



Sonoma County Junior College District
Strategic Enrollment Management Plan
2015 – 2018

Building on a Legacy of Excellence

September 10, 2015

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Santa Rosa Junior College Enrollment Management Plan 2015 – 2018

Dr. Frank Chong, President/Superintendent, charged Vice Presidents Ricardo Navarrette and Mary Kay Rudolph to create a Strategic Enrollment Plan to address the serious enrollment challenges faced by the college. The first draft of the Plan was created by the Strategic Enrollment Management Task Force, utilizing data, best practices, and first-hand knowledge of the challenges facing the District. It was then shared with other groups for their directions and input, as noted below

Groups consulted or providing direct input:

- Academic Affairs Council (AAC)
- Academic Senate
- Counseling Department
- Department Chair Council / Instructional Managers (DCC/IM)
- Educational Opportunities Programs and Services (EOPS)
- Institutional Planning Council (IPC)
- Outreach 2.0 Task Force
- President's Cabinet
- Student Services Council (SSC)
- Two Enrollment Management Forums (both campuses)

II. PURPOSE OF STRATEGIC ENROLLMENT MANAGEMENT PLAN 2015 - 2018

- The *Strategic Enrollment Management Plan 2015 – 2018* is a three-year operational plan that includes strategies in support of the District’s Mission and Strategic Plan.
- The Great Recession of 2008-2012, resulted in a devastating 28% reduction to the overall number of class sections, denying access and educational opportunities to thousands of students. This plan will help the college rebuild its class schedule to better serve the needs of all segments of the community.
- The plan will provide a road map to identifying and achieving enrollment targets that will support the financial health of the college through apportionment funding.
- This plan will provide guidance for enrollment management strategies; however, it is not intended to manage the schedule development process or to determine the exact combination of course offerings. Those matters are in the hands of the Vice Presidents and the deans.
- The plan will integrate districtwide efforts to effectively reach out to our growing Latino/Latina population.
- Although retention is critical to increasing enrollments, this plan will not address retention. Those strategies are found in the Academic Affairs and Student Services planning documents and the Student Equity Plan. Sample strategies are shown in the Appendix.
- The authors acknowledge that bringing students to SRJC is not enough: helping students to succeed, persist and complete is critical.

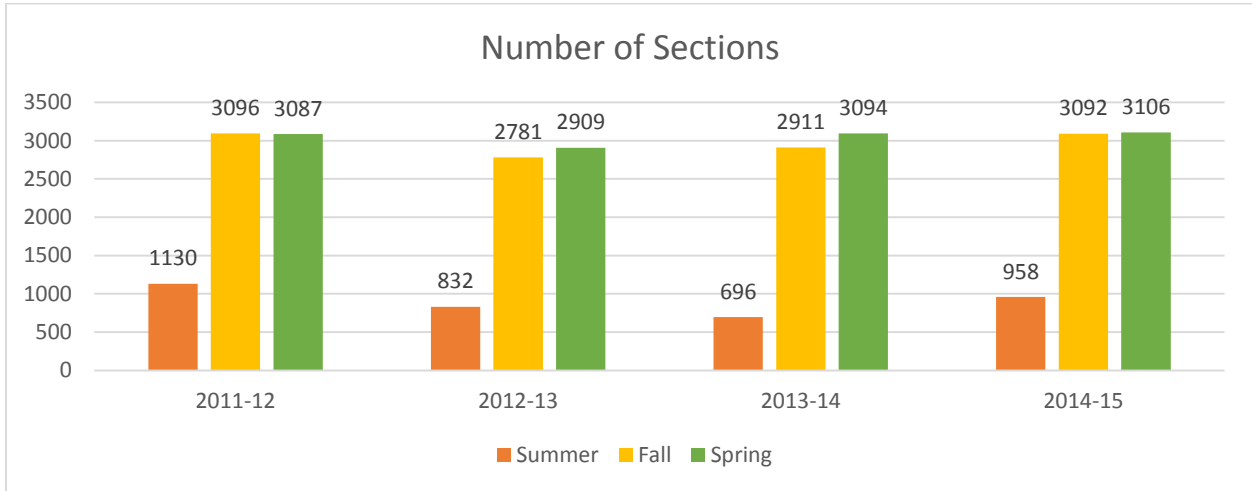
In order to increase enrollments, the District will implement strategies aimed at the following populations:

1. Recent high school graduates and the general population
2. High school concurrent students (students entering grades 9 – 12) who could benefit from college-level work or who need credits toward high school graduation.
3. Latino/a, Deferred Action for Childhood Arrivals (DACA), Dream Act students, African American, Asian/Pacific Islander, and other ethnic groups.
4. Transfer students needing to complete general education patterns and transfer majors
5. Basic skills students and students seeking the GED
6. Students seeking career and technical education (CTE) certificates or majors and “skill builders” seeking specific skills to utilize on the job or promotional opportunities.
7. English as a Second Language (ESL) students, including those seeking vocational ESL
8. Lifelong learners seeking personal enrichment and older adults seeking life skills, wellness and enrichment classes
9. Online, weekend and evening students, often students with work and family obligations
10. International Students

Note: Much of the data was gathered from data mining or EMS, which do not exactly align with Admissions and Records data, particularly in that they include FTES ineligible for apportionment, such as foreign students and high school concurrent student enrollment in excess of limits.

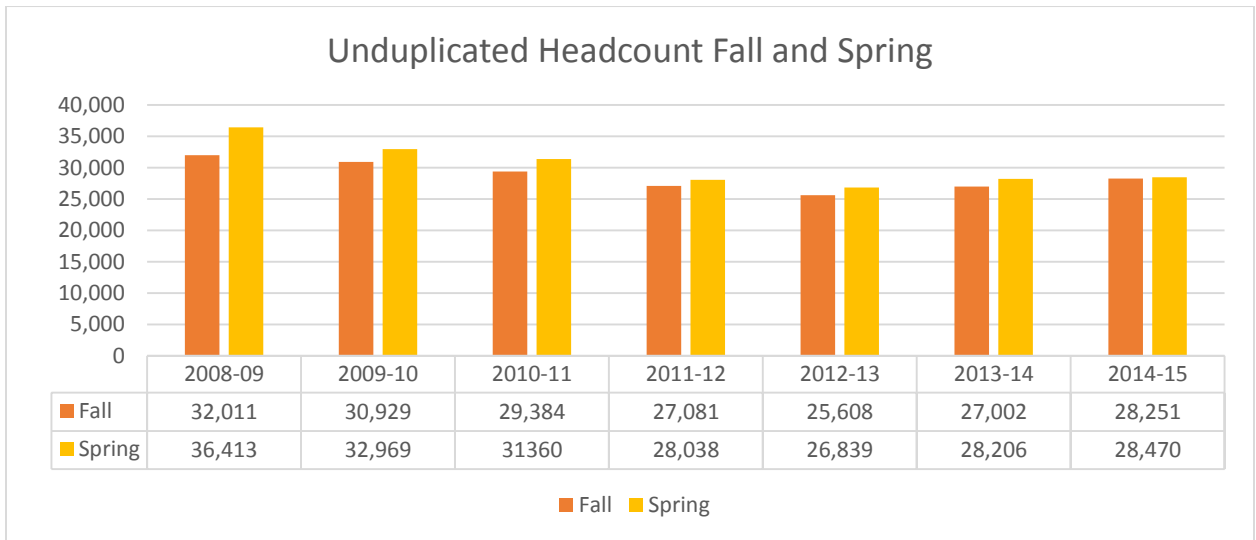
SECTION III: ENROLLMENT DATA

A. **Number of Sections (trend).** In fall 2008, preceding the recession, SRJC offered **3,365** sections. In fall 2012, in the depth of the recession, the College offered **2,781 sections**, a reduction of **584** sections or **17%** reduction during the recession.



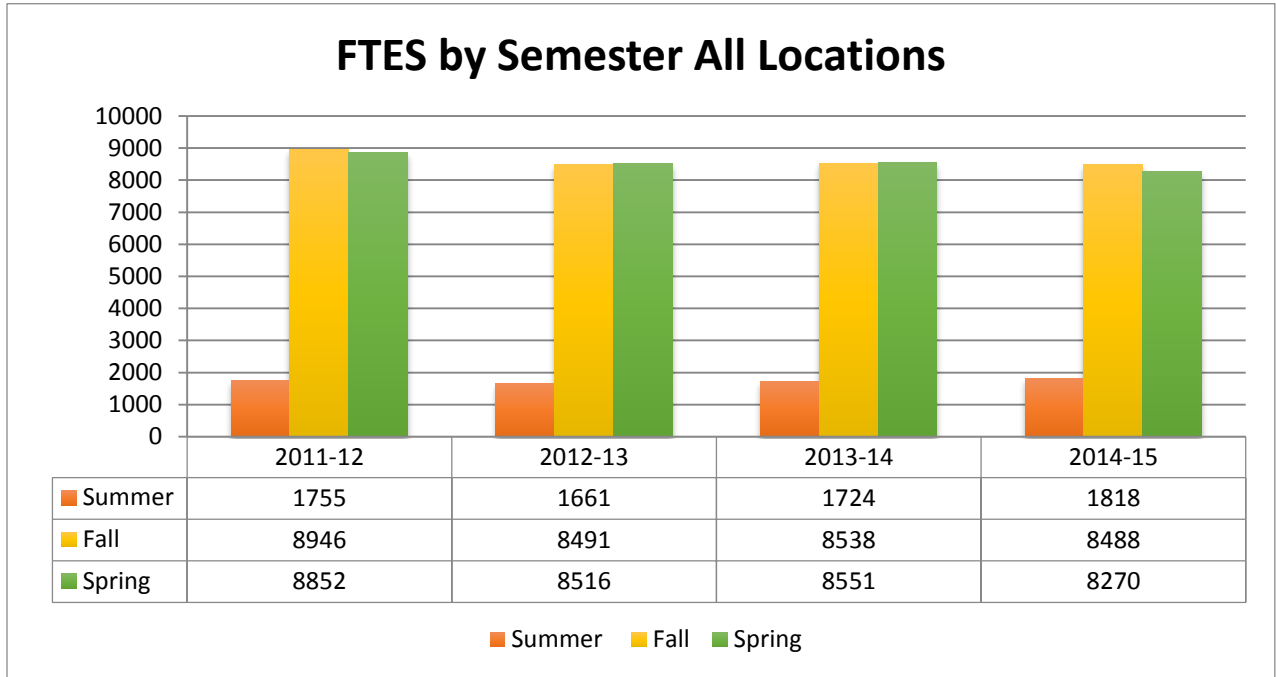
B. Student Headcount

SRJC lost **6,403** students (unduplicated headcount) between fall 2008 and fall 2012. Spring semester typically serves more students, and the loss was even greater between springs 2009 and spring 2013: **9,574** students lost. Many of these were older adults (program cut almost completely), evening students, lifelong learners, and new students. The loss of **new** students subsequently impacted **continuing** student numbers



