SANTA ROSA JUNIOR COLLEGE

Sonoma County Junior College District

Strategic Enrollment Management Plan

2015 – 2018

Building on a Legacy of Excellence

June 25, 2015

Working Draft

Preview for the Board of Trustees

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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
- 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
- Student Services Council
- President's Cabinet

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 documents. 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, but that is being addressed in the Strategic Plan.
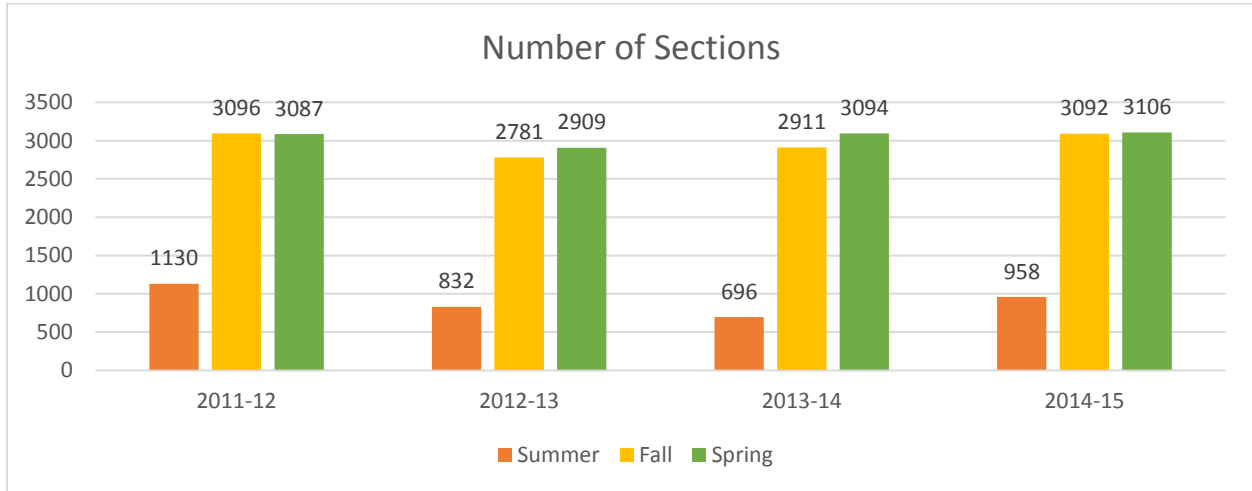
In order to increase enrollments, the District will implement strategies aimed at the following populations:

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, with a focus on streamlining and shortening their pathways.
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 **2,481 sections**, a reduction of **884** sections or **26%** reduction during the recession. Revise

Number of Sections

Year	Summer	Fall	Spring
2011-12	1130	3096	3087
2012-13	832	2781	2909
2013-14	696	2911	3094
2014-15	958	3092	3106

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

Unduplicated Headcount Fall and Spring

	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
Fall	32,011	30,929	29,384	27,081	25,608	27,002	28,251
Spring	36,413	32,969	31360	28,038	26,839	28,206	
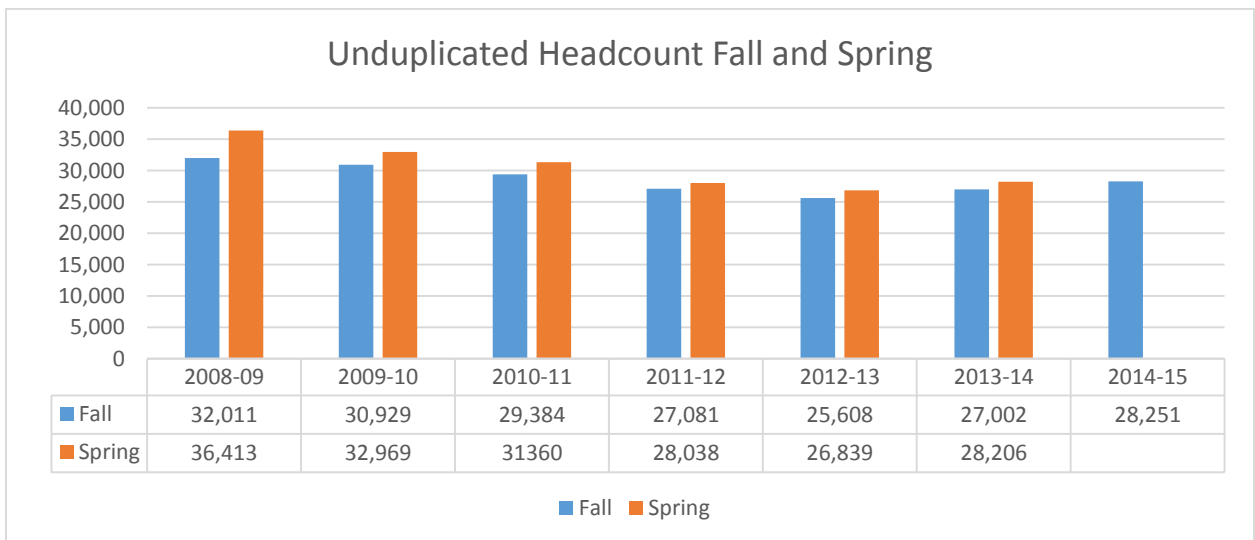
C. **Full-Time Equivalent Students**

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.

