Hartnell College
Strategic Enrollment Management Plan
2024-2027

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Introduction

Over the last several years, Hartnell College has faced significant enrollment challenges, largely due to the ongoing impacts of the COVID-19 pandemic, shifts in our community demographics, inefficient onboarding processes, and economic fluctuations. All of these factors have contributed to the complex landscape of student recruitment, retention, and completion, and they point to a clear need for a Strategic Enrollment Management (SEM) Plan, a comprehensive roadmap designed to optimize the recruitment, retention, momentum, and success of our diverse student body.

At the heart of our SEM Plan is a dedication to equity, inclusivity, innovation, and responsiveness to the evolving needs of our community. Through data-informed decision-making, cross-functional collaboration, and a focus on student outcomes, our goal is to improve the overall student experience so our students can achieve their academic, transfer, and career goals. Our SEM plan takes a holistic approach, focusing on the entire student journey from initial recruitment and enrollment all the way to completion.

Our SEM plan is designed to help us navigate the challenges and opportunities associated with student enrollment. Every one of us at Hartnell College have important roles to play in strategic enrollment management, and we invite you all to participate in this work. Together, we will ensure that we are effectively meeting the educational and training needs of our community.

Purpose

The purpose of Strategic Enrollment Management (SEM) is to proactively plan, organize, and implement comprehensive strategies that optimize the recruitment, retention, and success of students within an educational institution. SEM involves a systematic and data-driven approach to aligning an institution's mission and goals with its enrollment practices. A good SEM plan focuses not only on bringing new students to the institution, but helping our students stay on their educational path, maintaining momentum, and ensuring that they achieve their educational goals in a timely manner.

Key objectives of SEM include the following:

> **Student Access and Success:** Increase access to education, particularly for non-traditional student populations, while simultaneously enhancing student success, progression, and completion rates.

Institutional Sustainability: Ensure the financial health and sustainability of the institution by managing enrollment in a way that balances revenue generation with providing the resources needed for a quality educational experience.

Data-Informed Decision-Making: Utilize data analytics and research to inform enrollment strategies, identifying trends, challenges, and opportunities for improvement.

Strategic Recruitment: Develop targeted recruitment initiatives that reach a range of student populations, including high school seniors and recent graduates, student parents, working students, and students with some college but no degree, in alignment with the institution's mission and values.

Course Scheduling: Design course schedules and student educational plans to ensure that students can enroll in the courses they need and complete in a timely manner.

Retention and Student Support Services: Implement programs and services that enhance student retention, engagement, and overall satisfaction, fostering an equitable and supportive learning environment.

Market Responsiveness: Adapt enrollment strategies to respond to changes in the external environment, such as demographic shifts, economic conditions, and educational trends.

Resource Optimization: Efficiently allocate resources, including personnel, facilities, and technology, to accommodate enrollment goals while maintaining high-quality educational experiences.

Community and Stakeholder Engagement: Foster positive relationships with the community, prospective students, alumni, external partners, and other stakeholders to build a strong and supportive network around the institution.

Strategic Enrollment Management Planning Team

Administration	Classified Professionals	Faculty
Dr. Gayle Pitman Associate Vice President of Institutional Equity, Effectiveness, and Success	Ruby Garcia Curriculum/Scheduling Specialist	Leti Contreras Mathematics
Maria Ceja Dean of Student Affairs (Enrollment Services)	Jess Green Curriculum/Scheduling Specialist	Dr. Jason Hough Communication Studies
Dr. Marianne Fontes Dean of Academic Affairs (Languages, Learning Support, and Resources)	Dulce Montano Student Success Specialist	Dr. Kelly Locke Mathematics
Mostafa Ghous Dean of Academic Affairs (South County Education Services)	Dr. Layheng Ting Institutional Research Analyst	Lisa Storm Administration of Justice
Ben Grainger Director of Student Affairs (College Readiness)	Samuel Valdez Program Assistant II, King City Educational Center	Violeta Wenger Counseling
Dr. Debra Kaczmar Dean of Academic Affairs (Nursing and Health Sciences)		Dr. Ann Wright Biology
Marina Martinez Director of Student Affairs (EOPS/CalWORKS)		
Graciano Mendoza Vice President of Administrative Services		
Ivan Pagan Director of Academic Affairs (Salinas Valley Adult Education Consortium)		
Laura Zavala Director of Student Affairs (HEP)		