C. Full-Time Equivalent Students

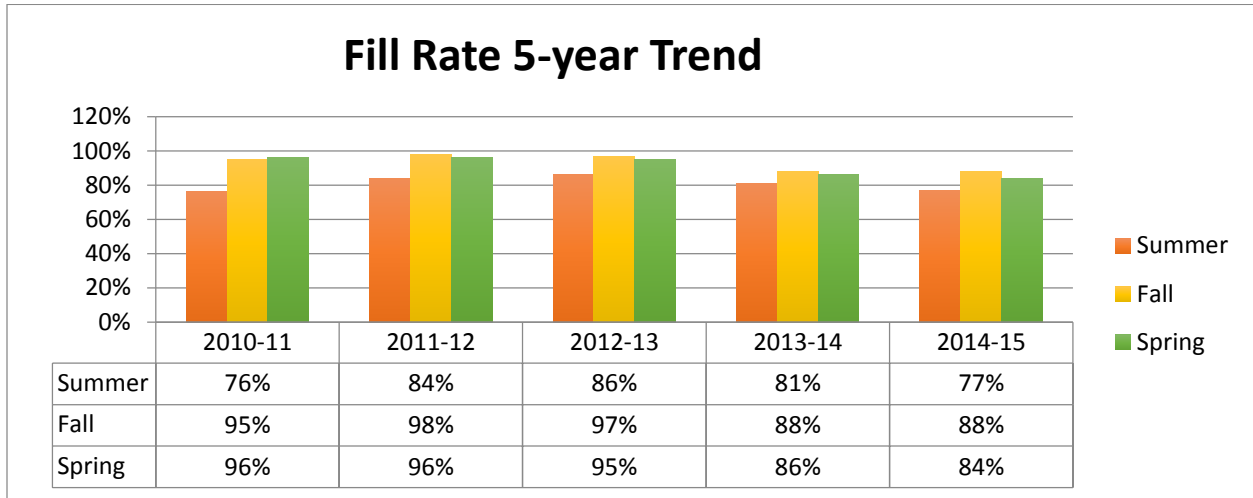
By 2012-13, state reductions to allowable FTES (the “cap”) during the recession resulted in the loss of **2,341 FTES**, approximately **\$11.8 million** in apportionment funding compared to the 2008/09 academic year. Typically spring is a little larger than fall, except in 2011-12.



Important Note: Data mining and Enrollment Management System (EMS) full-time equivalent students (FTES) is higher than A&R data because it does not exclude FTES ineligible for apportionment, such as ineligible high school concurrent students and foreign students (typically by about 350 FTES per year).

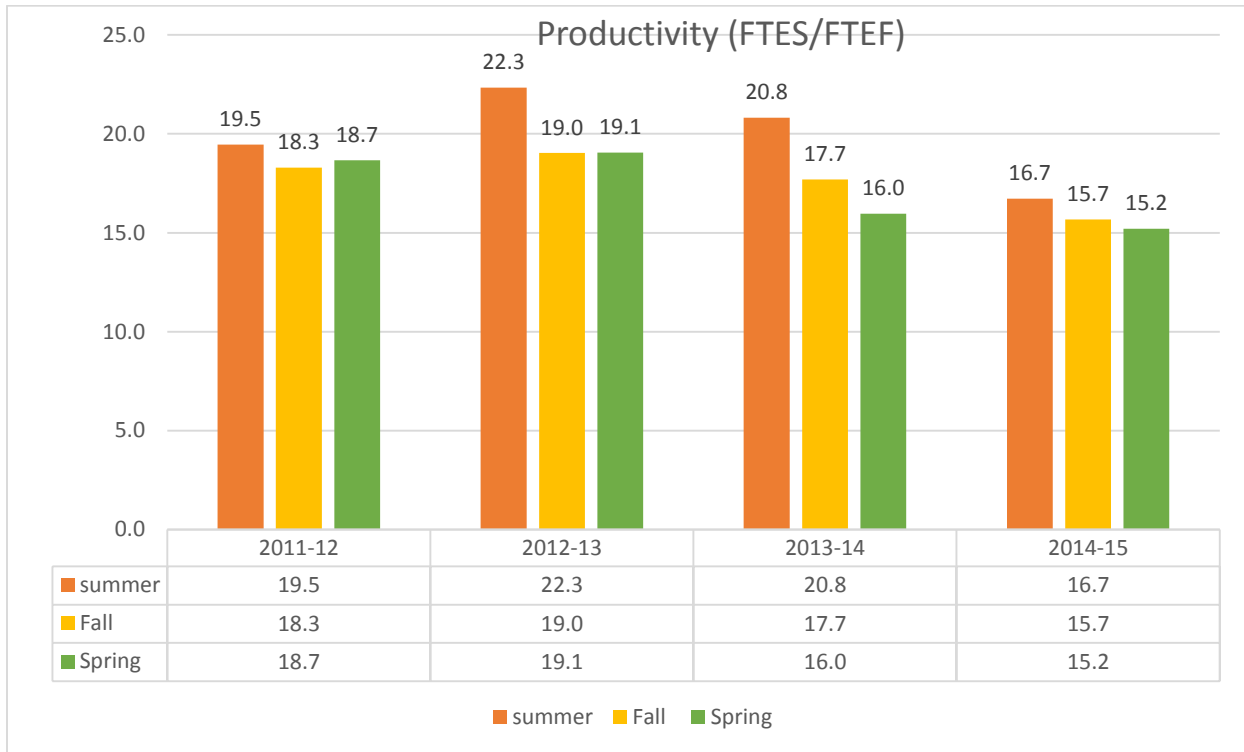
D. Fill Rate (percent of seats filled at first census)

Enrollment efficiency was very high during the recession, due to the limited number of seats available. Many instructors took students above the class limit. As the College began to rebuild the schedule in fall 2013, enrollment efficiency has begun dropping. The goal of the college is to maintain 90% fill rate (percent of seats filled at first census).



E. Productivity Trend (FTES/FTEF) by Location

SRJC District-wide productivity was very high during the recession due to schedule reductions and very full classes. Maximum productivity occurred in fall 2012 (19.0) and spring 2013 (19.1). As the college began to restore the schedule in 2013-14, productivity declined and about 10% of seats were vacant.

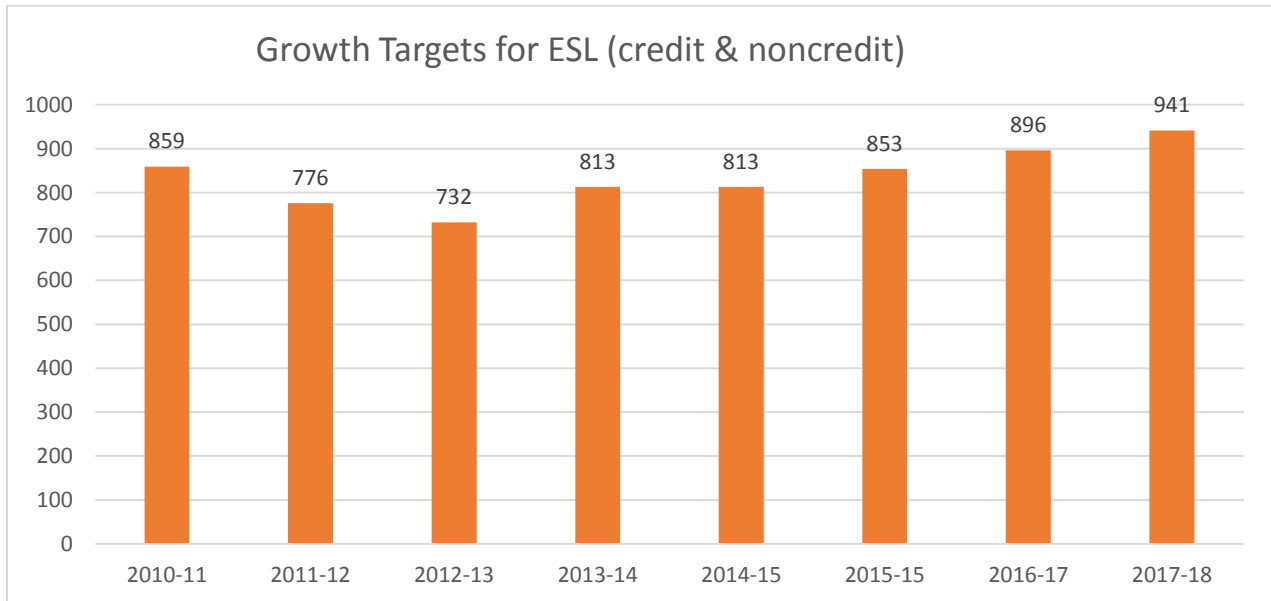
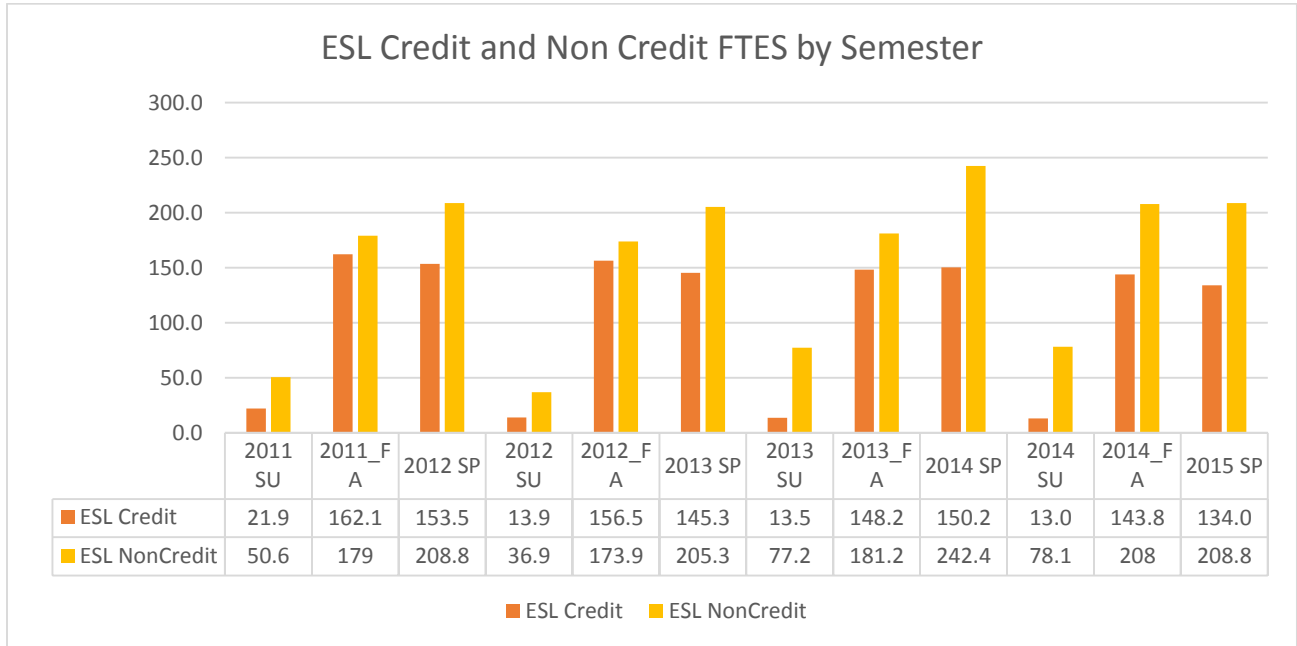


