

**EL CAMINO COLLEGE  
2007 - 2008 ENROLLMENT MANAGEMENT PLAN**



Submitted by

**Dr. Francisco M. Arce, Vice President Academic Affairs**

**Dr. Jeanie Nishime, Vice President Student Services**

**Dr. Arvid Spor, Dean Enrollment Services**

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### **Enrollment Management Committee Members**

Francisco Arce, Hal Bateman, Cathy Brinkman, Keith Curry, Susan Dever, Ann Garten, Irene Graff, Karen Lam, Ken Key, Pete Marcoux, Gloria Miranda, Bill Mulrooney, Jeanie Nishime, Dawn Reid, Stephanie Rodriguez, Regina Smith, Arvid Spor, Harold Tyler, John Wagstaff, and Satish Warriar

### **Enrollment Management Subcommittee Members**

#### Technology and Information Systems

Bill Mulrooney, Jim Noyes, Irene Graff, Dave Snowden, Chris Wells, John Wagstaff, and Satish Warriar

#### Curriculum and Educational Programs

Gloria Miranda, Janet Young, Ken Key, Quajuana Chapman, Lars Kjeseth, and Lori Suekawa

#### Course Scheduling

Francisco Arce, Quajuana Chapman, Tom Lew, Don Goldberg, Gloria Miranda, James Schwartz, Virginia Rapp, Irv Drew, Alice Grigsby, Tom Jackson, Barbara Jaffe, Dipte Patel, Barbara Grover, Susie Dever, and Ngoc Tran

#### Student Services

Jeanie Nishime, Regina Smith, Dawn Reid, Maribel Hernandez, Cynthia Mosqueda, Dipte Patel, Diane Martinez, Martha Angel, Marjorie Hall, Linda Gallucci, and Abetta McQueen

#### Student Recruitment

Robin Dreizler, Margaret Quinones, Arvid Spor, Cathy Brinkman, Cece Fuentes, Emily Rader, Harold Tyler, John Means, Julieta Ortiz, Michelle Arthur, Rory Natividad, Sharon Van Enoo, Stephanie Rodriguez, Susie Dever, Tom Hazell, Veronica Herrera, Vicki Mack, and Helene Ansel

#### Marketing

Ann Garten, Arvid Spor, Helene Ansel, and Julieta Ortiz

#### Student Retention

Don Goldberg, Ruth Banda-Ralph, Luis Barrueta, Nancilyn Burruss, Griselda Castro, Kristie Daniel-DiGregorio, Susan Dever, Maria Dominguez, Elizabeth Fernandez, Margarita Gonzalez, Suzanne Herschenhorn, Barbara Jaffe, Peggy Kidwell, Elaine Moore, Daryle Nagano, Margaret Quinones, and Cynthia Silverman



# EL CAMINO COLLEGE

## 2007- 2008 Enrollment Management Plan

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## EL CAMINO COLLEGE 2007-2008 Enrollment Management Plan

### ENROLLMENT MANAGEMENT COMMITTEE HISTORY

#### Creation of the Committee

Around July 2005 the president and vice presidents became concerned over the lower than expected number of continuing and new students enrolling for fall semester courses. To address this issue the newly hired Interim Vice Presidents of Academic Affairs and Student Services assembled a group of managers primarily from Student Services to assess possible problems and potential solutions to the enrollment issue.

It was determined at one of the earliest meetings that this group needed to meet regularly and must expand and collaborate with managers from Information Technology Services and Academic Affairs in order to grow our enrollment. With a more diverse and expanded group came the decision as to who should lead this ad hoc group, and what should be the title of the group. It was clear to the Vice Presidents of Student Services and Academic Affairs that this was more than a Student Services issue as it had originally started out to be.

Both vice presidents agreed that they should jointly chair the meetings and that the appropriate title for the group was the Enrollment Management Task Force. As co-chairs, the Vice President of Academic Affairs and the Vice President of Student Services worked jointly to plan the meetings and to actively address plans that could promote growth.

#### Developing the Committee

Within a matter of months it became obvious that an Enrollment Management Plan was needed to set a direction for the task force to focus its energies. With the development of the plan came a need for an activities calendar of specific tasks and key people so that the task force knew what activities were expected to occur by each week throughout the year and who to contact before or after the event to more effectively coordinate activities.

