Title of SEM Project: Institutional Redesign Grounded on Student Equity through a Guided Pathways Framework
College: Fresno City College
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Fast Facts
Fall 2019 Headcount: 24,655
Fall 2019 FTES: 8,874.47
Fall 2018 FTEF: 981.2
Location: Fresno, CA
Structure: Multi-college district

Background and Purpose
Understanding the importance of the California Community College Chancellor’s Office (CCCCO) Vision for Success, the Fresno City College recognized the opportunity for transformational change through the implementation of the Guided Pathways Framework, Assembly Bill AB 705, (completion of math and English courses in the first year) and the Student-Centered Funding Formula. With equity mindedness as the foundation, and following the CCCCO lead, Fresno City College (FCC) has the opportunity to examine our overall enrollment management practices and create a strategic enrollment management plan that will help the college achieve its mission to help students complete their educational plans.

The SEM writing team used analysis of both aggregate and disaggregate data to inform planning decisions for this SEM plan. The research focused on providing data to identify targeted enrollment groups. The team selected the use of cluster analysis methodology to identify targeted enrollment groups then focus on the selection of scalable, evidence-based strategies and practices that support student success for these particular groups. In addition, analysis of Reg-to-Go and dual enrollment data was used to inform the SEM goals and activities.

Process and Procedures
Recognizing the need to provide space to focus on the development of an effective enrollment management plan, the President provided leadership in applying for the college to participate in the Institutional Effectiveness Planning Institute (IEPI) Strategic Enrollment Management Program. An intentional selection of a leadership writing team was used to ensure the availability of resources needed to implement the SEM Plan. Additionally, an integrated planning approach was used to ensure the effective use of resources and avoid duplication of effort. The SEM writing team develop the FCC Strategic Enrollment Management (SEM) Plan using a Guided Pathways Framework and in alignment with the following college plans: 2016-2026 Educational Master Plan, 2017-2021 Strategic Plan, 2019-2022 Student Equity Plan, 2018-2022 Guided Pathways Plan, and the 2019-2022 FCC Vision for Success Goals Alignment.

Outcomes and Effectiveness
The Strategic Enrollment Management (SEM) team at Fresno City College will continue to work on this living Plan. The SEM Plan will become a part of the Enrollment Management Committee/ Workgroup that will oversee the activities and goals of the plan. The Enrollment Management committee will evaluate the SEM plan and will provide feedback to the campus constituency groups on the outcomes of the goals. Moreover, the Enrollment Management Committee will also make recommendations for changes and updates to the plan as we begin planning to update the plan every 3 years. Every three
years the committee will evaluate the goals of the plan and will decide on changes that need to happen in order for the campus to achieve the overall student equity and vision for success goals.

**Benefits**
The data indicate a need for the implementation of intentional interventions when students are starting on their educational journey as identified by the low number of terms (two semester or less) attended. Lower rates for successful course completion, persistence, and cumulative GPA for both full-time and part-time students at the early stages of the college experience suggest additional support is needed. In examining the outcomes for students that are near the end of their educational journey there are two factors that are common for both full-time and part-time students: higher rates of completing both math and English and enrollment in summer sessions. These two factors provide direction for identifying strategies to assist students as they attempt to Start Strong.

Aligning with Students Equity plan data disaggregation, cluster analyses were also conducted for race/ethnicity. The results reveal similarities with the overall cluster analysis such as grouping by full-time and part-time, number of terms, receiving financial aid, completion of transfer level English, and educational goals. Additionally, the results indicate it may be important to look at the characteristics of Black or African American students, specifically. The Student Equity Plan indicates Black or African American students are the only students experiencing equity gaps in successful enrollment for both genders. In the groupings for Black or African American students, there are some differences that may be important to note. First, all of the groupings had lower transfer level Math completion for African American students. Second, one group included 96% of Black or African American students participated in the Disabled Student Program and Services (DSPS). In this DSPS group, the majority of Black or African American students were also first-generation students. Finally, the majority of the students in the DSPS group are low income students with a South-West Fresno zip code.

**Lessons Learned**
With the disruption due to COVID-19 there is an even greater urgency to implement a strategic enrollment management plan. There is clear evidence that moving to a fully online environment has impacted our students of color. Utilizing the cluster analysis data to build intentional supports to help students start strong will be of paramount importance in the online learning environment. Creating a “live” plan and having a workgroup that can quickly adjust intentional supports is ideal for addressing the immediate and emerging needs of students of color.

**Next Steps**
The need to shift focus and fully address the emerging needs of students due to COVID-19 delayed the constituency approval of the FCC SEM Plan. The workgroup will finalize the communication plan and move forward with the constituency approval process in early fall 2020.