Note: Summer Productivity is skewed upward by SRT (1 instructor for entire program using professional experts, so adjust downward by .3).

Note: In Spring 2014, nursing clinical FTEF and College Skills Tutorial FTEF (about 30 FTEF) were added in to the data base for the first time, causing productivity to appear to decline. This will be ongoing and does not reflect a decline in productivity.

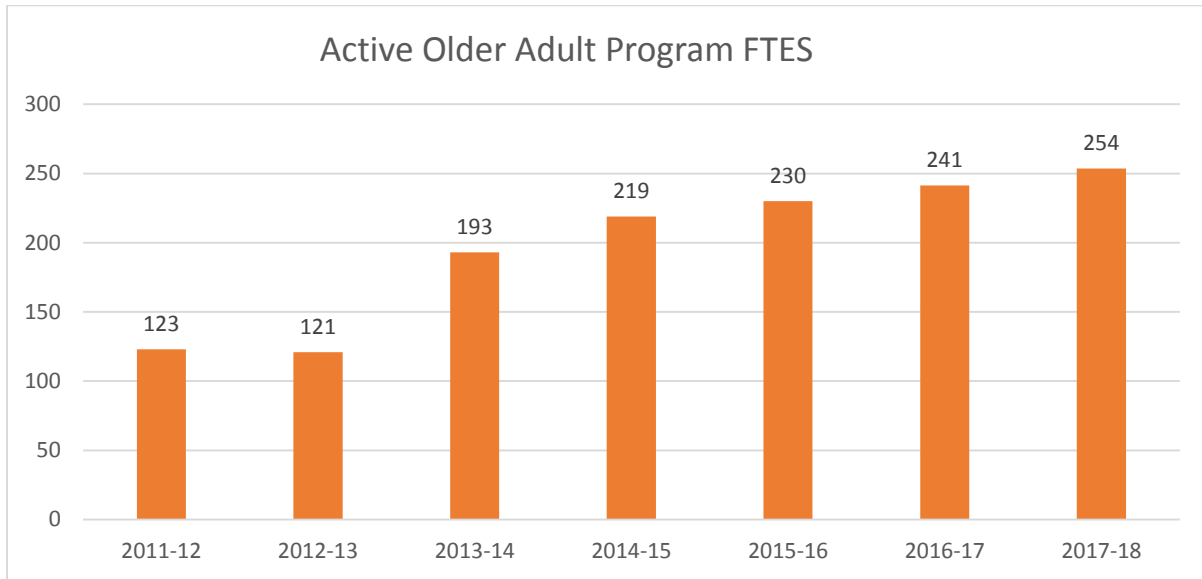
F. ESL Program: Credit and Non Credit FTES

During the recession, the college continued to serve the English Language Learner population, showing a 16% drop in fall **credit** FTES and a 9% drop in fall **noncredit** FTES. The noncredit population is typically served in offsite locations, including the Southwest Center. ESL enrollments tend to be slightly higher in spring. In the depths of the recession (2012-13), ESL FTES was at a low point, but since has grown.



G. Active Older Adults Program (also called the “Seniors” Program)

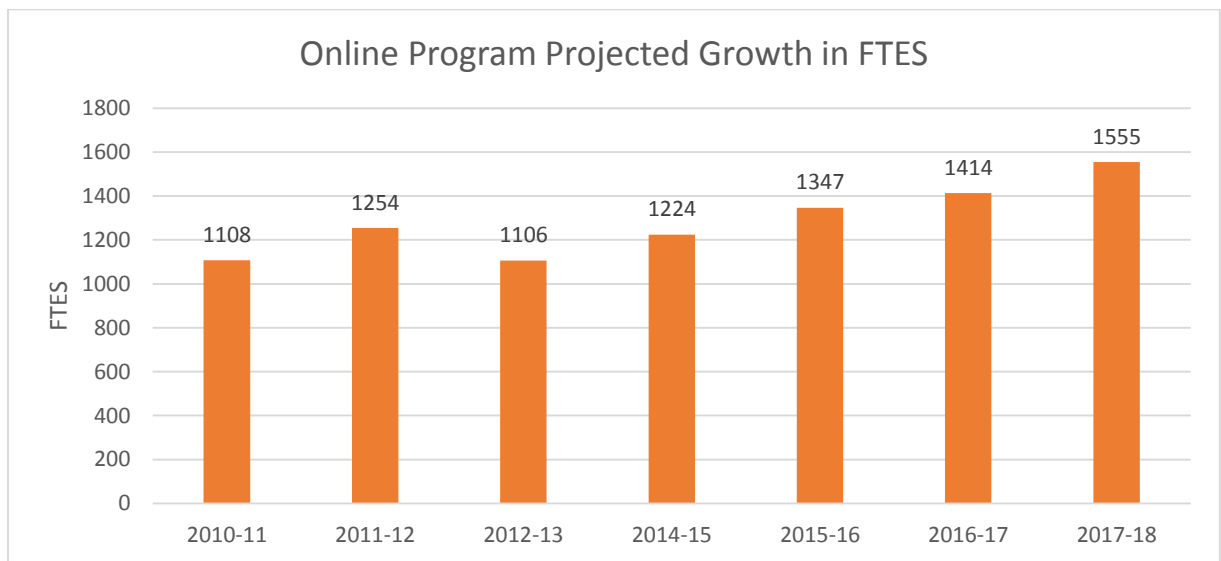
- The active older adult program, usually offered at Senior Centers or in retirement communities, is being restored, with an anticipated growth of 5% per year starting in 2015-16.



H. Online Growth Targets

Before the recession, the online program was growing by 14% per year due primarily to student demand. During the recession, growth dropped because many online classes were taught by adjunct faculty who lost their assignments. General Education classes typically experience 35-45 hits after close, indicating a shortage of demand in this area. Business and computer science online class sections are generally adequate to meet the need. Development in other CTE areas is possible. Research on online student behavior indicates that students tend to take only one or two classes online, generally to fill out their schedule. This suggests online growth could be in addition to face-to-face classes, not necessarily in competition with them.

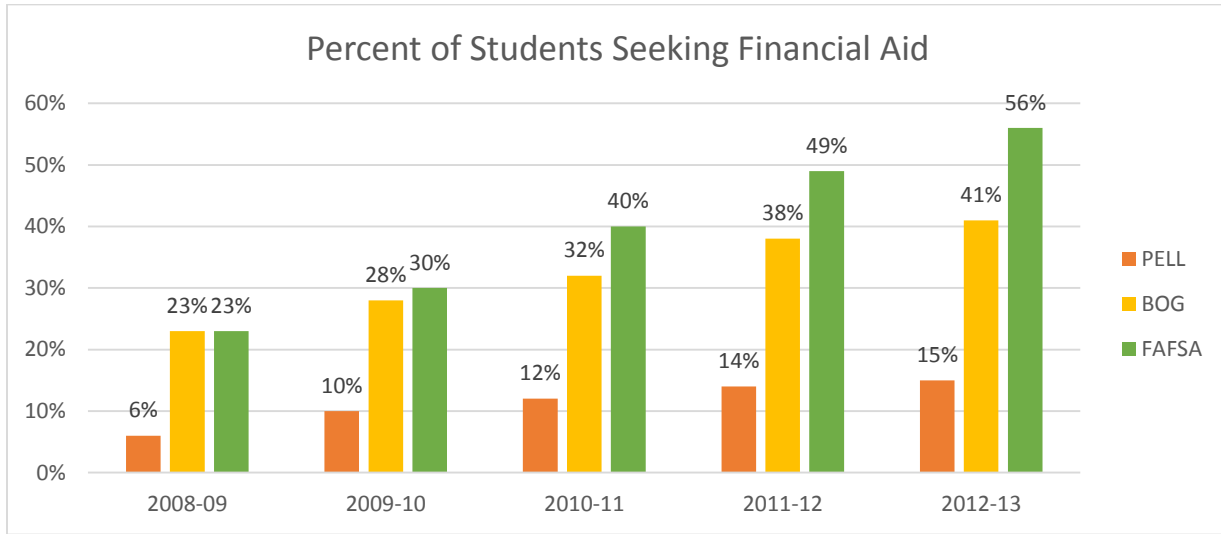
The College growth strategies (including providing \$2,000 stipends for online course development), should result in at least 10% per year growth over the next three years, primarily in credit courses. This means that the online program will be generating **\$7,098,575** in apportionment within three years. In order to achieve this goal, the College must provide adequate resources to support expansion.



