wage (All//Pell/Promise students)		



Goal 3: Increase data/research capacity to support decision making in regards to enrollment management initiatives/activities

ACTIVITY	RESPONSIBLE (L=Lead; I=Involved)	OUTCOME/MEASURE	RESOURCES NEEDED	COMPLETION DATE
Ensure staffing capacity of the IE Office is maintained. <ul style="list-style-type: none"> Hire Research Analyst Student workers (FWS) 	L= President I= Dean of IE; Personnel Commission (for RA position)	Research Analyst hired	Funding (permanent)	Asap
Annual report for each of the following programs: Promise Program Student Success Center (tutoring) Puente Program Umoja Program Welcome Center Transfer Center (Demographics, milestones, outcomes)	L= Dean of IE I= Research Analyst	<ul style="list-style-type: none"> Increase course completion Increase program completion Increase retention (fall to Spring; Fall to Fall) Decrease time and unit to completion 	<ul style="list-style-type: none"> Time and effort of IE office Consultant to write script in R (or other code) so that reports can be generated annually and be sustainable with staffing level in IE Office 	By end of summer 2022. Become a section of annual Fact Book
Examine Pathway Analysis data: <ul style="list-style-type: none"> Where are the roadblocks to completion in each Pathway? Which courses are NOT being offered that students need? Who starts with us and then transfers to complete elsewhere? 	L= Dean of IE I= Research Analyst	<ul style="list-style-type: none"> Increase course completion Increase program completion Increase retention (fall to Spring; Fall to Fall) Decrease time and unit to completion 	Time and effort of IE office	Do 1 Pathway analysis per Term: 2 CAPS in 2021-22 2 CAPS in 2022-23 1 CAP in 2023-24



<p>Examine course success and completion rates of the IGETC courses and the patterns they fulfill</p>	<p>L= Dean of IE I= Research Analyst; Dept. Chairs and Faculty; Counseling Chair; and Counseling faculty</p>	<ul style="list-style-type: none"> • Increase course completion • Increase program completion • Increase retention (fall to Spring; Fall to Fall) • Decrease time and unit to completion 	<ul style="list-style-type: none"> • Time and effort of IE office • Time and effort of Faculty discussion of the data at Dept meetings • Time and effort of Counseling faculty discussion at a Dept meeting 	<p>Spring 2022 and ongoing annual report thereafter (becoming institutionalized in the Fact Book)</p>
<p>Conduct student exit surveys at the end of each term; results presented in a report annually.</p>	<p>L= Dean of IE and IE Staff I= VP/SS; VP/AA; Academic Council; Deans of Student Services</p>	<p>Present draft of survey at Academic Council meeting; present final draft at second Academic Council meeting Results written in an annual report; disaggregating by term and by other demographics</p>	<ul style="list-style-type: none"> • Time and effort of IE office • Time and effort of Dept Chairs to deploy surveys to students who withdrew at the end of each term 	<p>Spring 2022 and ongoing, administer survey at end of each term.</p>
<p>Provide a list of courses (top 10) high/low success (trend data); high enrollment X high success, and high enrollment X low success—identifying best practices for implementation into low success courses (5-6 year examination)</p>	<p>L= Dean of IE I= Research Analyst; Dept. Chairs and Faculty; Counseling Chair and faculty</p>	<ul style="list-style-type: none"> • Increase course completion, lessen need to repeat courses • Increase program completion • Increase retention (fall to Spring; Fall to Fall) • Decrease time and unit to completion 	<ul style="list-style-type: none"> • Time and effort of IE office • Time and effort of Faculty discussion of the data at Dept meetings • Time and effort of Counseling faculty discussion at a Dept meeting • Consultant to write script in R (or other code) so that reports can be generated annually and be sustainable with staffing level in IE Office 	<p>By end of summer 2022. Become a section of annual Fact Book</p>