Workgroup Membership

Primary focus areas			
Enrollment	**FTES**	**Retention**	**Persistence**
Mostafa Ghous	Academic Deans	Romero Jalomo	Marianne Fontes
Maria Ceja	Student Affairs Deans	Marianne Fontes	Marina Martinez
Ben Grainger	Jess Green	Maria Ceja	Debra Kaczmar
Gayle Pitman	Ruby Garcia	Kelly Locke	Leti Contreras
Leti Contreras	Layheng Ting		

Secondary focus areas				
Dual enrollment	**Adult learners**	**FTIC**	**Centers**	**FT/PT**
Ben Grainger	Laura Zavala	Marianne Fontes	Mostafa Ghous	Laura Zavala
Gayle Pitman	Layheng Ting	Lisa Storm	Ann Wright	Maria Ceja
Kelly Locke	Ann Wright	Dulce Montano	Samuel Valdez	Jason Hough
	Ivan Pagan		Graciano Mendoza	Marina Martinez
			Violeta Wenger	
			Gayle Pitman	

Process

Fall semester

August 29 - initial consultation with Academic Senate president regarding the need for an SEM plan
September 18 - SEM institutional assessment conducted at Senior Leadership team meeting
September 29 - SEM planning team meeting; environmental scan and Fall 2023 first census enrollments shared with the group
October 2 -20 - SEM workgroups meet
October 27 - SEM planning team reviews initial workgroup plans
November 13 - Enrollment workgroup has initial meeting
November 21 - Enrollment workgroup organizes draft plan
December 7 - SEM planning team reviews and approves draft plan
December 8 - SEM draft shared with Academic Affairs Success Council, Student Affairs Success Council, Hartnell College Council
December 12 - SEM draft shared with Academic Senate

Spring semester

End of January - Office of Institutional Research will complete setting targets for each SEM goal.
February 12 - final approval of SEM plan by HCC

Strategic Enrollment Management Goals and Targets

Overall

FTES and efficiencies

- Increase FTES from x to y annually, and from x to y by 2027.
- Increase average efficiencies from x to y by 2027.

Course retention rates

- Increase overall course retention rates from x% to y% annually, and from x% to y% by 2027.
- Increase completion of transfer-level math and English courses by degree-seeking students from x% to y% by 2027.

Fall-to-spring persistence rates

- Increase overall fall-to-spring persistence rates from x% to y% annually, and from x% to y% by 2027.

Representational equity

- Ensure that by 2027, the district's student population mirrors the demographics of our service areas.

Specific Populations

Course enrollments, FTES, and efficiencies at the educational centers

- Increase FTES at the Alisal Center from x to y by 2027.
- Increase FTES at the Castroville Center from x to y by 2027.
- Increase FTES at the Soledad Center from x to y by 2027.
- Increase FTES at the King City Center from x to y by 2027.
- Increase average efficiency rates at the educational centers from x to y by 2027.

High school dual enrollment

- Increase high school dual enrollment FTES from x to y by 2027.
- Increase the average number of units completed by high school graduation from x to y by 2027.
- Increase the number of dual enrollment students who transition to college directly after high school graduation from x to y by 2027.

First time in college (FTIC) students

- Increase course retention rates for FTIC students from x to y by 2027.
- Increase fall-to-spring persistence rates for FTIC students from x to y by 2027.
- Increase fall-to-fall persistence rates for FTIC students from x to y by 2027.

Adult learners/non-traditional students

- Increase FTES of adult learners/non-traditional students from x to y by 2027.

Full-time student enrollment

- Increase the number of full-time students from x to y by 2027.
- Increase the number of students who maintain full-time status in fall and spring from x to y by 2027.

Part-time student momentum

- Increase fall-to-spring persistence rates among part-time students from x% to y% by 2027.
- Increase fall-to-fall persistence rates among part-time students from x% to y% by 2027.

Equity

- Ensure that by 2027, the district's student population mirrors the demographics of our service area.

Themes and Strategies

During the SEM planning process, six key themes emerged throughout our work.