I. Percent of Students Seeking Financial Aid

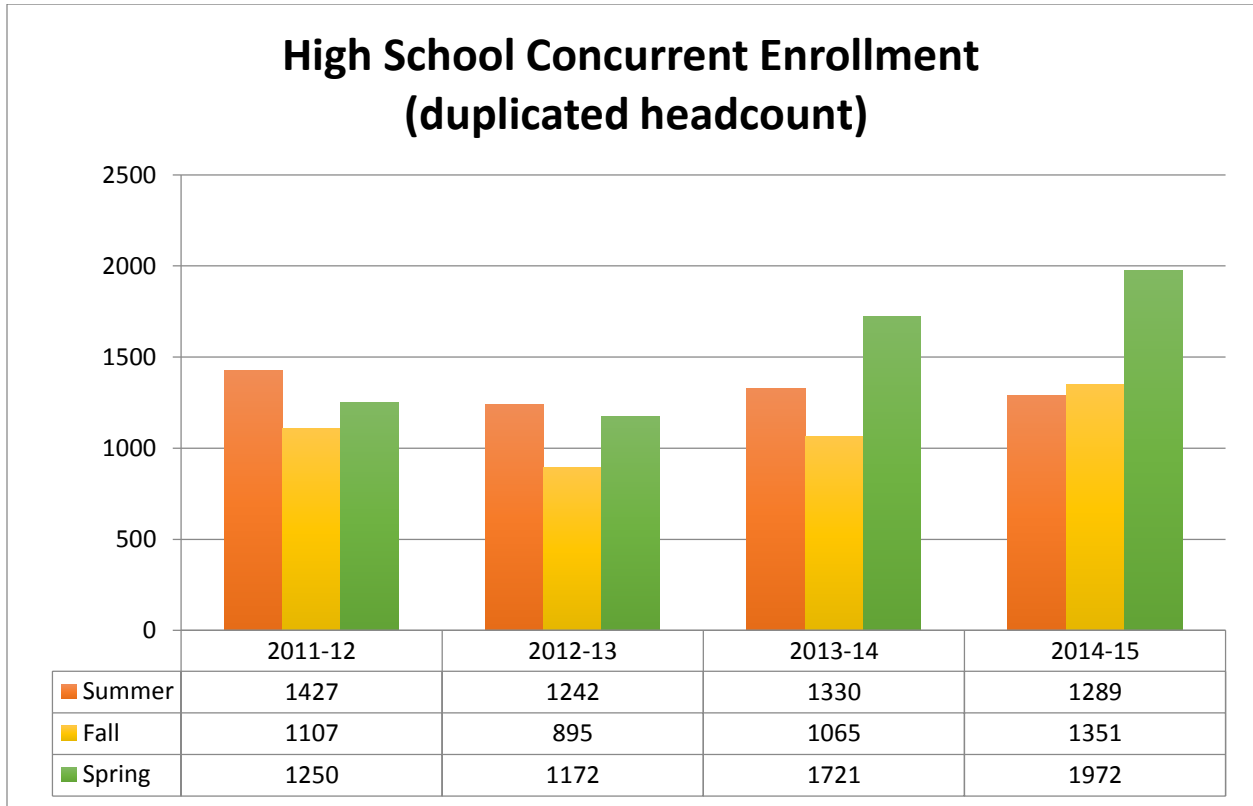
During the recession, there was a higher percentage of students applying for and receiving financial assistance. This was to be expected. However, post-recession these higher percentages continue, which was somewhat unexpected given the local strong economy and lower-than-average unemployment rate. It is anticipated that the current number of students seeking financial assistance is the “new normal”.

2013-14 and 2014-15 data is not yet available.



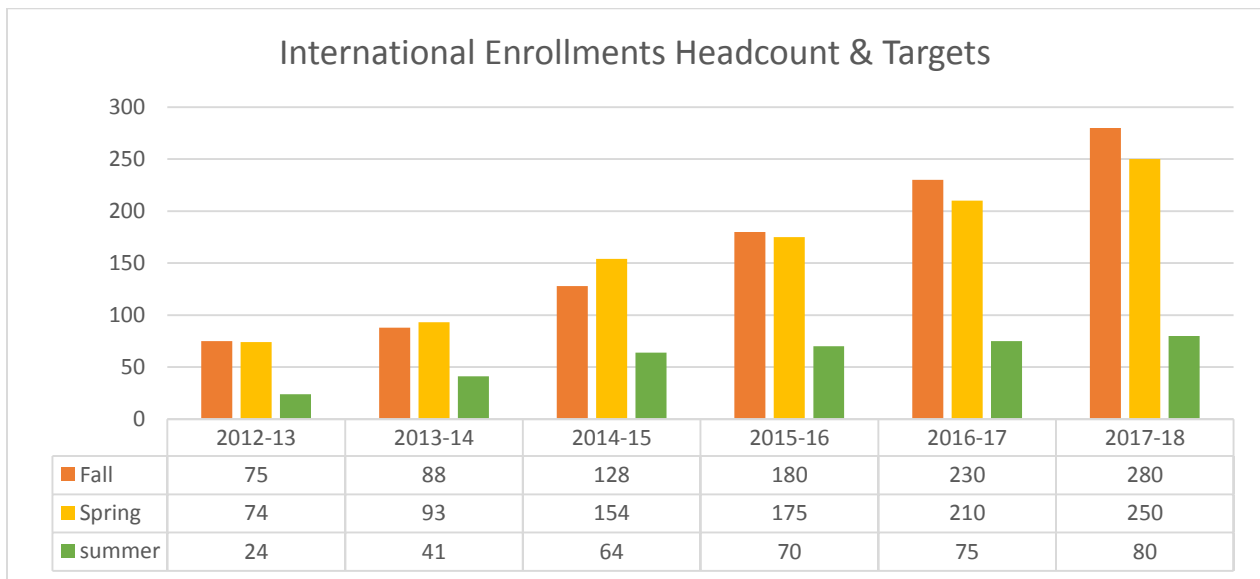
J. High School Concurrent Enrollment

High school concurrent enrollment dropped off dramatically during the recession, largely due to changes in regulations that limit high school students to 5% in Kinesiology, Athletics and Dance (KAD) all year round and limits summer enrollments to 5% of each grade level. Also, concurrent high school students had the lowest registration priority, and most classes were full by the time they attempted to register. After years of lack of access, enrollment reached an all-time low, but is starting to increase again largely due to outreach efforts to high school counselors.



K. International Student Program

	Duplicated Headcount	Units Completed	Tuition Received	Projections	
2014-15 Academic Year				2015-16 Academic Year	
Fall 2014	128	1747.5	\$424,642.00	Fall 2015	180
Spring 2015	154	2041.5	\$496,085.00	Spring 2016	175
Summer 2015	64	292	\$73,292.00	Summer 2016	70
Total	346	4081	\$994,019.00	Total	425
2013-14 Academic Year				2016-17 Academic Year	
Fall 2013	88	1036.5	\$251,869.00	Fall 2016	230
Spring 2014	93	1174	\$285,282.00	Spring 2017	210
Summer 2014	41	170.5	\$41,431.00	Summer 2017	75
Total	222	2381	\$578,582.00	Total	515
2012-13 Academic Year				2017-18 Academic Year	
Fall 2012	75	873.5	\$214,007.00	Fall 2017	280
Spring 2013	74	883.5	\$216,457.00	Spring 2018	250
Summer 2013	24	94.5	\$23,152.00	Summer 2018	80
Total	173	1851.5	\$453,616.00	Total	610