In January of 2006 the vice presidents chose to create a series of three enrollment management workshops to obtain input from faculty, staff, students, and managers from both the main and Compton campuses of the college. The workshops were primarily facilitated by faculty and structured in the Great Teacher's seminar fashion of what's working, what's not working, and creative solutions.

The input from the workshops was instructive and plentiful as it had the effect of expanding the Task Force's scope of duties. With expanded duties and a sense of longevity of efforts the vice presidents decided to change the name of the task force to the Enrollment Management Committee.

Keeping the committee on task was becoming more challenging due to the sheer amount of content that needed to be discussed and the limitation of hour-long weekly

## **EL CAMINO COLLEGE**

### **2007-2008 Enrollment Management Plan**

meetings. The vice presidents decided to seek the outside assistance of Noel-Levitz consultants. The consultants were brought to the college in late March to assess enrollment management activities and potential opportunities. One of the few recommendations related to the committee was to create subcommittees of faculty, staff, and managers that would research, assess, discuss, and recommend content and action for each of the seven areas of the action plan component of the enrollment management plan.

#### Results

As mentioned above the Task Force started before the start of the fall 2005 semester. The college engaged in a number of enrollment management activities that summer and fall which resulted in an unduplicated headcount of 24,494 students, a drop of about 3% from fall 2004 (25,296). Although the college experienced a drop of about 3% it is thought that the enrollment management activities dampened the student decline from what it could have been for the college.

Additional activities during the 2005 – 2006 year also did not produce the growth that was desired. In fact the unduplicated headcount for fall 2006 actually dropped to 23,928 - about a 2.5% reduction from fall 2005. This drop of approximately 500 students from the previous fall semester and a 1,300 student decline from fall 2004 was disheartening, but not as severe as the decline occurring at other urban colleges throughout the state.

Perseverance and collaboration appears to have paid off as the preliminary unduplicated student headcount for fall 2007 shows the college at 24,956, which is 1.3% below fall 2004 and a 4.3% increase over fall 2006.



## **EL CAMINO COLLEGE**

### **2007-2008 Enrollment Management Plan**

#### **PURPOSE**

The purpose of this plan is to create a responsive, flexible, educationally sound, research-based approach to enrollment management that will protect the college and its educational programs not only during periods when funding mechanisms and demographic trends are supporting enrollment growth, but also during periods when they are not. The plan should help to ensure the following:

1. the achievement of enrollment targets in order to obtain the maximum resources available to the college
2. maintenance of the greatest possible student access consistent with educational quality
3. a well-balanced and varied schedule, responsive to the needs of our students and community
4. a comprehensive educational program that is responsive to the needs of our students and community

#### **BASIC PRINCIPLES**

The enrollment management strategies of El Camino College should ensure that the college is as effective as it can possibly be, within the scope of its resources, in meeting the educational needs of this community and serving all of its diverse populations.

The college will pursue its enrollment management strategies in close cooperation with the faculty to ensure that an appropriate balance is maintained in the curriculum between transfer, vocational, and basic skills programs. While the college is committed to meeting its enrollment targets in order to ensure the greatest possible revenue for its programs, it will do so in ways that support student learning and success.

While specific offices on campus have responsibility for administering aspects of enrollment management, in a more fundamental sense, enrollment management is everyone's responsibility, and both faculty and classified staff play a critical role in every interaction they have with students or the public.

## ACTION PLAN 2007- 08

### Technology and Information Systems

**1. The college will develop the necessary information infrastructure to provide faculty with multimedia technology in all classrooms and staff direct access to information regarding curriculum, scheduling, room utilization, staffing, enrollment, student records and budget information.**

**Total cost: \$18,000**

1. A. The college will utilize additional measures to enable more students to successfully use the "Search-for-Classes" function of the Portal by January 2008. No additional costs. Lead: Maribel Hernandez

#### Action Steps

1. A.1. - Student Services and Information Technology Services (ITS) representatives conduct student focus groups to better understand the challenges faced by student's intent on using the search function.