Full-time Equivalent Students (FTES)

	2010-11	2011-12	2012-13	2013-14	2014-15
summer	2258	1755	1661	1724	1898
Fall	9510	8946	8491	8538	8527
Spring	9672	8852	8516	8552	8552
Total	21440	19553	18668	18814	18977
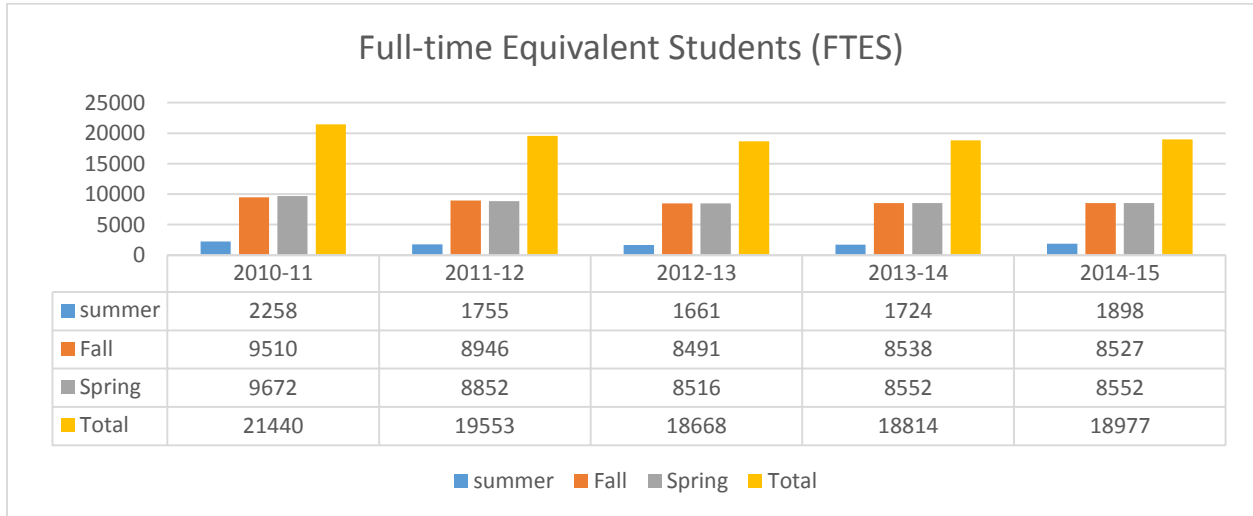
Note: Spring 2015 is a projection, assuming enrollments did not grow from Spring 2014

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. Enrollment Efficiency (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 dropped by 9% at each campus as more seats became available. Fall 2014 is an EMS projection.
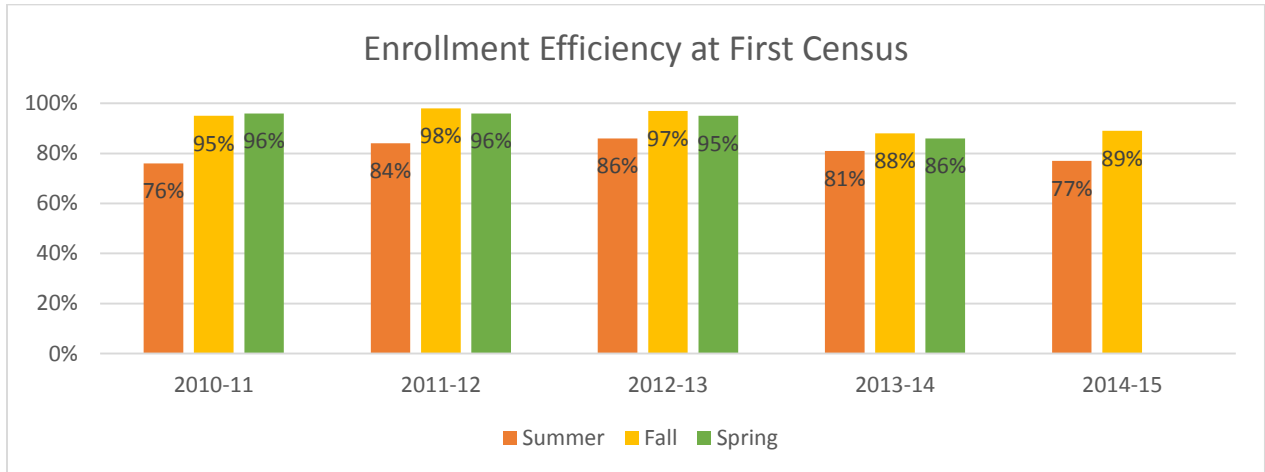
E. Productivity Trend (FTES/FTEF) by Location

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).
Note: In Spring 2014, nursing clinical FTEF was added in to the data base for the first time, causing productivity to appear to decline. This will be ongoing.