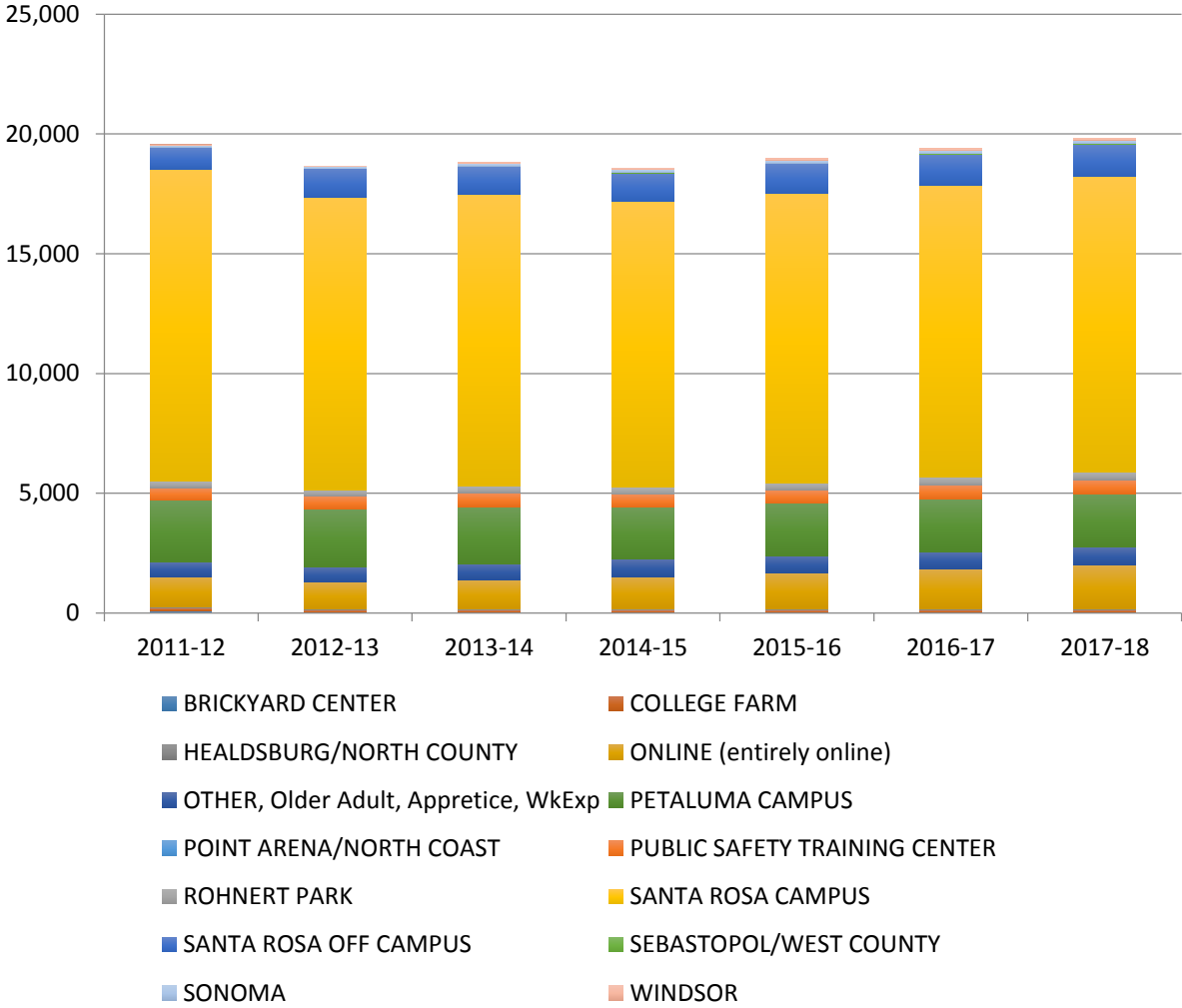


Targets for 2015-16, 2016-17, and 2017-18

- Santa Rosa Campus: 1% FTES growth per year
- Petaluma Campus: 0.5% FTES growth per year
- Off-site Classes, including ESL: 5% FTES growth per year
- Older Adults, Apprenticeship and Work Experience: 2% per year
- Online (entirely online): 10% FTES growth per year

•	FTES	FTES	FTES	FTES	FTES Target	FTES Target	FTES Target
Location	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
BRICKYARD CENTER	96	0	0	0	0	0	0
COLLEGE FARM	122	138	126	120	124	128	132
HEALDSBURG/NORTH COUNTY	39	39	38	40	42	44	46
ONLINE (entirely online)	1,256	1,106	1,224	1,363	1,499	1,649	1,814
OTHER, Older Adult, Apprentice, Work Experience	606	634	676	714	729	743	758
PETALUMA CAMPUS	2,589	2,427	2,378	2,177	2,187	2,198	2,209
POINT ARENA/NORTH COAST	6	3	3	1	1	1	1
PUBLIC SAFETY TRAINING CENTER	518	537	576	535	556	579	602
ROHNERT PARK	266	272	269	295	310	326	342
SANTA ROSA CAMPUS	13,025	12,212	12,209	11,949	12,068	12,189	12,311
SANTA ROSA OFF CAMPUS	911	1,176	1,140	1,182	1,241	1,303	1,369
SEBASTOPOL/WEST COUNTY	8	9	21	20	21	22	23
SONOMA	92	95	101	118	123	130	136
WINDSOR	18	19	51	67	71	74	78
Total of All Sites	19,553	18,667	18,813	18,577	18,972	19,385	19,819
Adjust for Ineligible FTES	-333	-317	-362	-350	-350	-350	-350
Adjusted Total	19,220	18,350	18,451	18,227	18,622	19,035	19,469
FTES Change		-885	101	-225	396	412	435
Percent Change		-4.6%	0.5%	-1.2%	2.1%	2.2%	2%

FTES Targets by Location



IV. ENROLLMENT GROWTH STRATEGIES

1. Strategies for Recent High School Graduates and the General Population

Item	Goal	Assigned to	Timeline	Funding
1a	Launch the Sonoma Promise in Spring 2016 (all residents of Sonoma County will have the opportunity to attend college), with much fanfare, press coverage, and commitments from business, industry, and the Cradle to Career network. Align strategies to America’s Promise, a national movement. Create a work group to pull together the strategies.	President and Cabinet, Public Relations	Spring 2016 Launch	District (President)
1b	Assure that Santa Rosa, Petaluma, and other sites have sufficient faculty to provide needed instruction, especially in high demand areas. Address the shortage of instructor in critical areas, such as auto mechanics, chemistry, physics, math, English, and speech. Identify new ways to recruit qualified adjunct instructors.	Academic Affairs Deans; Human Resources Director	Ongoing	Apportionment generating; need funds for recruitment
1c	Increase the effectiveness of the class schedule in meeting student and community needs: <ul style="list-style-type: none"> • In impacted disciplines, utilize facilities on weekends or rent facilities as needed. • Expand offerings by identifying convenient times for students who need weekends or evenings; assure that the evening offerings have been restored to previous levels to serve working adults (as demand warrants) • “Right size” our class schedule, balancing convenience for students and enrollment efficiency (fill rate). • Assure that 4 and 5 unit classes are scheduled such to allow students to secure a full schedule. • Coordinate schedules in STEM disciplines to allow science students to fit all pre-requisites and required classes into their schedules including math, biology, physics, chemistry, and engineering. • Increase the number of late start GE classes to previous levels (about 32 per semester), using 8-week and 12 week templates. • Feature a prominent link to late start classes on the web and continue to promote those with Constant Contact. • Evaluate the SRJC paper application: it is confusing to some students. Advocate for changes to simplify CCC apply. • Restore and increase the evening program looking at 5:30, 6:00, and 7:00 p.m. start times (5:30 works well for working adults and HS students both) • Focus separately on the day and evening cohorts, and assure that identified certificates and majors can be completed in the evening. 	VPAA Academic Deans Dean, Curriculum & Ed Support Services Public Relations Web Designer A&R	2015-16 ongoing	Apportionment generating Seek free locations. District needs to fund rent of new locations.

	<ul style="list-style-type: none"> Consider ways to more fully utilize Fridays at all sites. 			
1d	<p>Promote better and alternative transportation to increase student access to all sites.</p> <ul style="list-style-type: none"> Advocate to continue the free bus passes for students in Sonoma County; but, if that is not approved, explore the possibility of a student fee in order to continue free bus passes. Advocate for better and safer bicycle access. Begin planning for the impact of SMART trains at both campuses and PSTC, particularly the connection between the train stops and the SRJC sites. Involve appropriate committees and staff interested in sustainable transportation. 	<p>Student Services; Student Government; Petaluma Vice President; Dean, Public Safety; Sr. VPAA</p>	2015-16	Need PR funds
1e	<p>Improve the access and entry phase for students (a critical momentum/loss point).</p> <ul style="list-style-type: none"> Simplify for the student the number of separate steps needed to apply, assess, enroll, orient, and create an education plan. Continue to advocate to simplify CCC Apply (in collaboration with consortium) to make it more student friendly. Explore the option of leaving admission status active for one year so students don't have to keep reapplying after stopping out for one or two semesters. Continue the call campaign in which all students who apply but do not register receive a personal phone call from a student ambassador. Possibly add an email and social media outreach. 	<p>Dean, A&R, Director A&R, Student Services Council Director, Student Affairs</p>	Fall 2014 & ongoing	May require District funding of changes.
1f	<p>Develop and post a multi-year outreach plan and an outreach calendar that is shared widely to coordinate outreach and avoid duplication of efforts.</p>	<p>A&R Director; Outreach Committee</p>	In progress Fall 2014	Time, coordination
1g	<p>Explore with appropriate stakeholders the possibility of adopting a new student system to replace SIS that would include features that encourage student completion, such as text-based nudges, easier registration for classes, for students and the capability to enroll more than one semester/term at a time.</p>	<p>VPAA, VPSS, VPBS AAC, SSC, A&R, IT Academic Senate</p>	Decision during 2015-16. Launch by Fall 2016.	Time; Coordination; Bond funding
1h	<p>Early Outreach to Middle Schools</p> <ul style="list-style-type: none"> Design, fund, and launch an Early Outreach program for Middle Schools to work with students and parents to encourage college preparation and college-going behavior. 	<p>Dean, Counseling; Student Equity Coordinator;</p>	2015-16	H.S. I funding

	Early Outreach to 9 th grade: Evaluate and possibly implement the Santa Barbara model “Get focused: Stay Focused” program that emphasizes early career development (9 th grade) and partnership with SRJC. (SRJC career development classes would be revenue generating.)	A&R Director; Academic deans; Mi Casa Coordinator; CTE dean		
1i	Improve Student ability to access and feel secure on District sites: <ul style="list-style-type: none"> • Improve evening/night lighting for safety and security (Doug Kuula is working on this) • Improve “way finding” by revising campus maps and signage (as part of bond project?) 	Environmental Health and Safety Facilities Operations	2015-16 ongoing	Bond funding
1j	Increase marketing for general awareness as well as specific target populations identified in this plan. <ul style="list-style-type: none"> • Increase the marketing budget sufficient to fulfill the Strategic Enrollment Management Plan. • Market the college to former students to invite them back and encourage them to enroll again, using appropriate media including Constant Contact. • Utilize marketing materials to alert the community when registration and enrollment is taking place, • Target career changers and working adults (age 24-65) • Explore marketing strategies with student focus groups and identify issues that are a barrier to access or enrollment • Publish on the web student success stories. <p>Note: See Marketing Plan for fuller overview of marketing strategies.</p>	Public relations Admissions and Records	2015-16 ongoing	Increase PR funds as needed
1k	Do Community Outreach specific to South County and Petaluma Campus, include: <ul style="list-style-type: none"> • Cinco de Mayo celebrations • Petaluma Outlet Mall • Target Mall • Signage & Banners (ex: Kentucky Street) • Digital signage • Flexi Flags 	Petaluma Deans A&R	2015-16	Increase investment in PR