1. A.2. - Registration tutorial will be made available before students' login.

1. A.3. - Provide a survey to assess student satisfaction of the registration process. Tack on to the end of the online and phone registration services.

1. B. The college will create an online "Add/Drop" process by summer 2008. No additional costs. Leads: Satish Warriar, Bill Mulrooney

#### Action Steps

1. B.1. - ITS creates an online Add process

1. B.2. - Admissions personnel alpha test the online Add process.

1. B.3. - ITS modifies the process based on feedback from Admissions.

1. B.4. - Selected academic divisions beta test the online Add process.

1. B.5. - ITS modifies the process based on the feedback from the academic divisions.

1. B.6. - The online Add process goes live to all divisions.

C. The college will implement online rosters for all instructors by January 2008. Leads: Bill Mulrooney; Francisco Arce. Budget: \$18,000 for 9 printers

Action Steps

- 1. C.1. - Admissions and ITS provide instructions for online rosters.
  
- 1. C.2. - Information regarding the 100% conversion to online rosters is sent to instructors in fall.
  
- 1. C.3. - Staff development provides training to instructors. ITS Help Desk is suggested to assist with access issues.
  
- 1. C.4. - Modifications to the online rosters are made annually based on feedback from the faculty.

**Curriculum and Educational Programs**

**2. The college will ensure that it has an adequate process to initiate, review, and revise programs in a timely and responsive manner in order to meet the changing needs of students and of the labor market.**

**Funding not requested**

2. A. The Vice President of Academic Affairs in coordination with the College Curriculum Chair will establish uniform principles and policies regarding prerequisite and co-requisite waiver and clearance procedures. Additional input needed from the Director of Admissions & Records and the Dean of Counseling & Student Services.

Action Steps

- 2. A.1. - Poll each division on policies, procedures, and forms used for prerequisite clearance or waiver. (October 30)
  
  - 2. A.2. - Assemble into a report and present to the Academic Senate for input and recommendations. (November 15)
  
  - 2. A.3. - Establish uniform principles, policies, and procedures for the use of prerequisite clearance or waiver forms. Provide training to all faculty members, academic divisions, and Admissions staff (spring 2008).
2. B. The Vice President of Academic Affairs, ITS, Dean of Counseling & Student Services and the Director of Admissions & Records will establish a means of simultaneously clearing a student to enroll in all courses for which they have completed a common pre- or co-requisite course at another institution.

Action Steps

- 2. B.1. - Present to the Senate and ITS for input and recommendations. (October 30)

2. B.2. - ITS modifies Colleague to allow this new feature to work. Counselors beta test this function for accuracy (fall 2008).

2. B.3. - ITS modifies the function based on Counselor feedback (fall 2008).

2. B.4. - Global course clearance function is made live to Counselors (winter 2009).

### **Course Scheduling**

**3. The Vice President of Academic Affairs and Deans will regularly and systematically assess the educational needs of students, business and the community to design programs, schedules, and services to more effectively respond to the needs of the community.**

**Total cost: \$15,000**

*\$600,000 budget for growth sections to reach 19,300 FTES*

*(Italicized numbers indicate secured funding.)*

3. A. The college will redesign or develop new programs to attract new students.

#### Action Step

3. A.1. - Complete a first and second eight week general education two year program that serves students that cannot attend a full semester. Utilize hybrid courses that will allow students to attend class every other week. Lead: Lisa Raufman (October 15)

3. B. The college will develop more flexible and varied patterns of scheduling in order to meet a greater range of student needs.

#### Action Step

3. B.1. - Utilize test server to determine where scheduling conflict exist, counselors to provide feedback on scheduling conflicts. Leads: John Wagstaff and Regina Smith (November 2007)

3. C. The college will increase online course offerings to reach new students and the returning adult students.

#### Action Step

3. C.1. - Fund additional faculty training programs to increase the number of faculty that are eligible to teach online during fall and spring semesters and the winter intersession. Lead: Alice Grigsby; Budget: *\$130,000*

3. D. The college will develop course offerings on site at service area high schools.

Action Step

3. D.1. - Twenty-five courses are being offered at local high schools in fall 2007. In spring 2008 an equivalent number of courses will be offered. Leads: Renee Dorn, Robin Dreizler, Academic Deans; Budget: \$15,000

3.E. The college will increase the large lecture format of course offerings in selected areas. This is a contractual issue that must be discussed before action can occur.