	2010-11	2011-12	2012-13	2013-14	2014-15
summer		19.5	22.3	20.8	18.7
Fall	18.3	18.3	19.0	17.7	15.7
Spring	19.0	18.7	19.1	16.0	
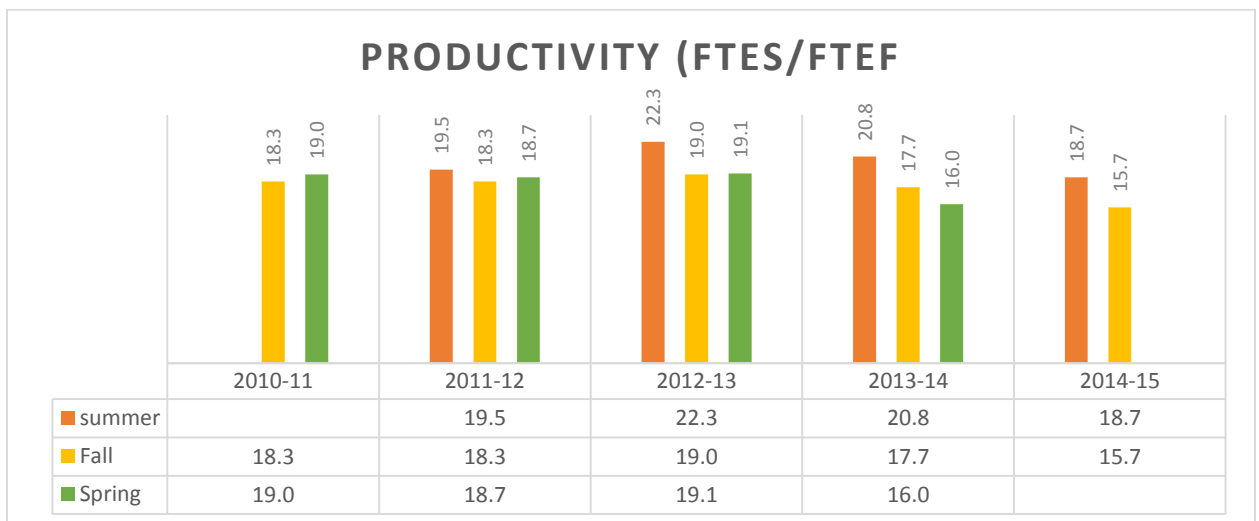
F. ESL Program: Credit and Non Credit FTES

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.

ESL Full Time Equivalent Students (FTES) by Year/Term

Year	summer	fall	spring
2010-11	95	375	389
2011-12	72	341	362
2012-13	51	330	351
2013-14	92	329	393
2014-15	91		

Projected FTES Growth in ESL (credit & noncredit)

Year	FTES
2010-11	859
2011-12	776
2012-13	732
2013-14	813
2014-15	813
2015-15	853
2016-17	896
2017-18	941
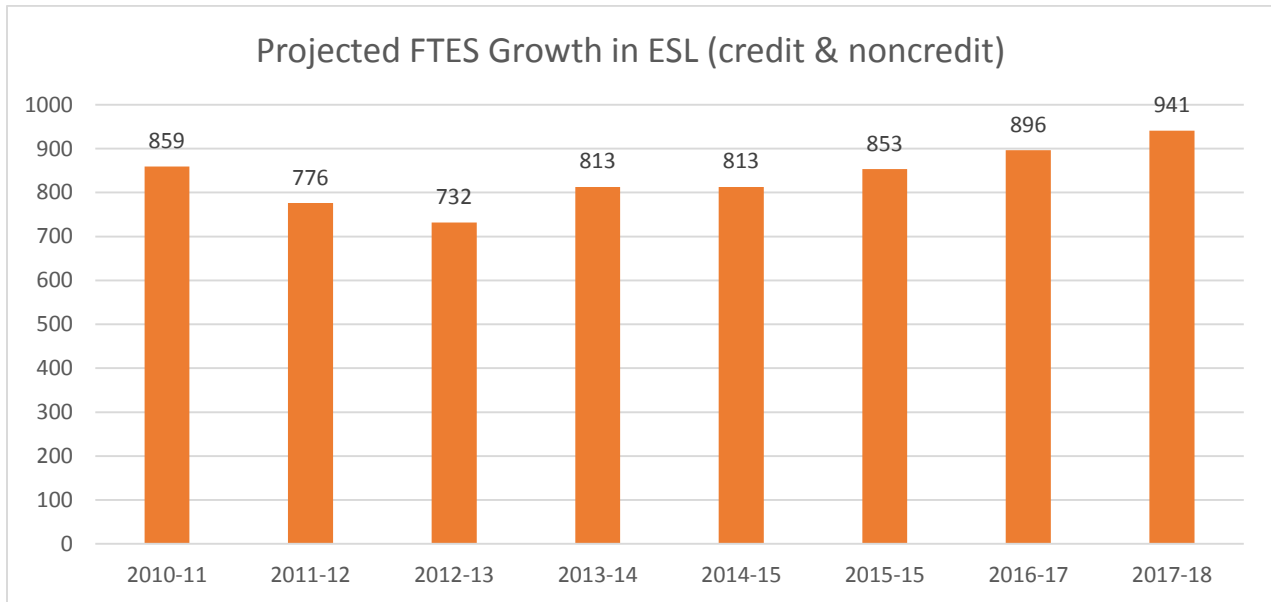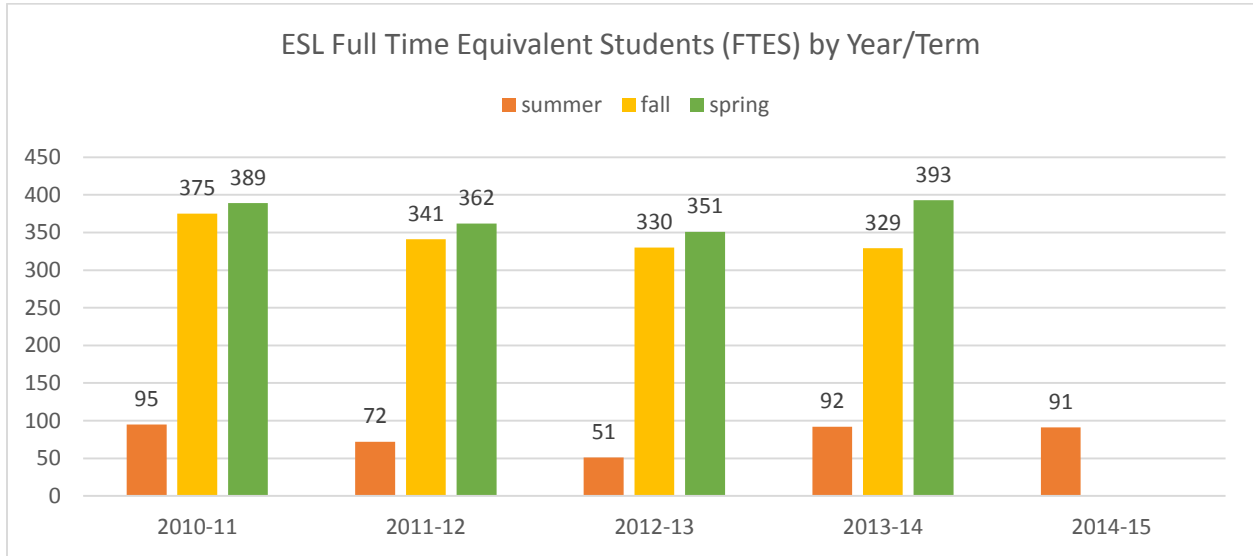
G. Older Adults Program (also called the "Seniors" Program)