<p>Create data tracking mechanism for outcomes of LASC/LAUSD middle college high school students</p> <ul style="list-style-type: none"> Milestone counts over time (15 units, 30 units, 45 units, graduation) Disaggregate the data 	<p>L= Dean of IE I= Research Analyst; Dean of Academic Affairs (dual enrollment), Dept. Chairs and Faculty; Counseling Chair and faculty</p>	<ul style="list-style-type: none"> Increase course completion, lessen need to repeat courses Increase program completion Increase retention (fall to Spring; Fall to Fall) Decrease time and unit to completion 		<p>By end of summer 2022. Become a section of annual Fact Book</p>
<p>Use the data/research gathered from the student-led, student-only focus groups. Provide presentations shared at: Enrollment Management Committee Student Success Committee College Council SEAPAC Strategic Planning Academic Technology Committee and/or Distance Education Committee</p>	<p>L= GP Tri-Chairs, GP Facilitators, Student Success Committee Co-Chairs (beyond 2022) I= Committee Chairs for dates to present at committee meeting</p>	<p>By using the data/research, and implementing recommendations that students make, we can improve the student experience</p>	<ul style="list-style-type: none"> Incentives for students to participate (gift cards) paid for by GP Stipends for focus group note takers paid for by GP Time and Effort of employees and peer mentors 	<p>Begin presentations Spring 2022-continue at committee meetings until it is shared at all committees listed</p>

ALIGNMENT TO OTHER PLANNING DOCUMENTS:

SEMP:	Goal 3; Goal 4	GUIDED PATHWAYS:	Supports GP Onboarding & Student Success Design Team
COLLEGE WORK PLAN:	Goal 1.5; Goal 6.1; Goal 6.2; Goal 7.2; Goal 7.11	STUDENT EQUITY PLAN:	Enrollment in same college; Transfer; Completion; Completion of Engl and Math in Year 1; Retention Fall to Spring at same college
SCFF METRICS TARGETED:	BASE AND SUPPLEMENTAL ALLOCATIONS: FTES (Cr, Noncredit, Noncredit enhanced; Special Admit K12); SUCCESS ALLOCATION: Completion (Degrees/Certificates); Transfer level; Transfer; 9+CTE Units; Regional Living Wage (All//Pell/Promise students)		



Goal 4: Strengthen students' knowledge of careers and career readiness through curriculum, career counseling, and Career Center support

ACTIVITY	RESPONSIBLE (L=Lead; I=Involved)	OUTCOME/MEASURE	RESOURCES NEEDED	COMPLETION DATE
<p>Increase career exploration and awareness activities for students who are "Undecided"/"Undeclared"</p> <ul style="list-style-type: none"> Embed the Career Center into assignments/activities in Counseling 6, 20. (Students complete an assessment at the Career Center) Counseling Faculty and Career Center Coordinator collaboratively review and update curriculum for Counseling 6 and 20 Career Exploration Canvas sites are developed; Counseling and instructional Faculty encourage students to self-enroll in order to explore the resources available to them 	<p>L= Career Center Coordinator, Dept. Chair Counseling, Dean of Student Services, DSPS Counselors I= Counseling Faculty; Instructional Faculty; Career Center Staff; AJCC</p>	<ul style="list-style-type: none"> Decrease the number of students who are "undecided" Increase number of students with declared majors/pathway/programs of study Decrease time and number of units to completion 	<p>Career Assessments (SII, MBTI, others)</p> <p>Career Counselor/dedicated career counseling hours</p>	Begin Spring 2022
<p>Increase partnerships with Industries in our service area to develop internships and job shadowing opportunities</p> <ul style="list-style-type: none"> Virtual job shadowing On-site job shadowing Internships 	<p>L= VP/AA; CTE program Dept Chairs; Career Center Coordinator I= President</p>	<ul style="list-style-type: none"> Increase job shadow opportunities Increase student internships 	Perkins funds or Strong Workforce funds for hosting advisory board meetings (hospitality)	Begin Spring 2022 and continuously ongoing