1l	<p>Evaluate and revise the SRJC web presence from the perspective of student friendliness. (Note: a website committee has already been formed)</p> <ul style="list-style-type: none"> • Identify resources appropriate to rapidly convert all departmental web sites to Drupal • Research and adopt best practices from other Community College web sites for good ideas and user friendliness 	Website Committee; IT	2015-16	Additional resources needed
1m	Evaluate the Jump Start program at Casa Grande High School, and determine if the model could be successful at additional locations.	VPSS, Deans of Student Services	2015-16	Existing resources
1n	<p>Make SRJC the FIRST Choice for recent high school graduates.</p> <ul style="list-style-type: none"> • Explore “Instant Admissions” idea and/or acknowledging in a positive way every student who is admitted • Admit and welcome students in November at the same time high school graduates are typically are getting their admissions letters from other colleges. • Promote SRJC as the FIRST CHOICE and the SMART choice for college. 	Director, PR Director, A&R Dean, A&R Outreach teams	2015-16	Existing resources

2. High school concurrent students (students entering grades 9 – 11)

Item	Goal	Assigned to	Timeline	Funding
2a	Inform high school counselors and parents about the new rules for High School Concurrent Enrollment. Assure messaging is accurate and continue to reinforce the message. (Note: there is a 10% limit on HS Concurrent in KAD all year round. There is a 5% limit to each grade level at particular high schools for summer term only.)	Coordinator, Schools Outreach	Ongoing	Staff time; enhance budget as needed
2b	Increase SRJC presence at parent back-to school nights with outreach information, including information in Spanish.	Coordinator, Schools Outreach; Outreach Team	Ongoing	Existing staff
2c	Assure that sections sought by concurrent HS students are scheduled in late afternoon (4 pm or later) to allow concurrent students time to travel to Santa Rosa and Petaluma campuses. Evenings and Saturdays may also work for HS students.	Academic Deans	Ongoing	Existing staff
2d	Explore classes that could be offered on high school sites to increase access and convenience for high school students and their families.	VPAA, VPSS, Counseling	2015-16	Existing staff
2e	Use “Super Saturdays”* (perhaps change the name to “College Preview Day”) to provide an orientation to high school students and parents about concurrent enrollment, explaining the differences between college and high school expectations. Offer Super Saturdays earlier before the start of school.	Counseling Dean, Chair	Fall 2016	Existing staff
2f	Make the SRJC website more inviting to high school students and create a special, very visible webpage link specifically for High School Concurrent Students. <ul style="list-style-type: none"> • See examples: College of San Mateo and Los Medanos that have a prominent link on the home page. • Create a “one stop shop” for HS Concurrent students, including easy ways to access late afternoon and evening classes. 	Ad Hoc Web Page Work Group	2015-16	Existing staff

2g	Create a one-minute outreach video especially for HS concurrent students	Dean, Student Affairs, Schools Outreach Spec., Media Services	In progress spring 2015	Existing staff
2h	Create a Facebook page specific for high school students (PR, Student Services) and increase the use of social media directed at this population.	Public Relations, Social Media Specialist	Fall 2016	Existing staff
2i	Send student ambassadors and role models to the high schools to inform and recruit students.	Schools Outreach, Student Affairs	Launch Fall 2015	Existing staff
2j	Integrate CTE outreach effectively to promote CTE offerings to HS concurrent students.	CTE Outreach Specialist	Ongoing	Staff time
2k	Improve coordination of High School Outreach to avoid unnecessary duplication at high school sites. <ul style="list-style-type: none"> • Create a single calendar of outreach activities accessible to everyone providing outreach. • Cross train outreach specialists to provide information on a range of programs. 	A& R Director; Outreach Committee	Ongoing	Staff time
2l	Promote SRJC to home schooled students. <ul style="list-style-type: none"> • Secure a list (from SCOE?) of all the high school students home-schooled in Sonoma County. • Invite parents to an event. • Promote the benefits of high school concurrent enrollment (especially in disciplines difficult to teach at home, like lab science). 	Dean, Counseling A&R		
2m	Evaluate the Get Focused, Stay Focused (Santa Barbara City College model) <ul style="list-style-type: none"> • Start with a pilot high school and evaluate effectiveness of this approach 	Counseling Student Equity Coordinator Academic Deans CTE Director (Nighswonger)	2015-16	Existing resources;

3. Latino/a, African American, Asian Pacific Island, Native American and other ethnic/cultural groups

Item	Goal	Assigned to	Timeline	Resources
3a	<p>Reach out to potential Latino/a students:</p> <ul style="list-style-type: none"> • Increase outreach to Latino students and parents regarding the benefits of attending college, with promotional materials for the H.S.I. grant, Puente, and other programs. • Develop “story telling” style radio ads to increase general awareness of the benefits of attending college. • Expand outreach efforts for DACA and Dream students, letting them know of educational opportunities and promote the new Dream Centers at both campuses. • Reach out to Latino families and parents and include them in orientations and other events. • Develop an outreach plan for the new ESL Coordinator in South County to reach out to ESL populations, including those ESL students attending at Petaluma Adult School who need advanced classes. • Increase summer ESL classes in the evening at Petaluma (when adult school is closed). • Invest in an evening bilingual staff member at Petaluma to welcome ESL students to Petaluma evening classes. 	<p>Mi Casa Coordinator; ELL Coordinator; Dean, Petaluma; Petaluma deans; Student Equity Office; H.S.I. program; A&R; EOPS;</p>	<p>2015-16 ongoing</p>	<p>H.S.I. Grant funded outreach</p> <p>Student Equity Funds</p> <p>Existing resources</p>
3b	<p>Reach out to potential African American Students:</p> <ul style="list-style-type: none"> • Starting in spring 2015, begin outreach for the Umoja Program to local high schools and community groups. • Launch Umoja learning community in Fall 2015 • Hire African American student ambassadors (such as students from the Black Student Union) to do peer-to-peer outreach in the high schools and at other events. 	<p>Umoja Coordinator & Counselor; Director, Student Equity; Director, A&R;</p>	<p>Spring 2015 recruitment With Fall 12015 launch</p>	<p>Student Equity funds</p>
3c	<p>Reach out to potential Asian and Pacific Islander students:</p> <ul style="list-style-type: none"> • Develop and launch an Asian / Pacific Islander Learning Community (APASS) in spring, 2016. 	<p>APASS Coordinator, Student Equity Director; A&R Director.</p>	<p>Spring 2016</p>	<p>Student Equity funds</p>
3d	<p>Reach out to potential Native American students:</p> <ul style="list-style-type: none"> • Target outreach activities to the Native American Communities • Promote college awareness at the Day Under the Oaks Pow Wow 	<p>Multicultural Museum Director; Student Equity Director;</p>	<p>2015-16</p>	<p>Student Equity funds; staff time</p>

	<ul style="list-style-type: none"> • Build relationships with Native American communities and businesses (such as casinos) 	A&R Director.		
3g	<p>Recruit and retain Foster Youth and former Foster Youth.</p> <ul style="list-style-type: none"> • Expand special outreach to foster youth and former foster youth, informing them of opportunities to attend college and resources to support their success 	Director, Foster & Kinship Education; Counselors A&R Director	2015-16	FKCE budget; Student Equity funds;
Retention Strategies (samples)	<p>For all groups identified above, implement ideas and best practices for retention, such as:</p> <ul style="list-style-type: none"> • Provide professional learning opportunities for faculty to include diverse materials in their courses and to promote success and equity. • Proactively promote a wide range of cultural events celebrating different cultural backgrounds. • Systematically promote success stories from various ethnic groups. • Enhance the culturally responsive college culture and a holistic approach to retaining diverse students. 	All	Ongoing	General fund Other targeted funds and grants

4. Basic Skills students and students seeking GED

Item	Goal	Assigned to	Timeline	Resources
4a	Work in partnership with Sonoma State University to offer basic skills courses on their campus such as remediation in Math, English and ESL. (SSU is overenrolled and do not benefit financially from offering these classes themselves.)	VPSS VPAA SSU partner	Spring 2015 for Fall 2015 enrollments	Staff time, collaboration time
4b	Promote the Summer Bridge programs for underprepared students. <ul style="list-style-type: none"> • Develop, launch, and refine the Summer Bridge model for Connections. • Continue to promote EOPS Summer Readiness Program. 	LAAF dean; Counseling; Mi Casa Coordinator; Connections Counselor;	Summer 2015	H.S.I. Grant EOPS staff
4c	Enhance outreach to basic skills and GED students: <ul style="list-style-type: none"> • Promote the GED test administered in Spanish • Promote College Skills test preparation • Enhance web presence in basic skills and GED 	College Skills; HEP Grant; Assessment; Public Relations	2015-16	Adequate PR resources Existing resources
Sample retention strategies	Articulate and communicate to students the math, English, and ESL pathways	Academic Affairs	2015-1	Existing resources