- The Older Adult Program in 2010-11 generated **476** Full-time Equivalent Students (FTES).
- The "frail elder" program in nursing homes was cut almost completely, and is unlikely to be restored, resulting in an ongoing reduction from the high of 476 FTES.
- 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.

Older Adult Program Projected Growth in FTES

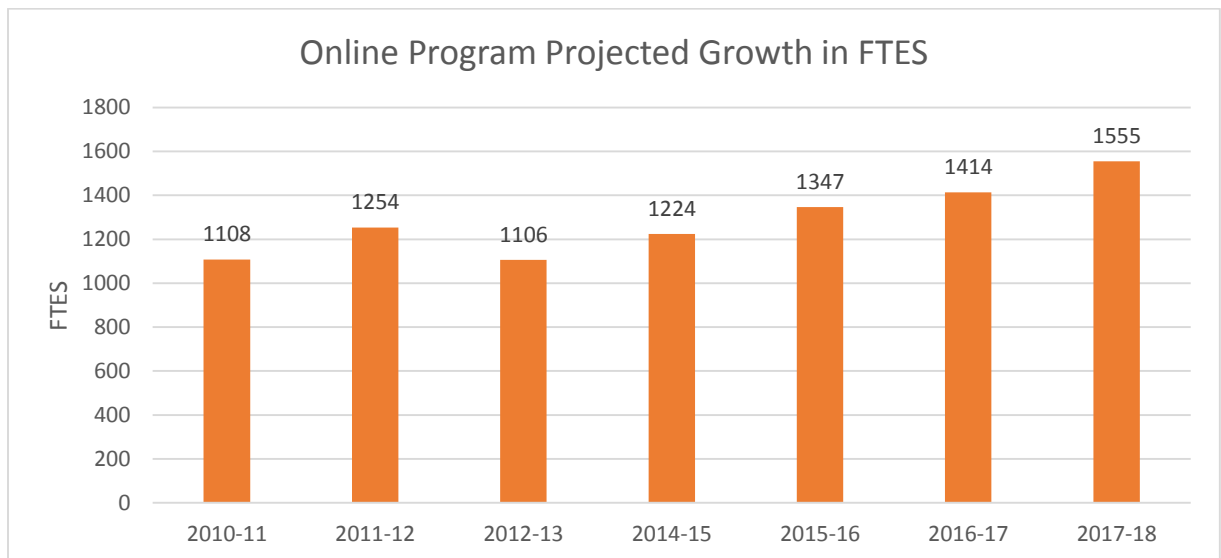| Year	FTES
2010-12	476
2011-12	123
2012-13	121
2013-14	193
2014-15	219
2015-16	230
2016-17	241
2017-18	254
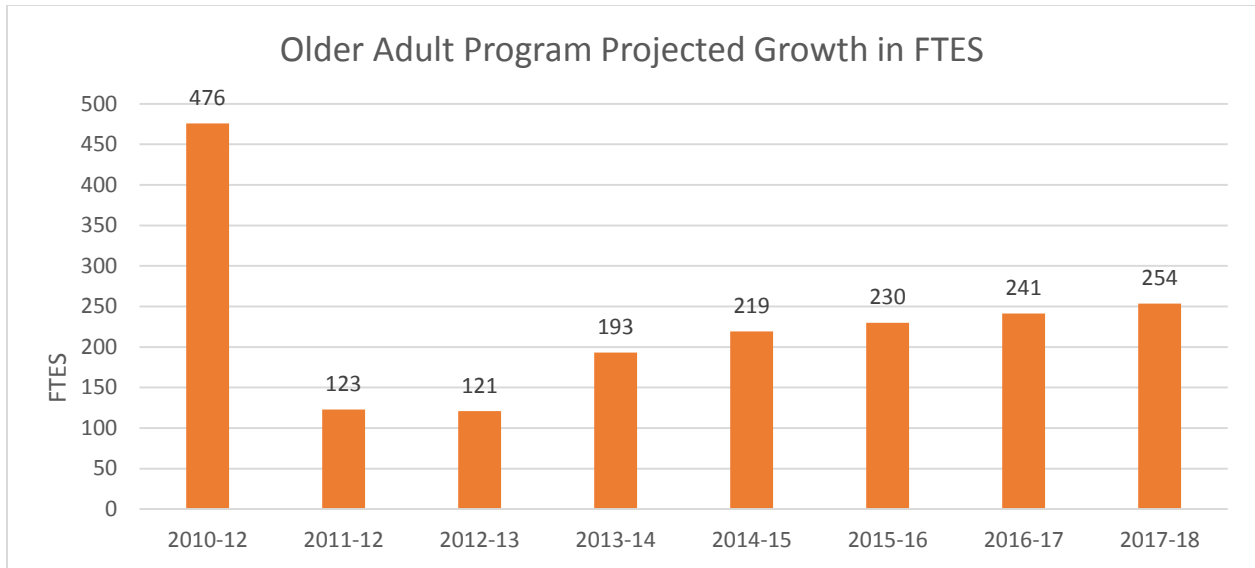
*First column should be 2010-11