<p>LASC host a “Majors Fair”, which will become an annual event.</p> <ul style="list-style-type: none"> • Students can speak with faculty about their fields • Faculty can recruit students into their CAPs • Open House for programs that have specialized equipment that can be demonstrated and hands-on 	<p>L= Career Center Coordinator, Student Success Committee</p> <p>I= VP/SS, VP/AA, Dept. Chairs, Counseling Faculty; Instructional Faculty; Career Center Staff; AJCC</p>	<ul style="list-style-type: none"> • Decrease the number of students who are “undecided” • Increase number of students with declared majors/pathway/programs of study • Decrease time and number of units to completion 	<p>Funds for:</p> <ul style="list-style-type: none"> • Promotional items for students • Dept brochures and/or one-page information hand outs • Hospitality items (food/beverages) • Tables/Chairs/tent rental 	<p>Spring 2022 and annually thereafter</p>
<p>Embed career exploration into gateway courses: Engl 101 and Math 125</p> <ul style="list-style-type: none"> • Create an assignment which helps students understand the role of writing (Engl 101) and the role of math (Math 125) in the careers they are currently pursuing 	<p>L= Career Center Coordinator; Student Success Committee, Math Dept. Chair; English Dept. Chair</p> <p>I= Math Faculty, English Faculty</p>	<ul style="list-style-type: none"> • Decrease the number of students who are “undecided” • Increase number of students with declared majors/pathway/programs of study • Decrease time and number of units to completion 	<p>Time and effort of employees</p>	<p>Develop assignments in 2021-22 academic year. Offer PD workshops to English and Math faculty 2021-22 academic year. Implement assignments in 2022-23.</p>
<p>Create a job board in the Career Center for student awareness of available employment opportunities on campus (federal work study)</p>	<p>L & I= Career Center Coordinator; Director of Financial Aid; Financial Aid Technician; Dean of Student Services</p>	<ul style="list-style-type: none"> • Increase career readiness of students • Increase “soft skill” development of students • Increase use of federal work study dollars and student engagement 	<p>Time and effort of employees</p>	<p>Fall 2021 and continuously ongoing</p>



<p>Career assessment for all incoming students Continued next page</p> <ul style="list-style-type: none"> • Build assessments into orientation programming • Strengthen partnerships with K12 communities by offering K12 students' early access to career exploration • Explore platforms for career explorations which can strengthen partnerships and serve as a means of prospecting for future students (ie. VitaNavis) 	<p>L= Career Center Coordinator, Counseling Dept. Chair I= Dean of Student Services; Dean of Academic Affairs (K12 partnership building)</p>	<ul style="list-style-type: none"> • Decrease the number of students who are "undecided" • Increase number of students with declared majors/pathway/programs of study • Decrease time and number of units to completion • Support early adoption of CAP selection by K12 partners/students matriculating • Increase FTEs through use of prospecting 	<p>Funds for adoption of career assessment platform</p>	<p>Begin career assessments in orientation Spring 2022</p> <p>Begin exploration of career assessment platforms 2022-2023</p>
<p>Arrange for renowned talent to do Master Classes with our fine and performing arts students</p>	<p>L= Dean of Academic Affairs (Humanities and Fine Arts), Dept. Chair Fine Arts, Fine Arts faculty I= Instructional faculty</p>	<ul style="list-style-type: none"> • Increase realistic career knowledge and world of work • Increase retention • Increase completion 	<p>Funding for Artists, if a fee is involved</p>	<p>Fall 2022 and ongoing</p>

ALIGNMENT TO OTHER PLANNING DOCUMENTS:

SEMP:	Goal 1; Goal 2	GUIDED PATHWAYS:	GP Career Exploration Design Team
COLLEGE WORK PLAN:	Goal 7.6, 7.7	STUDENT EQUITY PLAN:	Enrollment in same college; Transfer; Completion; Completion of Engl and Math in Year 1; Retention Fall to Spring at same college
SCFF METRICS TARGETED:	BASE AND SUPPLEMENTAL ALLOCATIONS: FTES (Cr, Noncredit, Noncredit enhanced; Special Admit K12); SUCCESS ALLOCATION: Completion (Degrees/Certificates); Transfer level; Transfer; 9+CTE Units; Regional Living Wage (All//Pell/Promise students)		



APPENDIX A: Data/Research Plan (final as of May 2021 meeting)

	ENROLLMENT MANAGEMENT PLAN Data/Research needs aligned to the Guided Pathways pillars WRITING GROUP NOTES DRAFT May 12, 2021	
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The following data/research prompts are to help us determine our Strengths, Weaknesses, Opportunities, and Threats (SWOT), which will be used to set Enrollment Management Plan Goals and activities; as well as prioritize resource requests (fund activities) to achieve the goals.

Pillar 1—Clarify the Path.

Clarifying Pathways to Student End Goals Create clear curricular pathways to employment and further education.