Action Step

3.E.1. - The Deans will identify courses to be offered in large lecture format for implementation spring 2008.

**Student Services**

**4. The college will ensure that its matriculation (admission, testing, orientation and counseling) services are designed to make college enrollment and registration easy, supportive, and successful for students. Particular attention will be focused on students' first contact with the college intake systems.**

**Total cost - \$20,000**

4. A. Counseling and instructional faculty will develop learning communities linking basic skills (English, reading, and mathematics) students with counseling services.

Action Step

4. A.1. - Utilize the Basic Skills Initiative (BSI) to fund the program  
Leads: Barbara Jaffe, Ruth Banda-Ralph; Budget: \$25,000 (Funding expected from the CCC System Office) (November 1)

4. B. The college assures that potential students and their parents receive accurate information enabling the students to successfully matriculate prior to the start of classes.

Action Steps

4. B.1. - Conduct "how to register" sessions for students and parents at high schools and during New Student Welcome Day. Lead: Maribel Hernandez; Budget: \$500 (August 22)

4. B.2. - Place 1 large screen monitor in the Student Services building to play registration power point during peak periods and informational videos during non-peak periods. Lead: Dawn Reid; Budget: \$5,000 (November 15)

4. B.3. - Translate Matriculation Steps and Admissions letter into Spanish and purchase Spanish version of CCCApply. Leads: Maribel Hernandez, Regina Smith, Bill Mulrooney; Budget: \$15,000 (November 1)

4. B.4. - Add additional staff during peak periods to walk lines and answer phones  
Leads: Dawn Reid, Bill Mulrooney; Budget: \$10,000 (Each registration period).

4. C. The Vice President of Student Services will assure that all student services employees are providing accurate information to potential and current students.

Action Step

4.C.1. - Coordinate office hours in the Student Services building, and update and disseminate current program contact information beginning fall 2007. Lead: Mattie Eskridge; Budget: \$50,000 (August 27)

**Student Recruitment**

**5. The college will ensure that it conducts its recruitment and outreach efforts effectively and with an efficient use of staff time and institutional resources so as to strengthen relationships with the community to increase students' motivation and preparation for college.**

**Funding not requested**

5. A. The college will standardize outreach materials to present a more consistent message of the college in the community.

Action Steps

5. A.1. - By November 1<sup>st</sup> the Outreach and School Relations office in collaboration with the Director of Athletics will create and disseminate a recruitment notebook describing programs, services, and providing contact information for all outreach personnel (counselors, coaches, instructors, staff, and student ambassadors). Lead: Robin Dreizler; Budget: \$150.

5. B. The college will expand the use of peer recruitment at the high schools beginning this fall.

Action Steps

5. B.1. – The Director of Outreach and School Relations will recruit up to 15 students from Inter-Club Council and service-oriented clubs that require service credit (i.e., AGS, SOL, Circle K) to serve as student ambassadors for ECC at the high schools. Estimated cost for student stipend (\$7,000). (November 1)

5. C. The college will create an outreach plan targeting adults ages 25+ with the goal of increasing fall 2008 attendance from this population by 3% when compared to the same population attending fall 2007.

Action Steps

5.C.1. - Managers from Marketing, Outreach, and Community Advancement will address the coordination of outreach activities to local businesses including, mass-mailings, working adult schedule distribution, educational presentations, and tracking of prospective students. Lead: John Means (End of fall 2007).

## **Marketing**

**6. The college will review and enhance its marketing strategies based on an ongoing assessment of the effectiveness of each strategy.**

**Total Cost: \$40,000**

6. A. Refer Web-related notes from the Enrollment Management and Planning workshops to the ECC Web Task Force

### Action Steps

6.A.1. - Provide notes to Web Task Force by August 1, 2007

6.A.2. - Request a listing of 1-2 short-term goals with measurable objectives be provided to the Marketing Subcommittee by October 30, 2007. Web Task Force to address.