H.   Projected Online Growth

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 seem adequate to 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 will be in addition to face-to-face classes, not necessarily in competition with them.

 In 2014-15, 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. Clearly, adequate support in terms of positions is needed for this program.

Online Program Projected Growth in FTES

Year	FTES
2010-11	1108
2011-12	1254
2012-13	1106
2014-15	1224
2015-16	1347
2016-17	1414
2017-18	1555

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".

Add 2013-14 Data when available

Percent of Students Seeking Financial Aid

Year	PELL	BOG	FAFSA
2008-09	6%	23%	23%
2009-10	10%	28%	30%
2010-11	12%	32%	40%
2011-12	14%	38%	49%
2012-13	15%	41%	56%
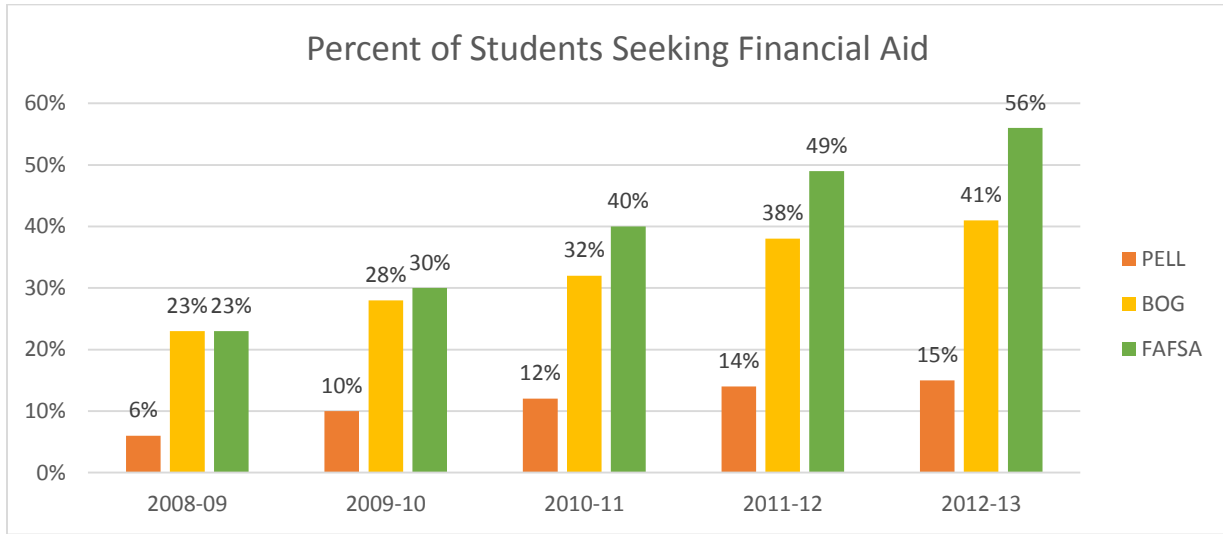
J. Enrollment by Enrollment Status

