Title of SEM Project: Evaluating an inventory of SEM practices to incorporate in a Revised SEM Plan aligned with Guided Pathways
College: Reedley College
Submitted by: Mr. Dale van Dam, Vice President of Instruction
Website: https://www.reedleycollege.edu/about/index.html

FAST FACTS
Fall 2019 Headcount: 11,091
Fall 2019 FTES: 3,867.67
Fall 2018 FTEF: 516.5
Location: Reedley, CA
Structure: Multi-college district

BACKGROUND & PURPOSE
Reedley College is a 93-year-old institution with a long history of quality service to its community in transfer and CTE programs and community service. For the last several years, the college has been without a Strategic Enrollment Management Plan (SEMP) and efforts to create one were struggling to get traction. Reedley is also one of the California 20 Colleges selected to pilot Guided Pathways implementation in 2017. The members of the College’s Enrollment Management Subcommittee saw participation in the IEPI SEM Program as an opportunity to learn from our mentors, learn about best practices, and provide a timeline for creation of our own SEMP tailored to Reedley’s unique needs and community. We knew from the outset that our SEMP must complement and not distract from our efforts to implement Guided Pathways.

In designing our SEMP, we’ve been mindful of not introducing a whole new universe of aspirational metrics and goals. We already have goals (including important equity goals) associated with the State Chancellor’s Vision for Success (VFS), the Student Equity Action (SEA) Plan, and the Student-Centered Funding Formula (SCFF). As a result, we’ve mapped all of our SEMP tactics (or action steps) to the relevant portions of the VFS, SEA and/or SCFF. With the goals set out by these initiatives, we’ve defined certain milestones that indicate progress toward our goals and can serve as reports on our progress. Students at Reedley are representative of our service area which is predominantly economically disadvantaged and Latinx. Most of our students are the first in their families to participate in higher education. Continuing to provide access and emphasizing retention in alignment with Guided Pathway strategies is expected to greatly enhance success for our students.

PROCESS & PROCEDURES
The members of the Strategic Enrollment Subcommittee helped to define the need and the approach for a new SEMP at Reedley. The team that attended the May 2019 initial Academy meeting was overlapped significantly but was slightly different from the existing Subcommittee. Upon return to the campus, academy participants and subcommittee members worked together to accomplish the goal of producing and vetting the SEMP. Academy attendance was funded by the President’s Office and we used our
monthly subcommittee meeting time to meet with mentors and discuss and do collaborative work on next steps to create our SEMP.

We anticipate vetting the Draft SEMP as soon as committee meetings commence in the fall 2020 semester (whether we are face-to-face or virtual). After vetting, the plan will be approved and it will be up to the Enrollment Management Subcommittee (or a re-imagined committee as that is one of our recommendations) to monitor and help implement the plan across campus.

OUTCOMES & EFFECTIVENESS
A measurable outcome has been defined for each goal and objective in our SEMP. The Enrollment Management Subcommittee members will be assigned to monitor a subset of the outcomes. Our expectation is that we will be able to increase student head count, increase student retention and increase completion in accordance with our goals, but even if we fall short, the tactics to be employed and discussion of and reflection on our efforts will be valuable. Data collection will lead to modified tactics which may be more successful. We see the process as an exercise in continuous quality improvement.

BENEFITS
All members of the Enrollment Management Subcommittee have benefitted by acquiring a deeper understanding of their individual roles in enrollment management, whether they are in the classroom, an administrator, a financial aid professional or the director of outreach. We believe our plan is a workable, realistic approach to strategic enrollment management and we’re looking forward to helping to implement the plan over the next 12 to 18 months. We’ve also learned more about the nuts and bolts of efficiency, the SCFF and student support. One positive outcome has been the willingness of faculty members on the Enrollment Management Subcommittee to create a speaking tour of campus committees to educate members on FTEf, FTEs, apportionment, efficiency and other enrollment management principals. The more folks on campus that are aware of these parameters and the way the college funds operations, the better we’ll be able to sustain our services to students.

LESSONS LEARNED
We tended to get stalled or lose momentum in the process at a couple of junctures. After our return from the Academy (over the long summer) when we mostly suspended our meetings; it was difficult to re-create the momentum and to pick up our logic model where we had left it at the end of the Academy. We found that going back to our stated purpose of creating a SEMP helped get us back on track. Ironically, we ended up echoing many of the ideas/concepts that were included in our logic model from the Academy. Also, when looking at the broad list of potential enrollment management tactics with which we began, it was difficult to compress the tactics to a manageable number upon which to focus in the near term.

NEXT STEPS
The plan will be fully vetted to campus committees in August and September 2020. Once approved, the members of the Enrollment Management Subcommittee will decide how best to monitor and/or participate in the implementation of the tactics we’ve defined as contributing to the attainment of our
over-arching goals (#1 Increased New Student Headcount, #2 Increased Retention of Students from Semester to Semester, and #3 Increased Student Completion). These tactics have elements that will touch on every aspect of college operations and be impacted by every member of the college community. In some cases, other committees or workgroups (particularly Guided Pathways workgroups) are already addressing the recommended tactics/action items; in other cases, members of the Enrollment Management Subcommittee may need to take an active role in promoting the implementation of a tactic. We also will recommend that the place of the Enrollment Management Subcommittee in the hierarchy of committees at Reedley be re-assessed. Finally, we will assess how the Subcommittee might contribute to resolving day-to-day enrollment challenges as they arise.