6.A.3. - Request long-term goals with objectives be provided to the Marketing Subcommittee by February 1, 2008 Web Task Force to address.

6. B. Review, assess and make recommendations for making the class schedule a direct mail marketing piece vs. an informational tool only. Leads: Ann Garten, Francisco Arce, Jeanie Nishime; (October 1)

### Action Steps

6. B.1. - By September 30, 2007 present outline for class schedules revamped as a direct mail marketing piece. Determine what mailing options to utilize to reach targeted audience. Budget: \$40,000

6. B.2. - Determine mailing options to reach target audience. Lead: Ann Garten. Budget: \$50,000

6. C. Utilize data to better understand current students and best ways to reach potential students

### Action Steps

6. C.1. - For fall 2007 and spring 2008 semesters, utilize researchers to analyze available data to identify demographics of current students, five-year high school trends, and to ascertain similarities of populations within our service area to target for recruitment. Lead: Irene Graff.

6. C.2. - During the 2007-08 academic year, hire a professional research firm to conduct a community survey to match data of our current students and identify underserved populations to target for recruitment. Lead: Ann Garten.

## **Student Retention**

**7. The Vice Presidents of Student Services and Academic Affairs will coordinate ongoing and systematic research of student success, retention and persistence. In coordination with the appropriate deans and faculty will continue to develop intervention methods to achieve a college-wide retention rate of 80% for 2007-08.**

**Total cost - \$23,000**

7 A. Classroom Retention Initiative - Encourage instructors to take steps to increase retention in their classes. Lead: Ruth Banda-Ralph; Budget: \$3,000

### Action Steps

7. A.1. - Each semester, develop list of steps utilizing expertise from instructional and counseling division faculty and staff.

7. A.2. - Present steps to instructors at Flex Day meetings or department/division meetings in fall semester. Distribute steps to all instructors via biannual newsletter.

7. A.3. - Follow-up reminders to instructors using list-serve communication.

7. A.4. - Invitations to workshops presenting "On Course" strategies for instructors.

7. B. In an effort to bolster student retention, the college will increase the number of new students who receive an educational plan by 10% in 2007/08 as compared to the number of new students who received educational plans in 2006/07.

### Action Steps

7. B.1. - Increase adjunct counselors by 400 hours. Budget: \$20,000.

7. B.2. - Dean of Counseling, together with staff, will determine deployment of counselors to highest-need areas.

7. C. The college will increase student enrollment in Human Development (HDEV) - 8 Orientation to College and Educational Planning.

### Action Steps

7. C.1. - Encourage all students, especially those placing into one or more developmental courses (in Math, Reading or Writing), to enroll in HDEV-8, taking this step.

7. C.2. - Create additional sections of HDEV-8 as needed, to meet student demand.  
Lead: Gloria Miranda


7. D. The college will improve upon services used with basic skills students.

7. D.1. - Provide training for all faculty to better serve basic skills students. Review the effectiveness of assessment tools used to place students in basic skills courses. Leads: Barbara Jaffe, Donna Manno.

**Total projected cost: \$116,000**

## **APPENDIX**

## Demographic Data



**Community Profile**

El Camino College  
Enrollment Management Workshop  
Spring 2007

**Community Profile**

- After this presentation you will be able to plan enrollment strategies based on:
  - Current and future demographic makeup of local district cities
  - College-going rates of local high schools
  - Recent changes in the composition of the El Camino College student body

## [ Communities Served ]

### ■ Major District Communities

- Hawthorne \*
- Inglewood \*
- Lawndale \*
- Manhattan Beach
- Redondo Beach \*
- Torrance \*

\* Among top 10 feeder cities

## [ Communities Served ]

### ■ Communities Outside of ECCCCD

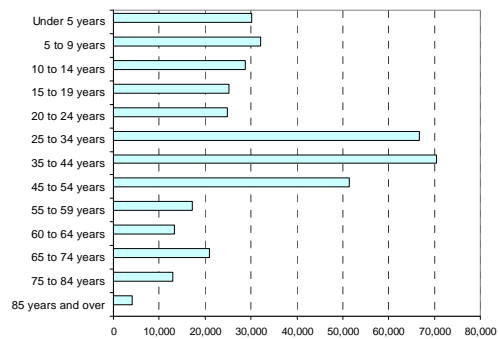
- Carson \*
- Gardena \*
- Los Angeles \*
- Palos Verdes Peninsula \*