Enrollment by Enrollment Status
Fall 2003 – Fall 2012, End of Semester

Legend: Continuing, New, Returning, Concurrent
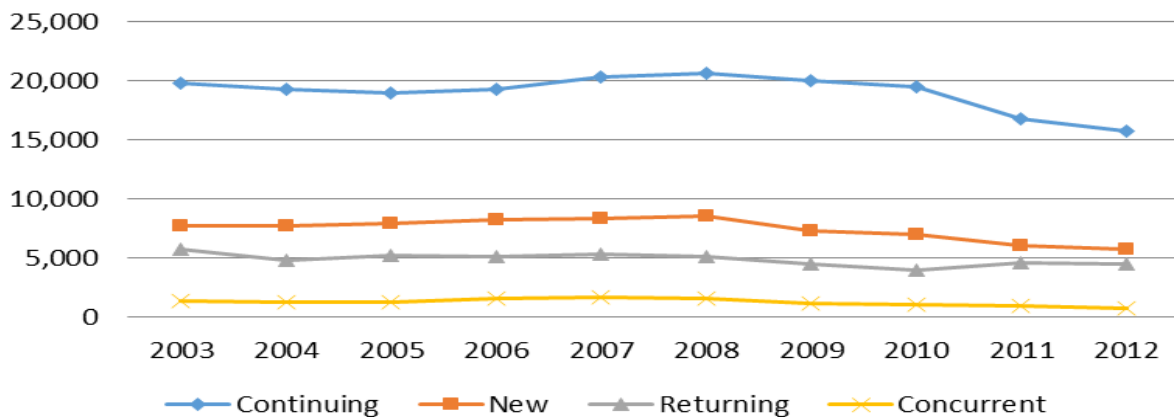
K. High School Concurrent Enrollment

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 have 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.

See updated data - emailed 2/23/15

High School Concurrent Enrollment
2003–04 to 2012–13, End of Semester
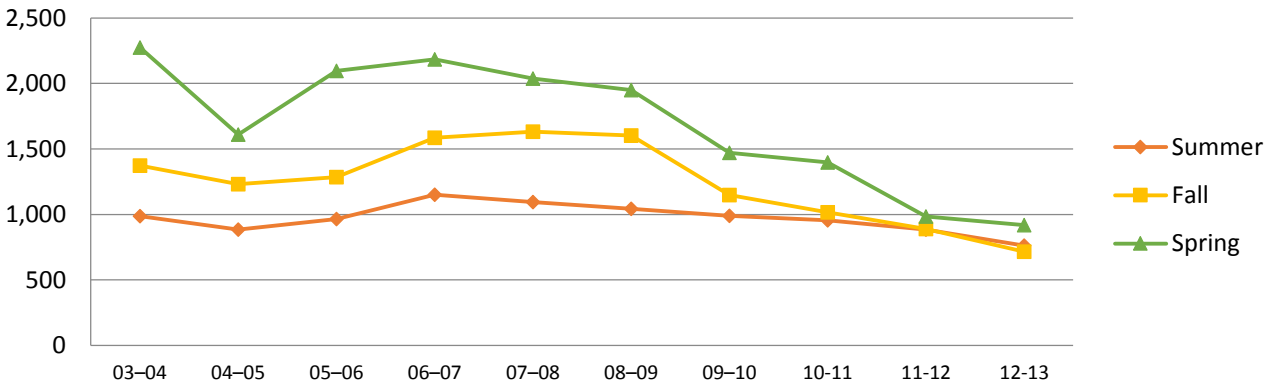
	Summer	Fall	Spring
03–04	986	1,373	2,275
04–05	884	1,230	1,611
05–06	965	1,284	2,096
06–07	1,150	1,585	2,185
07–08	1,094	1,632	2,037
08–09	1,044	1,603	1,950
09–10	990	1,147	1,471
10-11	956	1,017	1,397
11-12	883	888	984
12-13	761	715	918

Need 2013-14 data and fall 2014

Need Institutional Barriers (drop survey) – need data

Need High School Pipeline data

Zip Code analysis – see interactive fact book – need data

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 (assisted by HR)	Ongoing	Apportionment generating; need funds for recruitment
1c	Increase the effectiveness of the class schedule in meeting student and community needs: • 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. • Assure that 4 and 5 unit classes are scheduled 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 • 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. The CCC apply application is also a barrier to students. • 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. • Consider ways to more fully utilize Fridays at all sites.	VPAA Academic Deans Dean, Curriculum & Ed Support Services Public Relations Web Designer A&R	2015-16	Apportionment generating Seek free locations. District needs to fund rent of new locations.
1d	Promote better and alternative transportation to increase student access to all sites	Santa Rosa – Who?	2015-16	Need PR funds

	• 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.	Petaluma Vice President		
1e	Improve the access and entry phase for students (a critical momentum/loss point). • 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.	Dean, A&R, Director A&R, Student Services Council Director, Student Affairs	Fall 2014 & ongoing	May require District funding of changes.
1f	Develop and post a multi-year outreach plan and an outreach calendar that is shared widely to coordinate outreach and avoid duplication of efforts.	A&R Director; Outreach Committee	In progress Fall 2014	Time, coordination
1g	Explore with appropriate stakeholders the possibility of adopting a new Student Information System (SIS) that would include features such as text-based nudges for students and the capability to enroll more than one semester/term at a time.	VPAA, VPSS, VPBS AAC, SSC, A&R, IT Academic Senate	Decision during 2015-16. Launch by Fall 2016.	
1h	Early Outreach to Middle Schools • 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. Early Outreach to 9th grade:	Dean, Counseling Student Equity Coordinator A&R Academic deans	2015-16	H.S. I funding

