



## Enrollment, Student Success with Equity Targets and Tactics

The COVID-19 pandemic has impacted our most vulnerable populations, resulting in declining enrollments from 2019-20 into the current academic year. Our focus for the next two years is to reverse this downward trend and return to pre-pandemic enrollment.

By better understanding our students and the effects of the pandemic, we are better positioned to approach enrollment management with an intentional focus on the Supplemental and Student Success factors of the Student Centered Funding Formula (SCFF).

### TARGETS

FTE	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Regular	2,602	2,406	2,086	2,230	1,928	1,928 (0%)	2,230(16%)
Special Admit	189.49	252.65	312.75	317.37	318.81	335 (5%)	352 (5%)
Incarcerated	137.01	363.54	455.35	547.18	702.09	702 (0%)	723 (3%)

### TACTICS

For our incarcerated population, we are looking to maintain the 2020-21 enrollment given the physical distancing requirements imposed by the CDCR as we return to face-to-face courses. In order to support the future expansion of course offerings, we will be addressing the need to recruit additional faculty prepared to enter the facilities. Other efforts include the retaining CTE course offerings, offer additional late-start course sections, and improve retention through increased tutoring at the institutions.

Market the success of the campus in expanding the number of course offerings that use no/low-cost textbooks, as well as the comprehensive online course offerings and degrees available. Marketing will engage with outreach to implement strategies aimed at recruiting perspective students, and retaining those we have through very targeted inreach activities.

Plan a suite of Spring 2022 early-start classes, possibly to be combined with a corresponding suite of 12-week late-start classes to offer what amounts to an extra semester. Investments in technology (e.g. Ad Astra scheduling software) will provide the tools necessary to support this effort.

Engage Adult Ed in dual and concurrent enrollment. Add new courses to the dual enrollment rotation for both Fall and Spring, such as HIST 131/132 at Burroughs in Fall. Develop a marketing campaign on early college directed at parents, and develop a marketing toolkit. Develop communication and outreach strategies for engaging currently enrolled dual and concurrent enrollment students in registration for subsequent terms. Utilize dualenroll.com to streamline the process for early college students, capitalizing on investments in technology.

### TARGETS

Supplemental	2016-17	2017-18	2018-19	2019-20	2020-21*	2021-22**	2022-23**
AB540	179	203	191	204	178	191 (7%)	204 (7%)
Pell Recipient	1,066	1,047	1,075	1,141		1,164 (2%)	1,187 (4%)
CCPG Recipient	3,573	4,527	4,938	4,383		4,471 (2%)	4,558 (4%)

\* 2020-21 numbers not yet released.

\*\*Percentages based on 2019-20 actuals.

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Prepared by President Sean Hancock

#### TACTICS

Develop a centralized, professionally developed campaign by a person or agency with particular expertise in communication/marketing strategies effective for LatinX/AB540/Dreamer populations, highlighting free legal services for immigrant students, and include in Dual/Concurrent and adult education outreach materials.

Consider Second-Chance Pell for ISEP, weighing impact on students' future Pell eligibility when transferring to a four-year college or university, especially considering they already receive the CCPG funding.

Implement guidelines limiting the number of students selected for verification, and assess the impact of new requirements for all high school students to complete the FAFSA prior to graduation.

#### TARGETS

Student Success (All Students)	2016-17	2017-18	2018-19	2019-20	2020-21*	2021-22**	2022-23**
Associates Degree for Transfer	54	77	99	122		124 (2%)	127 (4%)
Associates Degree	191	204	265	287		293 (2%)	298(4%)
Credit Certificate	125	146	198	198		202 (2%)	206 (4%)
Completion of Transfer Level Math & English	37	54	53	83		85 (2%)	86 (4%)
Successful Transfer to 4-year School	94	103	125	148		151 (2%)	154 (4%)
9+ CTE Units Completed	510	654	864	792		808 (2%)	824 (4%)
Attainment of Regional Living Wage	1,009	1,203	1,210	1,366		1,366 (0%)	1,393 (2%)

\* 2020-21 numbers not yet released.

\*\*Percentages based on 2019-20 actuals.

#### TACTICS

Revisit auto-award process (opt-out), award general ed certificates, and turn the 8.5-unit EMT job-skills certificate into a certificate of achievement.

Develop research reports for identifying students close to completion for proactive outreach and completion campaigns, developing a strategy for all indicators: e.g., complete the work of developing just-in-time communication through the lifecycle of the student, engaging with faculty in the messaging and prompting registration for the next term, just in time supports, and application for graduation to support retention and persistence.

Adjust ed plans to allow the student to earn a certificate before the degree where possible and appropriate, leverage the Finish Line scholarship program to assist students in reach completion, and leverage captured audience of ISEP students to ensure maximizing Math/English Completion in first year.