- 1a. [Vfs Launchboard] From CCCApply, how many students are applying for Admission each Fall? Spring?
- 1b. [Baron MARCH MTG] What recruitment outreach activities are scheduled each year; and approximately how many students are we reaching? (Outreach/Recruitment report compiled by Outreach office annually?)
- 1d. [Datamart] Get to know our students' Ed Goals (MIS data): how many are CTE? Academic? Transfer? Fact Book page looking at 5-6 year trends APRIL
- 1e. [Demers; CTE Dept. Chairs] Which programs are we promoting? Which programs are partners asking us to consider having? Which programs are our CTE program Advisory Boards asking us to consider having?
- 1f. [Demers] Which programs are being advertised/featured on our website? Annual Reports? Mailers to community?

Pillar 2—Enter the Path.

Helping Students Enter a Pathway Help students choose and enter their pathway.

- 2a. [Vfs] How are our students transitioning from Non-credit to Credit programs? Annual Fact Book page with data disaggregated by programs, gender, race/ethnicity, and zip code. Are we seeing any trends in regards to course taking patterns? (Examine 4-5 years of data).
- 2b. [Datamart] How many students do we have enter LASC each Fall (MIS data) Fact Book page produced annually disaggregated by Disaggregate by gender, race/ethnicity, age, high school, and zip code APRIL
- 2c. [new 2/22/2021] Orientation--

Pillar 3—Stay on the Path.

Keeping Students on Path Help Students Stay on their path.

- 3b. [IE make request] Are we looking at course success and completion rates of the IGETC courses and the patterns they fulfill? Have we noticed any trends which can help us advise/counsel students?
- 3c. [IE make request] Examine Pathway Analysis data: Where are the roadblocks to completion? Which courses are NOT being offered that students need? Who starts with us and then transfer to complete elsewhere?
- 3d. Exit student data—what are students telling us about why they have chosen to leave?
- 3e. [IE Annual Report MARCH MTG] Persistence data—disaggregation (Fall to Spring; Fall to Fall; annual through completion). FIRST YEAR STUDENTS DONE-- APRIL
- 3f. [IE for #s make the request; Student Services for services—Tara Nishiyama, Ralph Davis MARCH MTG] How many students are on Probation; what services are being offered to help students recover?



- 3g. [Student Services—Ralph Davis/Howard Irvin MARCH MTG] Early alert—connecting students with counselors to ensure that students are directed to resources they need. How many students were recommended for intervention? How many faculty members are using EA? Do Faculty need training on EA system?
- 3i. [Financial Aid/IE make request MARCH MTG] Financial Aid data regarding students for whom we are the “home campus” taking courses in the District. How many, and what courses?
- 3j. [Spr 2020 Online transition survey—District] Mental Health needs and support for students—during Covid; and after.
- 3k. [DE Coordinator MARCH MTG] Ensuring that Faculty/Staff are trained on technology to support students
- 3m. [Committee create survey w/data coach, IE Survey Monkey deploy to students meeting criteria] Drop/non-returner Survey (Spr, Su, Fall 2020 COVID19)—create a survey to determine why they left us. Incentivize with a gift card drawing. COMPLETED/SHARED AT FEB. MTG

Pillar 4—Ensure Learning.

Ensuring that Students are Learning Ensure that learning is happening with intentional outcomes.

- 4a. [Program Review data sets] How are departments using the ACCJC Institution Set Standards for improving student outcomes? (See aspiration and threshold goals; disaggregated by discipline/department). Is this done annually? Is it done in each discipline/department program review? APRIL
- 4e. [CCCCO datamart] How are Distance Education courses’ success and completion compared to f2f (5-6 year examination)? Disaggregate by course, gender, race/ethnicity, and zip code.
- 4h. [Rhea Pitre—reports? IE make request] How are our College Promise Cohorts doing? (Annual Report?) Compare cohorts, Disaggregate by overall success, course success/completion, gender, race/ethnicity, high school, and zip code.

