SDCCE Strategic Enrollment Management Plan

The intent of the Strategic Enrollment Management Plan (SEMP) is to engage all constituents to drive quality improvements throughout the institution. The plan Goals and objectives were developed by the Access, Retention and Completion Committee and are in alignment with SDCCE's institutional goals. The committee recommended a task force structure to build out five focus areas of the plan. The background for this plan is as follows: We approach the development of our institutional enrollment management plan thinking about the loss of over 50% of our students, the systemic challenges we face as an institution, and the need to build back to the future. There is an urgent need to serve our communities which will require us to re-envision and redesign the way we do our work. Given our unique organizational structure, this will require significant cross-divisional collaboration in all that we do. This is not easy work. As we engage in these conversations it is important to recognize that this does not dismiss the work that has been done, but rather builds upon the hard work, dedication, and innovation of faculty, classified professionals, and administrators in service of our students. We acknowledge and honor the conditions in which much of this work took place. Our goal is to work together across the institution to develop an ideal plan to guide our work and our resources moving forward.

It is expected that a draft plan including action steps and the identification of short, mid, and long-term goals will be developed by each committee in March of 2022. The plans will be reviewed to identify a timeline and required resources. The ARC committee will review the plan regularly.

Goals	Objectives
1. Improve student onboarding.	• Increase standardization across Campus/Programs and develop clear processes. (IO 1.1; 1.2; 2.1; 3.1; 5.1) • Increase response time (to student inquiry, issues, enrollment process, etc.). (IO 1.1; 5.1) • Develop high touch hand-offs. (IO 1.2; 3.2) • Effectively use technology. (IO 1.2; 1.5; 3.2) • Produce consistent and professional visuals of program and services information. (IO 1.3) • Create a welcoming environment (first class student experience). (IO 2.5; 3.2)
2. Improve marketing and outreach.	• Clearly document and communicate academic and career pathways in a way that is easy for students to understand. (IO 1.3; 2.1; 3.2) • Revise website to for intuitive navigation and enhanced internal and external communication. (IO 1.3; 1.6; 2.1; 3.2; 4.1) • Identify communities to engage. (IO 1.6; 1.7; 3.2) • Increase opportunities for training and collaboration between program/subject matter experts, outreach, counseling, and instructional faculty. (IO 2.1; 2.2; 3.2) • Develop a strategic marketing and outreach plan with focus on certain programs and/or populations each semester. (IO 1.1; 1.3; 1.6; 2.1; 3.2) • Evaluate current communication tools including "outside" program websites and determine how to bring inside to meet the same needs. (IO 1.1; 1.3) • Develop employer communication tools. (IO 2.4; 5.2; 5.4)
3. Improve student-centered scheduling.	• Understand and address the short and long-term needs (skills and schedule) of our adult students. (IO 1.1; 2.3; 5.2)

	- Understand and address the needs of our local employers (Competencies, skills gaps) and communities (Parents, new immigrants, opportunity youth, Black students). (IO 2.3; 3.1; 3.2; 3.3) - Consider the scheduling needs of students in relation to other needs (work schedules, HSD program, incumbent worker, students who want to pursue multiple programs, transition between programs). (IO 1.1; 1.4; 3.3) - Create stackable shorter-term programs/classes. (IO 2.3; 1.4) - Obtain systems support from the District Office. (IO 4.2) - Be flexible using multiple modalities. (IO 1.4; 4.4; 4.5; 6.3) - Enhance collaboration and information exchange and process between career services and instructional services. (IO 1.1; 2.3; 2.4; 3.1; 4.1; 5.1) - Develop a structure for quick responses to employer demand with curriculum. (IO 1.4; 2.3) - Ensure student access to classes for program/pathway completion. (IO 2.5; 3.3) - Align with credit program scheduling for transitions. (IO 2.4) - Address accessibility needs of various student groups. (IO 1.4) - Communicate scheduling information. (IO 1.5; 2.1; 3.3; 4.1; 4.2)
4. Increase and improve transitions and the student journey.	- Clarify how students transition into, through and out of our institution (SDUSD, general population other partners). (IO 2.1; 2.3; 3.2; 5.1; 5.3; 5.4) - Identify infrastructure, communication needs to support students transition along their defined path (Retention). (IO 1.5; 2.1; 3.2; 5.1) - Identify infrastructure and communication needs for student transitions within CE. (IO 1.1; 2.1; 5.1; 5.3) - Identify how SDCCE can support student transition out of CE, including partner needs (Workforce, credit colleges). (IO 1.7; 2.4; 5.1; 5.3; 5.4)
5. Increase program development and innovation	- Identify structure for creating strategy and identifying programs. (IO 1.4; 3.3; 4.1; 4.3; 4.5; 5.1; 5.4; 6.1) - Include industry, community and faculty and student voices. (IO 1.4; 3.3; 4.3; 5.1; 5.4) - Look at trends in San Diego and gaps, especially in advanced manufacturing. (IO 3.3; 4.3; 5.4) - Increase Workforce Preparation as a model. (IO 2.3; 3.3; 4.3; 4.4; 5.1; 5.4) - Increase interdisciplinary work. (IO 2.3; 4.4; 4.5; 5.1; 5.4) - Increase innovation related to special population curriculum needs. (IO 3.1; 3.3; 4.5; 5.4) - Ensure inclusion of curriculum supporting student transitions/transfer. (IO 2.4; 4.3; 4.5) - Define advisory committees (including non-CTE). (IO 3.3; 4.5; 5.2; 5.4)