	Evaluate and possibly implement the Santa Barbara model "Get focused: Stay Focused" program that emphasizes early career development (9th grade) and partnership with SRJC. (SRJC career development classes would be revenue generating.)			
1i	Improve Student ability to access and feel secure on District sites: • 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	Bond funding
1j	Increase marketing for general awareness as well as specific target populations identified in this plan. • 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 (such as direct mail postcards) to alert the community that the college is enrolling, targeting potential students aged 24-65, such as career changers and working adults. • 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. Note: See Marketing Plan for fuller overview of marketing strategies.	Public relations Admissions and Records	2015-16	Increase PR funds as needed
1k	Do Community Outreach specific to South County and Petaluma Campus, include: • 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	Evaluate and revise the SRJC web presence from the perspective of student friendliness. (Note: a website committee has already been formed) • Identify resources appropriate to rapidly convert all departmental web sites to Drupul	Website Committee; IT	2015-16	Additional resources needed

	• Research and adopt best practices from other Community College web sites for good ideas and user friendliness			
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	Make SRJC the FIRST Choice for recent high school graduates. • 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	Maintain effective communications to high school counselors and continue to stress that there are no longer registration fees for concurrent students. Continue to reinforce this message. Enhance Schools Outreach budget as needed for effective outreach.	Coordinator, Schools Outreach	Ongoing	Staff time
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	With support from Counseling, explore offering COUNS 270 at high school sites, right after school. Many high schools expressed a desire to offer this course on site. (Question: do we have the counseling staff to support this?)	VPSS, SSC	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	Spring 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. 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	Fall 2015	Existing staff

2i	Send student ambassadors and role models to the high schools to inform/recruit. (*one idea from the HS Breakfast) (Student Services) –	Schools Outreach, Student Affairs	Launch Fall 2015	Existing staff
2j	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.)	VPSS, Outreach Committee, A&R	2015-16	Time, collaboration
2k	Integrate CTE outreach effectively to promote CTE offerings to HS concurrent students.	CTE Outreach Specialist	Ongoing	Staff time
2l	Improve coordination of High School Outreach to avoid unnecessary duplication at high school sites. Create a single calendar of outreach activities accessible to everyone providing outreach. Cross train outreach specialists to provide information on a range of programs.	Vayta Smith & Outreach 2.0 Committee	Ongoing	Staff time
2m	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 science).	Dean, Counseling A&R		
2n	Get Focused, Stay Focused (Santa Barbara City College model) • 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	Reach out to potential Latino/a students: • Starting in spring 2015, increase outreach to Latino students and parents regarding the benefits of attending college, with promotional materials for the H.S.I. grant. • 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.	Mi Casa Coordinator; ELL Coordinator; Dean, Petaluma; Petaluma deans; Student Equity Office; H.S.I. program; A&R; EOPS;	2015-16 ongoing	H.S.I. Grant funded outreach Student Equity Funds Existing resources
3b	Reach out to potential African American Students: • 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.	Umoja Coordinator & Counselor; Director, Student Equity; Director, A&R;	Spring 2015 recruitment With Fall l2015 launch	Student Equity funds
3c	Reach out to potential Asian and Pacific Islander students: Develop and launch an Asian / Pacific Islander Learning Community (APASS) in spring, 2016.	APASS Coordinator, Student Equity Director; A&R Director.	Spring 2016	Student Equity funds
3d	Reach out to potential Native American students: • Target outreach activities to the Native American Communities • Promote college awareness at the Day Under the Oaks Pow Wow	Multicultural Museum Director; Student Equity Director; A&R Director.		

	• Build relationships with Native American communities and businesses (such as casinos) •			
3g	Recruit and retain Foster Youth and former Foster Youth. • 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)	For all groups identified above, implement ideas and best practices for retention, such as: • 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. • Connections Program (adds 3 English 307 classes plus 3 COUNS 270) in connection with EOPS Summer Readiness. • 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: • 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. • Revitalize the "University Starts Here" campaign (or something similar).	Public Relations; Transfer Center Director;	Fall 2015 campaign	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;	Fall 2015 campaign	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	Fall 2015 campaign	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). • 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 • 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. • 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	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 instructional service agreements (contracts with outside agencies to provide instruction), as appropriate.	CTE Deans	2015-16	Existing resources
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. • 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
6k	Expand Contract education and Instructional Service Agreements (ISA) • 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
6l	Enhance SRJC ability to respond rapidly to new and evolving CTE needs, • Revise curriculum process to create a fast track and "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. • Launch "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	State funding? CTEA funding?

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. • 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: • 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	Fall 2015 schedule and 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	Fall 2015 schedule & ongoing	Existing staff
8d	Restore community access to convenient off-site locations. • 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. • 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
9a	Make the necessary financial investment to support rapid increases in Online Program and thus FTES: • 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.	Director, Distance Ed Dean of Student Success Dean, Learning Resources VPAA	2015-16	SSSP funds District commitment to staffing
9b	Investigate, collaborate and implement state-wide initiative to increase and support online learning: • 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	Distance Education Director	2015-16	Will require substantial resources
9c	Increase online offerings in identified areas. • Add 20 new general education classes (over and above existing on site classes) by spring 2016. • 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.	Dean, Learning Res. Dean, Liberal Arts Director, Distance Ed	Launch by Spring 2016	Cost: $40,000 CTEA funding for CTE classes
9d	Promote the online program. • Advertise, promote, and attract more online students when seats are available. Promote Business and Computer Studies classes that have seats.	Director, Distance Education; Public Relations	Ongoing	Public Relations; possible grant funding