[INSERT GRAPHIC, possibly with a narrative describing a theory of change]

Key strategies associated with these themes include the following:

Data

- Continue to build a data-informed culture so there's a clear understanding of student enrollment patterns and population trends in our service area to properly meet demand.
- Develop data dashboards for deans and faculty to be able to track FTES, FTEF, fill rates, drop rates, and wait lists, both on the main campus and at the educational centers.
- Using student enrollment, staffing, and fiscal data, establish and communicate clear scheduling parameters, including FTEF allocations, proportions of on-ground vs. distance education offerings, and course cancellation guidelines.
- Continue to engage in internal and community-based research to identify the academic and career needs of our students (particularly adult learners) and the effectiveness of alternative scheduling models (including 8-week terms).
- Conduct community-based research to identify the academic and career needs and goals of our adult learners.

Scheduling

- Develop a one-year schedule, and create course schedules at least one year in advance, so that students can plan their entire academic year.
- Consider implementing opt-out scheduling, including a first-year experience that front-loads a summer bridge experience, an FYE course, transfer-level math and English, and at least one course in a student's meta-major.
- Create course sequences and program pathways tailored to specific populations (such as "Six to 60 for part-time students, dual enrollment course sequences themed by meta-major, or short-term, evening, weekend, and/or online sequences) that allow them to choose a major, maintain momentum, and complete in a timely manner.
- Develop a system for utilizing program map data to inform scheduling decisions.

- Identify and establish anchor and/or focused programs at the centers that meet regional needs, including Distance Education options and services, and that help contribute to Center identities.

Communication

- Identify and utilize mass communication platforms to nudge students, remind them of enrollment dates, and inform them of services available.
- Improve communication and collaboration between Academic Affairs and Student Affairs to ensure that academic deans and instructional faculty are aware of and can share information with students about registration dates, financial aid dates and processes, and support services available.

Student support services

- Ensure that services are available when classes are offered (early mornings, evenings, weekends, online).
- Create educational plans that allow students to complete in a timely manner.
- Utilize the Early Alert program to connect students with services they need to improve retention and success.

Connection

- Establish a strong service culture by fully implementing the Caring Campus commitments.
- Encourage faculty engagement in relational and intrusive classroom practices, aligned with the Equity-Minded Rubric for Teaching and Learning, to help reduce course drop rates and propel student momentum.

Staffing

- Identify staffing needs for adult learner populations.
- Develop strategies for faculty staffing at the educational centers (including centers in job announcements, faculty rotations, etc.).

Timeline

Spring 2024	Summer 2024-Spring 2025	Summer 2025-Spring 2027
Data		
Monitor daily enrollments, FTES, and waitlists so we can compare our enrollments to the previous year, and to identify the need for adjustments in our SEM efforts.	Continue to monitor daily enrollments, FTES, and waitlists so we can compare our enrollments to the previous year, and to identify the need for adjustments in our SEM efforts.	Continue to monitor daily enrollments, FTES, and waitlists so we can compare our enrollments to the previous year, and to identify the need for adjustments in our SEM efforts.
Update the Office of Institutional Research webpages to include the Hartnell College Environmental Scan, internally created data dashboards, and the Postsecondary Data Partnership dashboards. Develop a training schedule for how to use the dashboards effectively.	Continue to offer trainings and workshops to help faculty, classified professionals, and administrators to be more data-informed. Establish data coaching as one of the roles for the Advisory Research Group/Data Team, and develop and offer training for group members to become effective data coaches.	Continue to offer trainings and workshops to help faculty, classified professionals, and administrators to be more data-informed. Begin implementation of a data coaching program, and conduct an annual evaluation at the end of each academic year.
Begin the planning for conducting a needs assessment of adult learners and non-traditional students in our service area.	Conduct a needs assessment of adult learners and non-traditional students in our service area.	Incorporate information from the needs assessment into the college's scheduling and staffing strategy to meet the needs of

