Title of SEM Project: **Integrating Data and Technology to Create a Student-Centered Enrollment Management Plan**

College/District: Cerritos College

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**Fast Facts**

- Fall 2019 Headcount: 23,708
- Fall 2019 FTES: 8,183.51
- Fall 2018 FTEF: 957.9
- Location: Norwalk, CA
- Structure: Single-college district

**BACKGROUND & PURPOSE**

The members of the team at Cerritos College shared a common goal to integrate data and technology to create a more seamless, holistic approach to enrollment management. Longstanding siloes existed in the organization, and by attempting to break these siloes down, the team believed they would have the opportunity to facilitate an integrated, data-informed approach to enrollment management for the first time. Once the team established their overarching goal of the project, the initial step to be able to plan effectively was to conduct an inventory and analysis of the current practices related to data and technology and how it has hindered or supported enrollment management. The detailed understanding of the current practices gained through the inventory would provide the opportunity to start the project from a place of facts instead of assumptions.

**PROCESS & PROCEDURES**

After the SEM Academy, the team established three goals:

1. Develop a Data Coach Program;
2. Conduct a Query Audit;
3. Create a Guidebook to support the integration of data & technology on campus.

After conducting a survey of the queries that exist on campus, the team found that over 2,500 queries existed. In response, the team decided to develop a top 25 list of queries that could inform enrollment management decisions. Simultaneously, the campus finalized its Student Equity Plan and Institutional Effectiveness & Research Planning was in the process of completing a data dashboard on the campus. As a result, the team decided to shift its focus from creating the top 25 list of queries to developing a dashboard that integrated the Student Equity/Vision for Success goals and enrollment management indicators. During the course of our efforts and conversations with our coaches, we realized that we had inadvertently moved away a focus on enrollment management. In response, the team decided it was critical to conduct a Course Schedule Analysis which also resulted in a scheduling survey.

At the conclusion of our project, we are happy to report that we have achieved the following goals:

1. Developed and began implementation of a data coach program;
2. Developed a data dashboard that has been vetted (and positively received) by many campus colleagues;
3. Conducted a course scheduling analysis and survey to better understand our scheduling processes;
4. Created a culture of collaboration between Academic Affairs, Student Affairs, and Technology.
OUTCOMES & EFFECTIVENESS

Data coaching, scheduling dashboards, and student data dashboards will help educators gather, examine, and utilize student data (e.g., enrollment data, persistence data, transfer data, disaggregated data and student perspectives data) to design and implement aspects of the Student Equity and Achievement Program, Guided Pathways, and other strategic initiatives. Using data for decision making promotes reflection and making improvements in line with the student-centered equity driven principles of the California Community College mission. Finally, centering decision making around data assists the district in identifying and correcting core barriers for students.

Unit Planning Dashboard
The dashboard provides data that helps highlight success rates of times and modalities in order to schedule courses in a student-centered fashion. When considering the success rates of these times and modalities, the enrollment management process can be better informed and improve student success. The scheduling dashboard will also help create a consistent, campus-wide budget and resource allocation process by incorporating the dashboard into the annual unit planning process. Another benefit of the dashboard will be the ability to provide a common, campus-wide data set to ensure all areas on campus are measuring the same things.

Data Coaching
In order to facilitate the process of understanding and incorporating the data gained from the dashboard, the team worked together to create a faculty liaison role based on currently existing models. The procedures for creating the Data Coach position included crafting a job description that captured the goal of using data to inform unit decision-making. The procedure also included announcing the position to all full-time faculty following the reassigned time procedures established through Faculty Senate and selecting 5 data coaches in order to implement a pilot program.

General Ed Course Analysis
The SEM team sought to create a graph that allowed them to analyze the scheduling of general education courses. The graph grouped the general education courses by the specific area and within each area, it listed the number of sections by day and time, grouping Monday/Wednesday courses in one row, Tuesday/Thursday courses on another row, and Friday and Saturday courses on respective rows. In this way, the SEM team was able to determine which of the large list of
GE courses were actually being offered, how many sections were being offered, and if these sections were being offered at a variety of times and modalities that would make them available to the greatest number of students.