\* Among top 10 feeder cities

## Are Feeder Cities Changing?

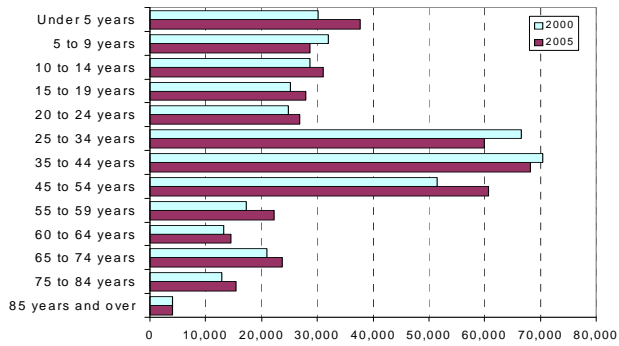
- Population Size
- Age Composition
- Ethnicity/Cultural Patterns
- Family/Household Size

## Population by Age (2000)



Sources: Census 2000

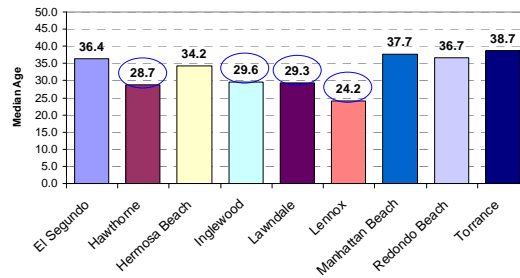
## Population by Age (2000 to 2005-est.)



Sources: Census 2000, ACS 2005

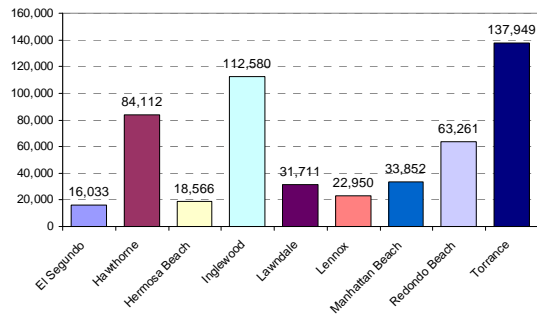
## Population by Age (2000 Census)

Median Age by City



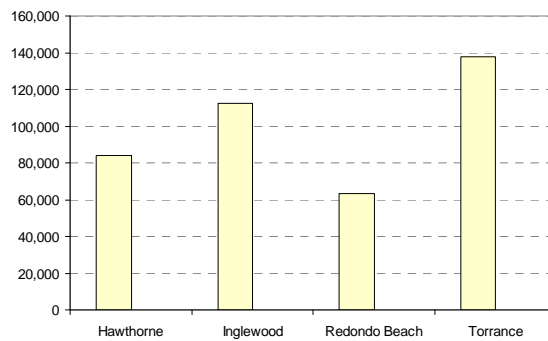
# Population by City (2000)

ECC District Population by City



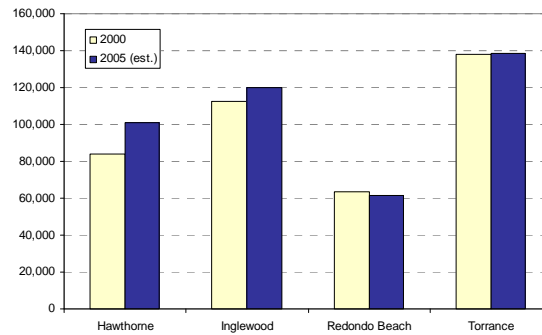
Source: Census 2000

# Population by City (2000)



Source: Census 2000

## [ Population by City (2005) – est. ]



Source: Census 2000 & ACS 2005

## [ Since 2000... Hawthorne ]

- 20% increase by 2005
  - Mostly under 18, esp. 10 to 14
  - One quarter are recent births
- Median age dropping
- Latinos up 40%, declines for others
- Avg. family size increasing