5. Transfer students

Item	Goal	Assigned to	Timeline	Resources
5a	Promote SRJC as the high quality, local pathway to the BA degree. <ul style="list-style-type: none"> Revitalize the “University Starts Here” campaign (or something similar). 	Public Relations; Transfer Center Director;	2015-16 ongoing	PR Budget – District wide
5b	Promote “guided pathways” to graduation in 2 or 3 years, such as Connections, Petaluma Transfer Track, and others.	Dean, Lib Arts; Petaluma Deans; Public Relations; Transfer Center Director;	2015-16 ongoing	PR Budget – District wide
5c	Promote the “degree with a guarantee,” the AA-T and AS-T degrees (Transfer Model Curriculum).	Dean, Lib Arts Public Relations	2015-16 ongoing	PR Budget – District wide
5d	Explore with all stakeholders a campaign to encourage students to think of 15 units as full time rather than 12 units. Encourage both 12 units and 15 units.	AAC; Counselors; Financial Aid; Public Relations.	Fall 2015	Adequate PR funding Existing resources
5e	Promote the Petaluma “guaranteed” majors (guaranteed completion in 2 years). <ul style="list-style-type: none"> Identify all those transfer majors that students could or should be able to complete at Petaluma. Develop rotation plans for each certificate/major that all deans will adhere to, starting with the top ten. Develop online classes to fill in the gaps in Petaluma majors. Use simultaneous video conferencing for key courses taught at Santa Rosa Media Classrooms that are needed at Petaluma. Align scheduling of majors with the new GE Track. Preserve those classes that are necessary for student completion, based on agreed-upon sequencing/rotation plans 	Liberal Arts/Sciences Deans; Petaluma deans; Public Relations	2015-16	Adequate PR funding Existing resources
Retention strategies	Strengthen Transfer Pathways <ul style="list-style-type: none"> Create partnership with SSU so that the AA-T and AS-T degrees are promoted and the pathway to SSU is clear. Offer SSU and UC classes at SRJC sites to connect SRJC students to their transfer institutions 	Liberal Arts/Sciences Dean; Transfer Center	2015-16	Existing resources

6. Career and technical education students, including “skill builders”

Item	Goals	Assigned to	Timeline	Resources
6a	Promote the benefits and the value of SRJC CTE programs. <ul style="list-style-type: none"> • Publish testimonials of successful CTE students and alumni in various media. Keep those small, short, impactful, and dynamic. • Launch a “return to college” campaign aimed at bringing back former CTE students. • Launch the “year to career” campaign in fall 2015 – certificates guaranteed in one year or less. • Publish on the web starting salaries (or salary range) for all CTE programs. • Emphasize high wage careers, gainful employment, lifetime earnings and hourly salaries to motivate students to enroll. • Let potential students know their earning capability in order to make informed choices. • Utilize the Salary Surfer with students: http://salarysurfer.cccco.edu/SalarySurfer.aspx 	CTE Outreach teams, CTE deans; A&R Director; Public Relations	2015-16 ongoing	Existing resources
6b	Develop and implement a user-friendly, web-based way for skill builder students to establish an abbreviated education plan (currently a barrier to enrollment).	CTE Deans; A&R Director; Information Technology.	2015-16	Existing resources Programming time
6c	Expand opportunities and enrollments in the Health Care professions by adding cohorts as needed.	Health Sciences Dean	As needed	Apportionment generating
6d	Expand Contract Education and Instructional Service Agreements (ISA) <ul style="list-style-type: none"> • Expand the number of Instructional Services Agreements (ISA). • Explore opportunities to add additional Contract Education classes geared toward the training needs of business and industry. 	CTE Deans	2015-16	Hire new position to coordinate the volume of work
6e	Develop and launch additional Vocational ESL (VESL) classes combining CTE job skills and language acquisition.	CTE Deans; LAAF Dean	2015-16	Existing resources

6f	Develop and promote noncredit, CTE classes for entry level skills and introduction to career areas. (Note: Noncredit classes are free to students, and noncredit now has the same apportionment rate as credit if leading to college readiness or career).	CTE Deans; Public Relations	2015-16	Existing resources
6j	Determine and meet the needs of local employers. <ul style="list-style-type: none"> Identify employer needs in the community via surveys, focus groups, sector meetings, and other means. Survey health care providers and companies to determine needs for additional health sciences courses or programs. 	CTE Deans; Health Sciences Dean; Research Office.	2015-16	Existing resources CTEA funds
6l	Enhance SRJC ability to respond rapidly to new and evolving CTE needs, <ul style="list-style-type: none"> Revise curriculum process to create a fast track in order to “get the course to market” sooner. Identify funding sources for course development (CTEA, grants) 	CTE Deans; Curriculum Dean;	2015-16	Existing resources
6m	Develop a career-focused approach to increasing student motivation to attend and succeed in college. <ul style="list-style-type: none"> Explore “Get Focused, Stay Focused” on a pilot basis with one high school. (Starts in 9th grade and continues on into first semester of community college). 	Counseling Dean; Student Equity Director; CTE Director	2015-16	FTEs generating at SRJC Some cost for partnership
6n	Collaborate with the State to establish “career hubs,” centers where potential students can find information and resources leading to careers.	CTE Deans	2015-16	Explore funding sources

7. English as a Second Language (ESL), also called English Language Learners (ELL)

Item	Goals	Assigned to	Timeline	Resources
7a	Increase outreach to ESL populations. <ul style="list-style-type: none"> • Develop a District-wide ESL outreach plan for the entire county, with new ESL Coordinator focusing on South County, and the Mi Casa Coordinator on central and North County. • Reach out to immigrant communities that may currently be underserved, including outreach to community and faith-based organizations. 	Dean of Student Services, Petaluma; ESL Coordinator, MI CASA Coordinator; Dean of LAAF, ESL chair, noncredit ESL coordinator	Mid spring 2015 onward	Student Equity funded position H.S.I. Grant funded position
7b	Offer short-term career training, CTE ESL (VESL) See also CTE goals above	CTE Deans LAAF Dean	2015-16	Existing resources
7c	Address the access barrier with CCC Apply: <ul style="list-style-type: none"> • Provide cultural liaisons to assist students • Accept paper applications at off-site locations with no computer labs 	A&R Director Southwest Center Director	2015-16	Existing resources

8. Lifelong learners and Older Adults

Item	Goal	Assigned to	Timeline	Resources
8a	Increase the number of sections for Older Adults in appropriate venues such as senior centers, community centers, Council on Aging center, and adult communities.	Dean, Curriculum & Ed; Director, Older Adult program	In progress and ongoing	Existing staff
8b	Continue to increase the Weekend College offerings at both campuses as demand warrants.	Dean, Petaluma Deans for Liberal Arts and Sciences	2015-16 ongoing	Existing staff
8c	Increase classes often sought by community members for personal and intellectual growth, such as fitness, dance, culinary cuisines, and visual arts. (Many of these were cut during the recession.)	Academic Affairs Deans	2015-16 ongoing	Existing staff
8d	Restore community access to convenient off-site locations. <ul style="list-style-type: none"> Explore restoring off-site locations, primarily at high schools, in Cloverdale, Healdsburg, Windsor, and Sonoma. Negotiate no cost or low cost contracts. Explore restoring student services support at off-site locations 	Dean, LAAF Academic Affairs Deans Student Services Managers	2015-16	Existing staff SSSP funding
8e	Increase Community Education offerings. <ul style="list-style-type: none"> Expand the number of classes participating in co-enrollment (credit and community education students enrolled in the same course). Create additional fee-based cultural enrichment classes for the community. 	Community Education	2015-16	Existing resources
8f	Create additional courses or offerings for noncredit, older adult population, such as wellness, fitness, lifestyle, money management, and intellectual growth.	Dean of Curriculum and Educational Support	2015-16	Existing resources
8g	Tailor aspects of SRJC marketing plan to Lifelong learners (who typically are looking for “enrichment” or “intellectual development” classes).	Public Relations Academic Affairs deans	2015-16	Adequate PR budget

9. **Online, Weekend, and Evening Students** (often these are working students)

Item	Goal	Assigned to	Timeline	Resources
<p>9a</p>	<p>Make the necessary financial investment to support rapid increases in Online Program and thus FTES:</p> <ul style="list-style-type: none"> • Increase the pace of online course development • Hire a full-time professional Online Instructional Designer. • Hire a Technology/Media Specialist to enhance online classes. • Hire adjunct faculty specific for online, even faculty from outside of Sonoma County • Recruit CTE professionals interested in teaching online classes and provide them with training and support. 	<p>Director, Distance Ed; Dean of Student Success; Dean, Learning Resources; VPAA</p>	<p>2015-16</p>	<p>SSSP funds</p> <p>District commitment to staffing</p>
<p>9b</p>	<p>Investigate, collaborate and implement state-wide initiative to increase and support online learning:</p> <ul style="list-style-type: none"> • Adopt Canvas as SRJC Learning Management System • Provide adequate support to move existing courses to Canvas (40% now in Moodle, and 60% now in Cate) • Evaluate and participate in the “exchange” (allows students to complete work at colleges across the state – benefits colleges with strong online programs) • Evaluate and participate in state-subsidized online tutoring support 	<p>Distance Education Director</p>	<p>2015-16</p>	<p>Will require substantial resources</p>
<p>9c</p>	<p>Increase online offerings in identified areas.</p> <ul style="list-style-type: none"> • Add 20 new general education classes (over and above existing on site classes) • Add additional online CTE in identified areas. • Develop and offer more 0.5 unit skill building, “brush up” courses and self-paced lab courses online, • Increase online offerings in STEM disciplines. • Work with “resistant” disciplines regarding developing online courses. • Increase assistance to faculty developing online courses (including Instructional Designer and multimedia support) 	<p>Dean, Learning Res.</p> <p>Dean, Liberal Arts</p> <p>Director, Distance Ed</p>	<p>2015-16 ongoing</p>	<p>Cost: \$40,000</p> <p>CTEA funding for CTE classes</p>

9d	Promote the online program. <ul style="list-style-type: none"> • Advertise, promote, and attract more online students when seats are available. • Promote Business and Computer Studies classes that have seats. • Promote GE classes when seats are available. • Market lower division online classes to SSU students all year round, but especially in summer. • Use social media to market online classes • Create SARA agreements so out-of-state students can take online courses. 	Director, Distance Education; Public Relations	Ongoing	Public Relations; possible grant funding
9e	Enhance or create entirely online majors. <ul style="list-style-type: none"> • Fill in the gaps in the four high volume majors: Business Administration, Communication Studies, Psychology, and Elementary Teacher Education. • Explore other entirely online majors. • Create a partnership with SSU Extended Education to allow students to continue a public, lower cost online Bachelor’s degree. 	Dean, Learning Res. Dean, Lib Arts Director, Distance Ed	2015-16	Staff time, collaboration
9f	Find faculty willing and able to teach online courses <ul style="list-style-type: none"> • Capture the excitement of “digital natives” and others excited about online teaching • Hire adjunct faculty specifically to teach online, including faculty from outside of the area. 	Distance Education Director	2015-16	Existing resources
9g	Determine which programs will be available to evening students, and assure that rotation plans will allow evening students to complete.	Academic Affairs Deans	2015-16	Existing staff
9h	Meet employer needs for efficient, flexible training for employees. <ul style="list-style-type: none"> • Develop online learning modules for targeted employers. • Increase use of weekends and online for Contract Education. 	CTE deans	2015-16	Existing resources
9i	Provide comparable support services to online students (compared to face-to-face). (Note: this is required by accreditation.) <ul style="list-style-type: none"> • Evaluate the possibility of hiring a student services online support specialist to coordinate comprehensive online services per accreditation standards. 	Dean of Counseling Distance Education Director	2015-16	New resources required