In its initial analysis of the schedule, the SEM team found that some areas offered very few of the courses listed in the catalog, they offered many of them online or at odd hours, and they offered few at the traditional peak hours, 10 am to 2 pm. However, there were other areas, particularly the Social and Behavioral Sciences Area, which offered a large variety of courses, offered them at a variety of times, and though there were not a large number of online offerings, there were some. The SEM team hopes to utilize this information to coordinate the scheduling of GE courses across the campus in order to improve sequencing of courses in the STEM area and the variety of courses offered and the modalities in which they are offered.

Scheduling Survey
The Scheduling Practices Survey was conceptualized during SEM to better engage with the enrollment management practices of the college with the goal to create guidance on best practices for student-centered course scheduling. The Office of Institutional Effectiveness, Research and Planning (IERP) disseminated an online survey to those responsible for course scheduling: instructional deans, department chairs, and division secretaries in spring 2020. Results revealed that the course scheduling process is a combination of reviewing past enrollment trends, offering core courses regularly, student demand, faculty preference and availability, and utilizing data such as fill rates to inform their practices.

BENEFITS
The intended benefit of this project was to create consistent access to accurate data to ensure the enrollment management process is led with data-informed decisions. The outcome of this work, although ongoing, is the benefit of accessible data and a new process to deliver data in a consistent way with support of the data coaches. There will also be benefits of data-informed decision making, such as:

- A focus on decisions based on student success metrics, including success, completion, and equity indicators;
- The ability to create data literacy across campus;
- Allowing better tracking of students
  - Identifies strong programs and initiatives as well as opportunities for change to better improve student success;
- A decreased presence of siloes through increased collaboration.

LESSONS LEARNED
As the team initially thought, data has not been prevalent in many of the processes and decision making around the enrollment management process. But on a larger scale, a major takeaway from this project was not that the data isn’t present, but that the barrier was data accessibility. By
creating the dashboard in a combination with the Data Coach positions to provide trained support in utilizing the data, we feel the two-fold approach addresses both data accessibility and understanding the data in a way that improves decision making.

There were challenges in this process because the team experienced a high turnover rate and inconsistent participation with its membership. This made it difficult to gain momentum and find footing in some areas. But with these challenges came opportunity for other individuals on campus to contribute to the project and show their passion in data management. Some of our key participants were not actually on the named SEM team. As a result, lessons learned consisted of allowing for flexibility on the SEM team as campus needs become visible and to identify individuals who are passionate about the project goals and being part of the team.

When sharing the project campus-wide, shared governance committee groups shared enthusiasm around the accuracy of the data presented to them. Constituents were excited to be part of the data decision making process and voiced their excitement to put the data to use as soon as possible, even if the data highlighted areas of improvement.

NEXT STEPS
The Course Scheduling Analysis will inform the development of a student survey to better understand student needs and is planned to be executed within the next six months. The data-informed unit planning process and scheduling process will also be piloted in Fall 2020 in order to have an impact on Spring 2021 scheduling. The process for the Data Coach Pilot Program is planned to be implemented as follows:
• Data coaches will train in remote summer program with IERP that includes FERPA training.
• Data coaches will serve the campus community in a remote capacity during Fall 2020.
• They will focus on providing areas, departments, and divisions with data to inform unit planning, program review, resource allocation, and scheduling.
• Review the Data Coach Pilot Program in Spring 2021, which will consist of memorializing best practices, making necessary adjustments, and begin to plan the process of bringing the Data Coach program to an official, permanent scale.

Ultimately, the long-term goal is for the campus to develop a transparent data-informed planning and scheduling process, and the responsibility of these efforts will be charged to the Enrollment Management Committee moving forward.