		our adult learners.
Scheduling		
Develop a plan and timeline for shifting to year-long course scheduling.	Begin implementation of the one-year course scheduling process.	Complete implementation of the one-year course scheduling process, and conduct an evaluation of the effectiveness of the process.
Within the FYE workgroup involved in the RP Group's Leading from the Middle program, continue to explore what a comprehensive FYE program might look like.	By the end of Fall 2024, make a clear decision whether to offer a required Summer Bridge and/or First Year Experience course, and what that course will be.	Begin implementation of a comprehensive FYE program to start in Summer/Fall 2025.
Using student enrollment, staffing, and fiscal data, establish and communicate clear scheduling parameters, including FTEF allocations, proportions of on-ground vs. distance education offerings, and course cancellation guidelines.	Begin planning course sequences and program pathways tailored to specific populations (such as "Six to 60 for part-time students, dual enrollment course sequences themed by meta-major, or short-term, evening, weekend, and/or online sequences) that allow them to choose a major, maintain momentum, and complete in a timely manner.	Begin implementation of these tailored course sequences within course schedules, and evaluate outcomes and achievement data at the end of each academic year.
Begin conversations with local high schools to increase CTE and STEM dual enrollment.	**(ask Ben for input)**	**(ask Ben for input)**

Communication		
By the end of Spring 2024, identify and implement a mass communication platform that will allow us to send timely and personalized information to students about application, registration, and financial aid dates, as well as just-in-time and early support.	**(ask Richard for input)**	**(ask Richard for input)**
Develop a student communication plan and timeline that clearly identifies what types of communications will go out to students, when they will be sent out, what platform(s) we will use, and how we will track the effectiveness of those communications.	Launch the implementation of a year-long student communication plan. Conduct an evaluation of the effectiveness of the plan at the end of each semester.	Use data from plan evaluations to make improvements to the communication plan as needed.
Through the Joint Deans and Directors meetings and the Joint Academic Affairs Success Council/Student Affairs Council, identify clear strategies to Improve communication and collaboration between Academic Affairs and Student Affairs, to ensure that academic deans and instructional faculty are aware of and can share information with students	Begin initial implementation of strategies for instructional faculty to share student services information with their students.	Continue implementing strategies for instructional faculty to share student services information with their students.

about registration dates, financial aid dates and processes, and support services available.		
Student Support Services		
Continue to engage in Early Alert efforts, and create an evaluation strategy to determine the impact on course retention and success rates.	**(ask Tracey and Carla for input)**	**(ask Tracey and Carla for input)**
Convene an Adult Learners workgroup to explore potential outreach and recruitment strategies, staffing needs, credit for prior learning opportunities, and support services needed.	Develop and begin implementation of a plan to expand service schedules on the main campus and at the educational centers to include evening and weekend hours. Develop and begin implementation of a plan to offer credit for prior learning for adult students.	
As part of a larger Distance Education plan, begin discussing the interest in and feasibility of establishing Distance Education hubs in North County (Castroville) and South County (King City), where students enrolled in online courses	**(ask Tina and Carol for input)**	**(ask Tina and Carol for input)**

can come to the centers to access computers and internet, receive tech help, and receive other student support services.		
Connection		
Conduct an initial assessment of the implementation of Caring Campus.		
Share information with faculty about course drop rate improvement programs, and engage in conversations about what that might look like at Hartnell College.	Engage in relational and intrusive classroom practices that align with Hartnell College's Equity-Minded Rubric for Teaching and Learning (Be Intrusive and Be Relational). Consider developing an SPA opportunity beginning in Fall 2024 for a group of faculty to develop and pilot a "reduce the drop rate" program using these strategies. Consider sending a team of people to Odessa College's Leadership Institute in September 2024 to learn more about	Based on outcomes from the pilot effort, make any necessary modifications to the program, and develop a plan to bring the program to scale.

	drop rate improvement strategies.	
Staffing		
In conjunction with our onboarding redesign efforts with Swim Digital, review and realign the Student Affairs organizational chart to create staffing opportunities to support our emerging student populations (including adult learners).	Implement the recommended organizational changes within Student Affairs to more effectively support adult learners. By the end of Fall 2024, the Adult Learners workgroup will make a series of recommendations to the college regarding staffing needed to support adult learners.	
Begin holding discussions within the Academic Affairs Success Council, the Academic Senate, and among the academic affairs deans about developing a comprehensive plan for the educational centers.	By the end of Spring 2025, develop and approve a comprehensive plan for the educational centers. The plan should include, the establishment of clear identities for the centers based on community input, course and program demand, student characteristics (e.g., adult learners), and labor market needs. The plan should also identify anchor and/or focused programs at the centers that currently exist as well as programs to	Begin implementation of the plan for educational centers.

	be developed. Lastly, the plan needs to include strategies for faculty staffing.	