Retention ideas	<ul style="list-style-type: none"> • Increase online student support services, including more synchronous services • Use student analytics features of Moodle and Canvas to improve retention and persistence of online students 	Dean of Counseling; Dean of Student Success; Distance Education Director	2015-16	New resources required SSSP funding

10. International Students

Item	Goal	Assigned to	Timeline	Resources
10a	<p>Increase the number of agents in other countries and develop communication tools to stay connected with agents.</p> <ul style="list-style-type: none"> • Work with Asian consultants to identify appropriate agents for SRJC • Offer agreements to agents who send students and are not yet a partner with SRJC • Increase activities with ELS and their agents 	Director, International Ed	ongoing	Existing Staff
10b	<p>Increase online and social media marketing tools in the international student's preferred social networks.</p> <ul style="list-style-type: none"> • Use analytics to make adjustments to marketing efforts as needed • Develop partnership with CollegeWeekLive to increase virtual communication with potential students 	Director, IE ISP STNC Social Media & Events Specialist	2015-16	Existing staff
10c	Expand the number of visits to student fairs in other countries – both live and virtual	Director IE	ongoing	Existing Staff
10d	<p>Develop an international alumni association to train international students to help promote SRJC in their home countries.</p> <ul style="list-style-type: none"> • Coordinate efforts with SRJC Alumni office • Engage current SRJC international students in live chat sessions and virtual communications with potential students in their home countries 	Director, IE	Ongoing	Existing staff
10e	Host international visitors at SRJC (agents and school reps) to market SRJC.	Director, IE	Ongoing	Existing staff
10f	<p>Provide events and activities for and with international students to build a strong bond with SRJC and local students.</p> <ul style="list-style-type: none"> • Invite various SRJC offices to offer workshops for students on topics of interest to international students. • Coordinate efforts with International Club to assist the Club in becoming better organized and inclusive. 	Director, IE	Ongoing	Existing staff
10g	Increase efforts with SSU's SSALI program to increase number of SSALI students transferring to SRJC.			

10h	Increase the number of conditional letters of acceptance from universities to provide a clear educational pathway for international students as part of the marketing plan.	Director, IE	2015-16	Existing staff
10i	Explore developing joint certificate and/or degree programs with schools in other countries. Potential countries: China, Denmark, and Hungary.	Director, IE	2015-16	Existing staff
10j	Augment budget resources as necessary to achieve strategic enrollment goals.	Dean A&R Director IE VPBS	2015-16	Augment resources

ANNUAL MARKETING PLAN

1. Purpose

The purpose of the annual enrollment Marketing & Communications plan is to increase enrollment for the next three years by providing effective marketing and communications campaigns and promotional support. It also aims to provide a structure and process for effective marketing and communications campaigns beyond the three years.

2. The Basics

Based on the Strategic Enrollment Management Plan and working with Strategic Enrollment Marketing team, the plan will include:

- Best practices: review best practices of other respected community colleges and other educational institutions; borrow those that look promising for SRJC.
- Prioritization of student populations, programs, initiatives
- Identification of approaches/elements and timeline that will be used for each
- Determination of funding required for approaches/elements
- Description of metrics for success, such as social media, ad and web site traffic on specific pages
- Creation and implementation of campaigns and support activities
- Evaluation of metrics Revision of subsequent plans based on metrics
- Repetition of the process, starting with #1

3. Elements of Marketing and Communications Plans

The annual plan includes the following elements. The Director of Communications & Marketing and staff, with input from the Strategic Enrollment Management Committee and others, will evaluate each campaign and project to determine which elements will be included. The most important single project to be considered is the bi-annual (Summer/Fall and spring) enrollment campaign.

A. Paid activities: funding needs to be available for these activities

- Advertising: web sites, social media, print, radio, large banners, digital banners, and additional paid promotional vehicles (e.g. TV, public transit, etc.)
- Marketing collateral: pop-up banners, brochures, flyers, etc. Work with A&R, Counseling, VPs or others to secure funding and content for needed items; include marketing when possible in grant proposals
- Digital signage on 101 (SR), TBD (Petaluma, Windsor, Forestville, Southwest)

- Translation of marketing materials into Spanish

B. Unpaid activities: additional funding not required (possible exception: photography, video)

- Social Media: current social media platforms are Facebook, Twitter and LinkedIn, with some YouTube presence. At least annually, those mentioned, plus additional platforms and Spanish, should be evaluated for potential effectiveness and feasibility.
- Web site: usability guidance to be provided by staff, committees (web site and Strategic Enrollment Management); additional data from registration/orientation/surveys to provide usability guidance; Strategic Enrollment Management and Outreach committees to address need for Spanish
- Internal communications
- Media relations – story pitches, follow up; web sites, print, radio (TV?)
- E-mail: support for Constant Contact emails

4. FUNDING

For paid activities, Public Relations will work with A&R, Counseling, VPs or others to secure budget augmentation required for the implementation of this plan. Staff writing grant applications should be encouraged to consult with Marketing and Communications Director to include funding for promotion when possible and appropriate.

5. PRIORITIES

We have more potential populations, departments, programs and initiatives than we can realistically handle with full marketing/media campaigns. The current Strategic Enrollment Management Plan includes many ideas that could be implemented, either with a full campaign or something less than that.

Using the SEMP as a base, Communications and Marketing staff will work closely with the Enrollment Management team to determine our priorities, determining which will be targeted with campaigns or promotional support created by the Communications & Marketing team (PR department). Activities will fall into three categories:

- Major Campaigns: paid ads, social media, web site, media relations, email, marketing collateral, and both internal and external communications. By definition there will be a small number of these each year, due to amount of funding and staff time required.
- Standard Campaigns: will include some of the above; specific elements TBD.
- Promotional Support: some proposals will result in only one or two of the elements above, due to priorities, available staff to create and manage, and/or lack of funding.

The Enrollment Management team may decide that A&R, Outreach or another department will create some of the marketing collateral described or event an entire campaign. In order to support consistent and appropriate District branding, initial plans and design elements will be discussed with and approved by the Director of Communications & Marketing. Final pieces also must be approved by the Director of Communications & Marketing.

Appendix: Academic Affairs Retention and Completion Strategies (Examples)

- a) Encourage students to make informed choices regarding their educational goals (pathway, skill building, certificate, or major) and to update their educational plan as needed. Promote integration of career information into academic classes.
- b) Move students through their educational pathways to completion more quickly.
- c) Explore with the math department, Academic Senate and appropriate shared governance bodies the possibility of a Statistics pathway (and appropriate Statistics Prep classes) as a pathway to the college level math required for the associate degree. (Note: 25% of California Community Colleges already do this. See examples at Los Medanos and Chaffey Colleges)
- d) Work with local county high schools to strengthen and align the pathway to SRJC.
- e) With Student Equity funding, add four basic skills learning communities in Fall 2015, and two more each year after that.
- f) Using a combination of Student Equity funds and Basic skills funds, increase **academic** supports for students, for example support for the math lab, English writing center, and Tutorial center.
- g) In spring 2015, launch a new Student Equity funded initiative that will provide Peer Assisted Learning Specialists (PALS) in 40 sections of developmental math and English each semester as well as 12-15 section of gatekeeper CTE courses
- h) Expand and support the Distance Education Program to increase access and completion.
- i) Inspire students by making them more aware of how other students are successful and achieving their goals.
- j) Explore reverse transfer of credits from 4 year to SRJC – allows student to complete associate degree.
- k) Effectively utilize summer term for summer readiness, boot camps, Summer Bridge, math camps and other intensive remediation programs to help students make a successful start to their college careers. Coordinate with Counseling. Coordinate with PR to publicize summer activities.
- l) Create a special Open House day in advance of fall semester (such as using the District Designated Activities Day) to invite new students to campus and provide discipline-specific advising or orientations for the major as well as tours of facilities (see example of KAD's orientation for athletes). Coordinate with student services activities and "Super Saturdays."

- m) Encourage Math and English writing proficiency early on in the student's pathway by exploring higher priority registration for students who complete college level math and English (requires discussion in the Priority Registration Task Force).
- n) Implement appropriate pre-requisites and co-requisites to encourage skill development in Math, English, College Skills, and ESL to achieve greater student success. Note: Appropriate prerequisites and co-requisites help lay out the pathway to success, increasing momentum and minimizing loss points. Identify key general education courses and work with discipline faculty to establish appropriate pre-requisites or co-requisites supported by data from OIR.
- o) Explore ways for students to move more quickly and successfully through math pathways culminating in college level math (MATH 155).

Student Services Outreach and Retention Goals (samples)

- a) Develop and implement **enrollment outreach** activities for both school based and community based populations.
- b) Implement new **SSSP and Student Equity** program activation.
- c) Increase 14-15 scholarships are anticipated to hit the \$2.2M level, returning SRJC to the top **Scholarship** awarding CCC.
- d) Focus for 14-15 will be to identify additional **Financial Aid** staffing needs for processing to support the current service demand level, and to support additional outreach for future support of enrollment growth.
- e) Implement student retention and intervention tool – **Early Connection Program**; provided multiple professional development opportunities to faculty and staff; promote Student Success Theme and communicate success steps to students and community.