Completion

- 5a. [IE make request] How many of our students have amassed 100+ units? Have we done research on this population, what do we know—are there equity issues identified? Are we running a report each semester and identifying a Counselor to reach out to each student to complete an education plan and provide intrusive advising so the student completes?
- 5b. Are we looking at course success and completion rates of the IGETC courses and the patterns they fulfill? Are faculty discussing these differences in making recommendations about courses the college should offer to remain within its allocations? (same data as 3b. different use)
- 5c. [CCCCO datamart; Program Review data sets; Fact Book] Degree Completion—Fact Book page by Degrees Offered along with the quantity earned (5-6 years). Disaggregate by course, gender, race/ethnicity. Examine annually. Should Departments/Disciplines be discussing this data during program review? (MIS Data)
- 5c1. SCFF metrics re: Degree completion
- 5d. [CCCCO datamart; Program Review data sets; Fact Book] Certificate Completion—Fact Book page by Certificates Offered along with the quantity earned (5-6 years). Disaggregate by course, gender, race/ethnicity. Examine annually. Should Departments/Disciplines be discussing this data during program review? (MIS Data)
- 5d1. SCFF metrics re: Certificate completion

Miscellaneous

- 6a. What fees/balances owed by students are keeping them from completing?
- 6b. Consider examining fiscal data and plan to be within budget for Full-time and Part-time college allocations. Ensure the allocation model developed encompass the data/research.



6c. What grant funded academic programs/CTE programs do we have in progress that will either go away when funding stream ends; or which will need to become institutionalized (due to grant requirements)? How are we fiscally planning for this?

6d. Budget analysis: Are there areas of unplanned growth? Are there areas of unplanned retraction? Trends 4-5 years.

DATA THAT IS NOT AVAILABLE (aka PARKING LOT):

Pillar 1—Clarify the Path.

Clarifying Pathways to Student End Goals Create clear curricular pathways to employment and further education.

1c. [Not available] What summer bridge programs are we offering; what are the long term outcomes? Degrees/certificates; disaggregate by gender, race/ethnicity, high school, and zip code.

Pillar 3—Stay on the Path.

Keeping Students on Path Help Students Stay on their path.

3a. [not available] Are we offering enough sections of the right times to meet student educational plan course needs? Data: Ed plan sequencing. Data needs: query that pulls enrollment and movement (section changes) to determine unmet need.

3l. [not available] Ensuring Faculty/Staff mental health and support needs are being met.

Pillar 4—Ensure Learning.

Ensuring that Students are Learning Ensure that learning is happening with intentional outcomes.

4b. [not available] How is tutoring impacting student success? Disaggregate by course, gender, race/ethnicity (Success Center Annual Report?)

4c. [not available] How are Counseling Courses impacting student success? Disaggregate by course, gender, race/ethnicity—tie into Program Review?

4d. [not available] How are Reading Courses impacting student success? Disaggregate by course, gender, race/ethnicity—tie into Program Review?

4f. [unavailable] How are CTE student doing in their Capstone courses? Disaggregate by course, gender, race/ethnicity—tie into Program Review? (see state definition of Capstone course)

4g. [unavailable] Courses with high/low success (trend data); high enrollment X high success, and high enrollment X low success—identifying best practices for implementation into low success courses (5-6 year examination)—tie into program review?

4j. [not available—Puente & Umoja doing cohorts?] How are other cohorted programs doing? What other cohorts do we have? Disaggregation.

4k. [not available; IE make request] In regards to dual enrollment, are we seeing students come to LASC post-high school? (4-5 years data) disaggregated by course, gender, race/ethnicity, high school, and zip code. Concurrent enrollment population on our campus—how are they doing? Disaggregate.



APPENDIX B: “EW” Survey Results Executive Summary

The Enrollment Management Committee was interested to learn what factors led to students using Emergency Withdrawal (EW) during Spring 2020, Summer 2020, and Fall 2020 (in process at time of research).