### Since 2000... Inglewood

- Modest growth since 2005
  - Older age groups
  - Younger (HS/college-aged, new births)
- Latinos up 32%; African-/Asian-American modest declines
- Family size up slightly

### Since 2000... Redondo Beach

- Population flat with near-future declines expected
  - Declines found among 25-34 year olds
- Ethnicity stable
- Avg. family size increasing slightly

## [ Since 2000... Torrance ]

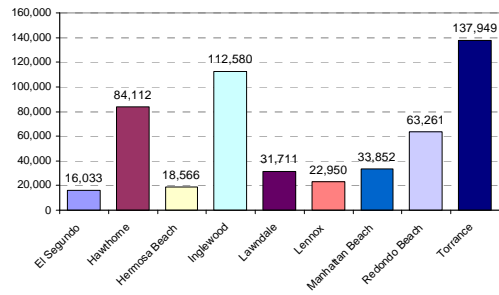
- Overall population is stable
  - Decrease in 35-44 age group
  - Increase in 45-54 age group
- Median age higher
- Increases among Asians; declines among African-Americans
- Avg. family size – slightly larger

## [ Where should we focus? ]

- Growing and younger communities
  - Target younger age groups – build reputation with future college-goers
  - College age and working adult
  - Different approaches for different needs?
- Stable or aging communities
  - Include working adult/re-entry student in targeted marketing

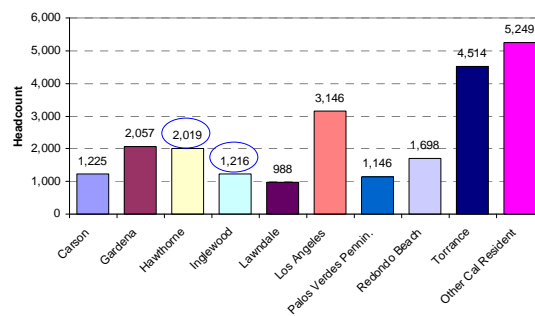
## District Population (2000)

ECC District Population by City



## Do students match population?

Where ECC Students Come From



## Public College-going Rates

- Schools with higher rates
  - Inglewood (62%)
  - El Segundo (61%)
  - Hawthorne (59%)
  - Lawndale (59%)
  - Narbonne (58%)
  - Carson (55%)
  - San Pedro (54%)

Source: CPEC

## Community College Rates

- Higher rates to Community Colleges
  - San Pedro (73%)
  - Gardena (71%)
  - Morningside (70%)
  - Narbonne (70%)
  - Lawndale (68%)
  - Inglewood (68%)
  - Hawthorne (66%)

Source: CPEP

## [ ECC Rates ]

- Higher rates to El Camino College
  - PV Peninsula (91%)
  - West Torrance (85%)
  - North Torrance (81%)
  - Hawthorne (72%)
  - Torrance (71%)
  - South (70%)
  - Lawndale (64%)

Source: CPEP

## [ Rate of HS Graduates to ECC ]

- 15-18% of local HS graduates attend El Camino College
- Larger rates at some schools
  - Lawndale (26%)
  - Torrance (22%)
  - Gardena (20%)
  - Redondo (19%)

Source: CPEP

## [ ECC Student Profile ]

- Headcount down:
  - 3 points since last fall
  - 5 points since Fall 2004
  
- Are we “down” in all categories?

Source: El Camino College

## [ We are doing better among... ]

- Younger students (ages 17-21)
- Latinos / Pacific Islanders
- Out of state and international students
- Daytimers
- Full-timers
- Higher credit load students

Source: El Camino College

## [ We are down *more* among... ]

- Under 17
- Working adults (ages 30 and up)
- African Americans / Whites
- Continuing students
- Evening students
- Low credit load students
- Cumulative units: 15.5 to 60

## [ Possible Starting Points ]

- Develop or continue strategies tailored by location and type of student
- Multi-focused effort – traditional college-age students and working adults
- Focus on areas of recent loss
- Flexibility/planning for the future



**EL CAMINO COLLEGE**

16007 Crenshaw Boulevard  
Torrance, CA 90506  
[www.elcamino.edu](http://www.elcamino.edu)