|				
	• 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 • Sign SARA agreements so out-of-state students can take online courses.			
9e	Enhance or create entirely online majors. • 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 • Capture the excitement of "digital natives" and others excited about online teaching • Hire adjunct faculty specifically to teach online, even 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. • 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) 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	• 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	Increase the number of agents in identified countries	Director, International Ed	2015-16	Existing Staff
10b	Increase online and social media marketing tools in the international student's preferred social networks	Director, IE Public Relations, Social Media 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	Invite international students to become active in the alumni association; Encourage our international students to help promote SRJC in their home countries	Director, IE	Ongoing	Existing staff
10e	Increase hosting of international visitors at SRJC (agents and school reps) to market SRJC	Director, IE	Ongoing	Existing staff
10f	Increase the number of international students reaching their goals and building a strong bond with SRJC	Director, IE	Ongoing	Existing staff
10g	Work with SSU partner to offer classes to serve their international students	Director, IE	2015-16	Existing staff
10h	Create articulation agreements with private universities sought by International Students Market SRJC as an alternative for international students who were not accepted at their first choice university.	Director, IE Articulation officer	2015-16	Existing staff
10i	Explore the 100,000 Strong initiative to increase student exchange and enrollment of students from Latin America	Director, IE Study Abroad Dean	2015-16	Existing staff
10j	Explore the Fulbright foreign student program to bring students to SRJC	Director, IE	2016-17	Existing staff
10k	Explore grants that would increase pathways from other countries to SRJC	Director, IE Grants Dean	2015-16	Existing staff
10l	Provide SRJC students with training (such as teaching English as a Second Language TESL training) to seek paid work abroad (J-1 Visa)	Director, IE CTE deans	2015-16	Existing staff
10m	Explore admission of M-1 Visa Students to certificate programs only	Director, IE	2015-16	Existing staff

10n	Develop social media to target specific countries and groups in their preferred media	Director, IE Social Media Specialist, PR	2015-16	Adequate PR resources
10 o	Market online courses internationally	Director, IE Director, Distance Ed	2015-16	Adequate PR resources
10 p	Augment budget resources as necessary to achieve strategic enrollment goals	Dean A&R Director IE VPBS	2015-16	Augment resources

| Annual FTES and Projected FTES through 2017-18								
Location	2010-11	2011-12	2012-13	2013-14	2014-15 Baseline	2015-16 Projected	2016-17 Projected	2017-18 Projected
Shone Farm	110	122	138	126	126	130	134	138
Public Safety Training Center	523	518	537	576	574	597	621	646
Santa Rosa off-site ESL & other	1367	981	1245	1253	1321	1387	1457	1530
Online	1108	1245	1106	1224	1224	1346	1481	1629
Older Adult, Work Experience	1127	141	639	684	697	766	843	927
Petaluma Campus & sites	3158	2996	2851	2800	2818	2847	2875	2904
Santa Rosa Campus	14,047	12,304	12,151	12,150	12227	12307	12377	12,437
Totals	**21440**	**18307**	**18667**	**18813**	**18987**	**19380**	**19788**	**20211**
Subtract ineligible FTES	305	333	317	362	350	350	350	350
Adjusted FTES	**21135**	**17974**	**18350**	**18451**	**18637**	**19030**	**19438**	**19861**
Change in FTES Each Year		-3161	376	101	186	393	408	423
Percent Change Each Year		-15.0%	2.1%	0.6%	1.0%	2.1%	2.1%	2.2%

Note: Datamining and Enrollment Management System include all FTES. A&R must subtract ineligible FTES (such as foreign students and high school concurrent students in excess of allowable). So, the two systems may report somewhat different total FTES. "Subtracted ineligible FTES corrects for that.

Current Mix of FTES 2014-15
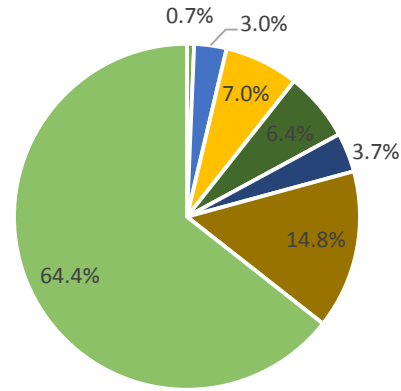
0.7% 3.0%
7.0%
6.4%
3.7%
14.8%
64.4%

- Shone Farm
- Public Safety Training Center
- Santa Rosa off-site ESL & other
- Online
- Older Adult, Work Experience
- Petaluma Campus & sites
- Santa Rosa Campus

Projected Mix of FTES 2017-18
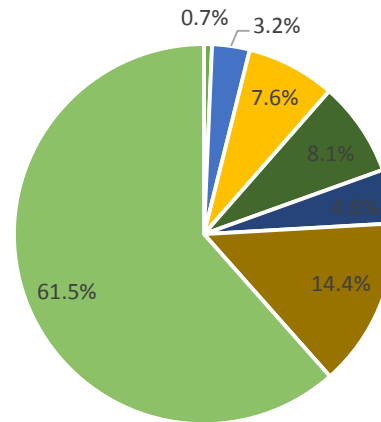
0.7% 3.2%
7.6%
8.1%
4.4%
14.4%
61.5%

- Shone Farm
- Public Safety Training Center
- Santa Rosa off-site ESL & other
- Online
- Older Adult, Wk Exp
- Petaluma Campus & sites
- Santa Rosa Campus

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.