Executive Summary

- Respondent’s primary reason for EW: feeling overwhelmed (23%), financial reasons (23%), technology challenges (10%), work obligations (10%)
 - 17% were due to illness: non-COVID (5%), illness COVID (7%), family member illness (5%)
 - Child care (8%) and career change (2%) were the 2 most infrequent responses
 - Other (7%) included reasons: last trimester of pregnancy, depression, not feeling confident online, instructor was not understanding of student’s disability, combination of financial/work
- Respondent’s also indicated additional reasons for EW:
 - 9% “none of the above”, 2% left it blank
 - Only 1 additional reason selected: 4% indicated childcare; 4% family member illness; 5% fear of the unknown; 6% financial reasons; 5% Covid related illness; 3% non-Covid related illness; 3% technology challenges; 6% selected “other” and included responses varying from scheduled surgery; injury; lost motivation; lost interest in school; and that online was “difficult for me”; 2% work obligations (total of 40% of respondents)
 - 20% of respondents indicated 2 reasons
 - 20% of respondents indicated 3 reasons
 - 10% of the respondents indicated more than 3 reasons: 6% of respondents indicated 4 reasons; 2% indicated 5 reasons; 2% indicated 6 reasons
- 59% of the respondents indicated that financial concerns impact their decision to return to LASC, with an additional 13% indicating it may impact their decision to return
- 77% of respondents indicated they will repeat the course(s) from which they withdrew
- In order to ensure a return to LASC, 53% of respondents indicated they needed assistance with the FAFSA/Dream Act/Financial Aid completion; nearly 38% need access to wifi; nearly 34% need the college to offer the courses needed to graduate; and nearly 29% need a laptop.
 - Respondents also indicated: Childcare resources were needed by ~17%; more training on online tools by ~27%; and ~18% need more training to access their online course;
 - Respondents indicating other (~9%) included needing a laptop; needing “more zoom classes”; “Professors need to be open to physical challenges”; and “audit professors and classrooms; update online classroom processes”; “better tutoring”; and a plea for re-opening the campus.
 - Respondents could select multiple items. 35% of respondents selected only one item; 30% selected two items; 18% selected three items; 17% selected four items; and 1 person selected 5 items.

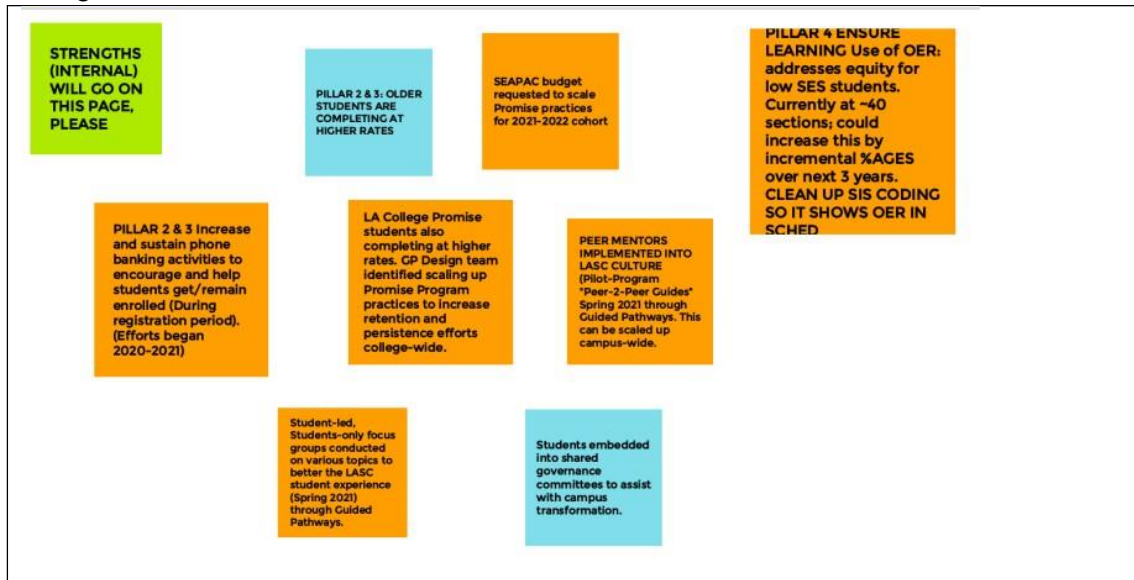


- Majority of the students were competent or higher in using Zoom and Canvas: 40% of respondents indicated being beginner or intermediate using Zoom; 33% of respondents indicated being beginning or intermediate using Canvas
- ~53% of respondents indicated being beginner or intermediate using Labster
- ~58% of respondents indicated being beginner or intermediate using Cranium Café
- In regards to mental health challenges, 85% of the respondents are experiencing stress; 60% are experiencing anxiety; with fear of the unknown and depression (39% and 37% respectively) rounding out the most common four.
 - Participants were able to select multiple challenges. Less than 20% indicated 1 or zero challenges. Approximately 18% experience two challenges; 20% three challenges; 15% four challenges; approximately 16% five challenges; 3% six challenges; and 2% seven challenges.



APPENDIX C: Jamboard Extract

Strengths:



Weaknesses:



