Welcome to the SEM Academy!
SEM Program Milestones 2018/2019

- **June 1st & 2nd**: SEM Academy. College teams clarify and plan SEM projects.
- **August**: Project Engagement. College teams begin implementing SEM projects with support from coaches.
- **January 11th**: Mid-point Convening. All SEM Program colleges and coaches convene for progress check-in.
- **February**: Project Engagement. College teams continue implementing SEM project with support from coaches.
- **April**: Outcomes Preparation. Colleges begin evaluating progress and outcomes of SEM projects with support from coaches.
- **June TBD**: Final Convening. All SEM Program colleges and coaches convene for final outcomes check-in.

Colleges begin evaluating progress and outcomes of SEM projects with support from coaches.
SEM Academy Expected Outcomes

1. Apply SEM practices and strategies.

2. Create a roadmap for developing and implementing a SEM project.

3. Identify milestone activities for tracking and measuring SEM project.
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<tr>
<th>Time</th>
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<tr>
<td>7:00 - 8:30</td>
<td>Breakfast and Registration</td>
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<tr>
<td>8:30 - 9:30</td>
<td>Welcome, Introductions &amp; Icebreaker</td>
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<tr>
<td>9:30 - 10:30</td>
<td>General Session #1</td>
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<td>10:30 - 10:45</td>
<td>Break</td>
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<tr>
<td>10:45 - 12:15</td>
<td>General Session #2</td>
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<td>12:15 - 1:15</td>
<td>Lunch</td>
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<td>1:15 - 2:45</td>
<td>Team Work Session #1</td>
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<td>2:45 - 3:00</td>
<td>Break</td>
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<td>3:00 - 4:50</td>
<td>Deep Dive into SEM: Concurrent Session #1</td>
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<td>4:50 - 5:00</td>
<td>Break</td>
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<tr>
<td>5:00 - 6:30</td>
<td>A Taste of SEM: Hosted Reception</td>
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<td>Closing Remarks and Next Steps</td>
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Participate | Collaborate | Innovate
Create Your SEM Project ID

Design a project logo, title and/or tagline (slogan).

TASK

• Develop a project name, or
• Logo, or
• Tag phrase or slogan, or
• All three. . . 😊
• (Your product could be used to brand your SEM project on campus)
Details

- Coaches will facilitate
- Start by identifying your project & purpose
- Poster paper for drafts, and
- Make a poster that’s final---to show later
- 15 minutes total
Examples...

- Coke: *It’s the Real Thing*
- L’Oreal: *Because I’m worth it*
- Nike: *Just Do It!*
- Academic Senate: *Leadership, Empowerment, Voice*
- IEPI ASK: *The best answers start with an ASK*
SEM

What makes strategic enrollment management strategic?
1. How does your college view SEM?

2. What changes do you see coming that will impact how your college currently approaches SEM?

3. What do you believe will remain the same that will continue to support your SEM effort?
Student Success Continuum

Bontranger (2018)
Core Purpose of SEM

- Optimize Enrollment
- Promote Student Success
- Ensure Fiscal Viability
- Quality and Relevant Programs
- Equitable Access and Outcomes
- Data-rich Environment
- Communications and Marketing
- Collaboration
SEM-ASK Framework

Strategies & Practices
- Scheduling & Program Pathways
- Support & Services
- Marketing & Communications

Approach
- Mission Driven
- Data Informed
- Targeted Enrollment Goals
- Equity Focused

Foundation
- Leadership & Collaboration
- Student-centered Budget
- Infrastructure

Participate | Collaborate | Innovate
Your Turn!

SEM Framework Inventory of Practices
Update on New State Budget Model
Connecting the Dots: Guided Pathways and SEM
Presentation Goals

• Establish common understanding of guided pathways (GP) efforts in California
• Make preliminary connections between SEM and GP
• Inspire integration of SEM and GP on your campus
Guided Pathways Framework

Four Pillars of Guided Pathways

- Create clear curricular pathways to employment and further education.
- Help students choose and enter their pathway.
- Help students stay on their path.
- Ensure that learning is happening with intentional outcomes.
Guided Pathways Movement

- 3 efforts underway relevant to California Community Colleges (CCC)
  1. AACC Pathways Project
  2. California Guided Pathways Project
  3. California Community Colleges Guided Pathways
     - Division 7 of Title 3 of the Education Code Section 88920 Part 54.8 CCC Guided Pathways Grant Program
AACC Pathways Project

• Launched in 2015
• Funded by the Bill and Melinda Gates Foundation
• Involves a multiyear, fee-for-service commitment
• Includes a series of six training institutes and ongoing coaching from a national expert
• Engaged an initial cohort of 30 colleges from 17 states, including 3 CCC
California Guided Pathways Project

• Launched in 2017
• Supported by the Foundation for California Community Colleges
• Adapts the AACC model to the California context
• Engaged an initial cohort of 20 CCC
California Community Colleges Guided Pathways (CCC GP)

Key Elements of Guided Pathways

- Programs that are fully mapped out and aligned with further education and career advancement while also providing structured or guided exploration for undecided students.
- Proactive academic and career advising from the start through completion and/or transfer, with assigned point of contact at each stage.
- Responsive student tracking systems aligned with interventions and resources to help students stay on the pathway, persist, and progress.
- Structured onboarding processes including improved placement tests and co-requisite instruction that provide students with clear, actionable, and usable information they need to get off to the right start in college.
- Redesigning and integrating basic skills/developmental education classes to accelerate students to college-level classes.
- Instructional support and co-curricular activities aligned with classroom learning and career interests.
### CCC GP Structure

#### 14 Key Elements for GP Development:

<table>
<thead>
<tr>
<th>Inquiry</th>
<th>Design</th>
<th>Implementation</th>
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<tbody>
<tr>
<td>2. Shared metrics</td>
<td>5. Intersegmental alignment</td>
<td>10. Integrated technology infrastructure</td>
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<tr>
<td>3. Integrated planning</td>
<td>6. Guided career and major exploration</td>
<td>11. Strategic professional development</td>
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<td></td>
<td>7. Improved basic skills</td>
<td>12. Aligned learning outcomes</td>
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<td></td>
<td>8. Clear program requirements</td>
<td>13. Assessing and documenting learning</td>
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<td>14. Applied learning opportunities</td>
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What’s SEM Got to Do With It?

Bontranger’s Student Success Continuum (2018)
Key Connection 1: Shared Purpose

Guided Pathways:
- Improve program completion and close equity gaps
- Dramatically increase students’ pursuit of advanced higher education and securing of gainful employment

SEM:
- Improve student access and success (retention, persistence, completion)
- Optimize enrollment
- Ensure fiscal viability
Key Connection 2: Common Principles

Guided Pathways:
• Centered on student success
• Focused on equitable student access and outcomes
• Informed by data and information
• Adopted as an institutional transformation effort

SEM:
• Centered on student success
• Focused on equitable access and student outcomes
• Informed by data and information
• Driven by institutional mission
Key Connection 3: Aligned Approach

**Guided Pathways:**
- Holistic, coherent restructuring
- Collaborative, cross-functional engagement
- Alignment and integration of diverse initiatives
- Iterative and ongoing

**SEM:**
- Holistic
- Inclusive
- Strategic
- Targeted Enrollment Groups
GP + SEM
Key Connections Review

1. Shared Purpose
   – Improve student access and success

2. Common Principles
   – Student centered, equity focused, and data driven/informed

3. Aligned Approach
   – Holistic and inclusive
What connections do you see between your college’s SEM development and your GP inquiry and design work?
Team Work Session #1: Operationalizing SEM, Clarifying SEM Project
Team Roles & Responsibilities

**INSPIRER**
Enlivens the group to do their best.

**COOPERATOR**
Supports and encourages diverse views, encourages participation.

**CLARIFIER**
Provides direction and identifies issues that may be causing confusion.

**HARMONIZER**
Encourages group cohesion and teamwork.

**RISKER-TAKER**
Encourages and models out-of-the-box thinking.

**RECORDER**
Records and captures information.

**PROCESS CHECKER**
Manages the process: checks timeframe, helps team stay on task, clarifies progress.
Outcomes & Activities

• Clarify and refine your SEM project purpose and expected outcomes:
  – Discuss the results of the SEM Institutional Self-Assessment
  – Identify Strengths, Opportunities, Aspirations and Results (SOAR)
  – Record SEM project purpose and expected outcomes on flipchart
Concurrent Sessions #1

- A Roadmap for SEM Planning
- High Impact Retention, Persistence and Success Practices
- Calculating and Understanding FTES
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Keynote:
Change Leadership,
AB705 and SEM
Dr. Laura Hope
Looking Inward: Enrollment Management and Completion

Laura Hope, Executive Vice Chancellor of Educational Services and Support

SEM Institute
JUNE 2, 2018
It’s Complicated

- Declining K-12 enrollment
- Funding formula proposals
- Declining numbers of new students
- Pressure on completion
- Demand for online learning
- Pressure for equitable outcomes
- Bargaining agreements
- Increasing numbers of first generation students
- Guided pathways implementation
- AB 705
- Demand for online learning
Previous Model Paradigm

COLA + Growth = Revenue

ADD Sections (efficiently)

- Add in demand classes
- Add new time zones and days
- Add online classes
- Add locations
Butts-In-LN
SEATS
What Limitations to this Model?

In groups of no more than four, what are the obstacles to former “growth” models that California community colleges have used?

What are the emerging principles of more responsive and current enrollment management strategies?
Shifting Landscape
Figure 2.4. Total U.S. Public and Private High School Graduates, by Race/Ethnicity, School Years 2000-01 to 2012-13 (Actual) through 2013-14 to 2031-32 (Projected)
HIGHER ED NOT DEBT
Since 2015, Republicans’ views of the impact of colleges have turned much more negative

% who say colleges and universities have a ___ effect on the way things are going in the country

Among Rep/Lean Rep

Positive

Negative

Among Dem/Lean Dem

Note: Don’t know responses not shown.
Source: Survey conducted June 8-18, 2017.

PEW RESEARCH CENTER
State General Fund Compared to Categoricals

- Categoricals
- State General Fund

<table>
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<tr>
<th>Year Range</th>
<th>Categoricals</th>
<th>State General Fund</th>
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<tr>
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<td>2017-2018 (P1)</td>
<td>500,000,000</td>
<td>3,500,000,000</td>
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TRANSFER RATE BY ETHNICITY

- Asian
- White
- Filipino
- Pacific Islander
- African American
- Hispanic
- American Indian / Alaska Native
44% of community college students report their food stability status as “hungry”

28% report that they consistently have difficulty paying rent

28% report that they consistently have difficulty paying utilities
Business as Usual?

Shifts in funding structures

Accountability pressure

Equity as a major driver, not a footnote

College to “consumers”
California: Highest Outcomes in Six Years by Income

- **California CC Entrants (N=140K)**
  - 42% Not Enrolled
  - 17% Still Enrolled
  - 11% Transferred to Four-Year College
  - 5% Transferred with Community College Award
  - 16% Earned Bachelor's Degree
  - 7% Earned Associate Degree
  - 3% Earned Certificate

- **CA Lower-income CC Entrants (N=27K)**
  - 50% Not Enrolled
  - 18% Still Enrolled
  - 9% Transferred to Four-Year College
  - 5% Transferred with Community College Award
  - 9% Earned Bachelor's Degree
  - 7% Earned Associate Degree
  - 3% Earned Certificate

- **CA Higher-income CC Entrants (N=53K)**
  - 36% Not Enrolled
  - 16% Still Enrolled
  - 13% Transferred to Four-Year College
  - 6% Transferred with Community College Award
  - 21% Earned Bachelor's Degree
  - 7% Earned Associate Degree
  - 2% Earned Certificate
Percent of Remedial Students Who Complete an Associated Gateway Course

- English
  - Colorado: 64%
  - Georgia: 71%
  - Indiana: 55%
  - Tennessee: 64%
  - West Virginia: 68%

- Math
  - Colorado: N/A
  - Georgia: 63%
  - Indiana: 64%
  - Tennessee: 61%
  - West Virginia: 62%

(In two years for prerequisite models, in first year for corequisites)

COMPLETED TRANSFER LEVEL MATH & ENGLISH IN ONE YEAR BY ETHNICITY

[Graph showing completion rates for different ethnicities over years.]
Gateway Momentum in Math at Cuyamaca

Completion of transfer-level math before and after change by assessment level

- Fall 2013 Cohort (Transfer Math in 2 years)
- Fall 2016 Cohort (Transfer math completion 1 semester w/support)

Completion of transfer-level math before and after change by ethnicity

- Fall 2013 Cohort (Transfer Math in 2 years)
- Fall 2016 Cohort (Transfer math completion 1 semester w/support)
Four Pillars of Guided Pathways

- Create clear curricular pathways to employment and further education.
- Help students choose and enter their pathway.
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- Ensure that learning is happening with intentional outcomes.
Shifting Paradigms for SEM

Shared ownership for entire college

Strategic could be redefined as more “holistic”

Student experience as strategic

“Asset” analysis
## New Strategic Paradigms

<table>
<thead>
<tr>
<th>Shared Ownership</th>
<th>Holistic EM</th>
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<tbody>
<tr>
<td>Build a sense of responsibility college-wide</td>
<td>Expand the perspective of enrollment management to include a system a levers</td>
</tr>
<tr>
<td>Build connectivity between EM and working conditions</td>
<td>Examine trends over time that have underlying connections</td>
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<tr>
<td>Build economic health and effectiveness is a shared interest</td>
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New Strategic Paradigms

**Student Experience as EM**
- Understand the demotivators
- Connect GP and EM
- Access student voice to support EM and GP

**Asset Analysis**
- Retention value
- Reduction in repeat value
- Award value
- Equity value
- Support value
How Will We Get There?

• Shifting over time
• Embracing cultural reform
• Implementing guided pathways
• Using data to inform decisions
• Changing directions as conditions require
• Collaborating and learning together
• Moving toward coherent systemic strategies
Questions or Reflections
Team Work Session #2: Developing the SEM Project Plan
Outcomes & Activities

• Develop the SEM project plan.
  – Using a logic model, create a detailed project plan
  – Draft a action plan
  – Identify resources
Concurrent Sessions #2

- Targeted Marketing for SEM
- Developing and Managing a Schedule
- Data Tools and Metrics for SEM
CLOSING REMARKS & NEXT STEPS