

SEM 2.0 – Charter (Draft)

Project Team: Strategic Enrollment Management 2.0

Project Type: Planning

Project Duration: SP23-FA24

Sponsoring Council: Student Success Council

PROJECT BACKGROUND AND NEED (Why is the project necessary?)

This team would build upon the work of the first Strategic Enrollment Management (SEM) team with an increased focus upon infusing equity into developing enrollment goals, tools, and metrics to provide the infrastructure towards a more equitable, deliberate, and targeted scheduling process at American River college. The first SEM team identified broad themes, goals, and structures in ARC's scheduling processes where there were opportunities for building in efficiencies to better build student-focused academic schedules (for specifics, please see the *Schedule Development Guidelines* final report submitted by the SEM in February, 2020).

PROJECT PURPOSE AND SCOPE (What is the project expected to encompass? What are the boundaries?)

The purpose of this project is to improve upon and continue implementing the recommendations from the initial SEM 1.0 with a paramount equity focus. These goals include:

1. Investigate and evaluate what it means to be equity-minded when doing strategic enrollment management.
2. Establishing a more robust and equitable structure and system for FTEF allocations to divisions for Fall, Spring, and Summer terms based upon the college level allocations provided by district and our College's disproportionate impact.
3. Establishing Weekly Student Contact Hours (WSCH) benchmarks for divisions and departments.
4. Developing both reporting systems and "sandboxing" systems to track FTEF, plan for WSCH generation, and monitor equity impacts of scheduling.
5. Developing work group structures to institutionalize Strategic Enrollment Management as an ongoing ARC scope of work.

PROJECT OBJECTIVES (What is the project expected to achieve?)

Successful completion of this project is intended to achieve the following objectives:

1. Build a scheduling model and schedule decision-making process that considers and meets the needs of our disproportionately impacted student groups, including Black and African American, Native American, LGBTQIA+, Asian American and Pacific Islander, and Latinx/e students.
2. Standing SEM work-group structure is developed which includes resource (FTEF) allocation timelines and methodologies, scheduling priorities that include equity, and enrollment/WSCH generation retrospectives.
3. Ability of college to plan for the WSCH targets provided by district, reallocate resources to meet the targets, and measure the results.
4. Ensure academic scheduling is designed to explicitly connect scheduling back to American River College's Mission, Vision, and Values, as well as our Commitment to Social Justice and Equity. Scheduling for equitable student success means creating paths to transfer or employment while maintaining maximum effectiveness and efficiency in the use of faculty, finances, and facilities. A program map or a pathway is a promise that we are making to students that they will be able to

complete a program in a set amount of time. American River College's goal is to provide a schedule that allows students to meet successfully their educational goals.

5. Develop mechanisms and techniques for the collection and use of ongoing student feedback and input into the scheduling process.
6. Develop mechanisms and techniques for the collection of qualitative and quantitative student drop data to inform scheduling decision making and pinpoint potential disproportionate impact within previous schedule decisions.
7. Identify and work with district to ameliorate systemic barriers within our schedule (e.g. how students enroll for corequisites or the way in which our schedule information is displayed when students register).

PROJECT DELIVERABLES (What items will be produced during the project?)

Deliverables to be completed and/or submitted for approval:

SEM Next Steps/Aspirational Goals (from Feb. 2020 final report of SEM 1.0)

1. Develop and submit to Student Success Council a Refined Block Scheduling proposal that will include exemptions, thresholds, goals, structures designed for equity, and other specific procedures.
2. Develop metrics and analytics to support measuring and planning for expanded use of short-term sections.
3. Develop metrics and analytics to measure demand for different instructional modalities (fully online, partially online, face-to-face, et cetera.).
4. Refine predictive modeling for capstone classes to help identify ideal rotational patterns for traditionally low-enrolled sections.
5. Refine rubrics for different types of sections to identify when sections need to be cancelled and when additional sections may need to be added into the schedule.
6. Foster conversations about appropriate section cap sizes to ensure safety, effective pedagogy, equity, and effective use of college resources.
7. Work towards building a schedule that we can consider a promise to American River College's students and faculty where we do not cut sections right before the start of the semester.
8. Work with ARC research and District Fiscal to build reports and tools to better predict and monitor the FTES and WSCH production of sections from the planning stage, through registration, and to the various census dates for different Attendance types.
9. Refine techniques of creating realistic and data based WSCH benchmarks to assist in meeting the division/college level WSCH benchmarks.
10. Tools to provide "sandboxes" in schedule development to help predict how changes to a draft schedule may affect a department or division meeting or exceeding their WSCH benchmarks.
11. Tools to measure WSCH (and project trends) during enrollment.
12. Procedures for post-semester evaluation of how accurate WSCH benchmarks were for departments and divisions and the equity impacts of those benchmarks.
13. Develop a Strategic Enrollment Council which fits within ARC's governance structure and is composed of faculty, classified, and management members from instruction, student services, and the Office of Equity, Institutional Effectiveness, and Innovation. This group will coordinate across the operations of the college to coordinate knowledge across the college, reduce barriers caused by situational blinders, identify ways to close equity gaps, and look at the holistic impact of how we schedule as a college especially in terms of its impact on reducing institutional barriers for DI students.

SUCCESS INDICATORS (How will success be measured or determined?)

The project will be considered successful when:

- 1) ARC has a clear and equitable FTEF allocation model.
- 2) ARC has the ability to plan schedules using WSCH benchmarks.
- 3) ARC is able to minimize schedule changes after the schedule goes live (schedule is right-sized to student needs.)
- 4) ARC is efficient enough in our FTEF usage and WSCH production that we are able to strongly advocate for the resources we need from district.
- 5) ARC has a coordinated de-siloed infrastructure to plan for schedule implementation and reduce barriers to students success

All of these indicators can be thoroughly accomplished through completion of the stated project objectives.

PROJECT ASSUMPTIONS (What conditions are believed to exist?)

The project team was authorized based on the following assumptions:

- ARC's mission, strategic goals, and commitment to social justice and equity are central to this work.
- Since all systems are designed to get the results that they do, the SEM system will need to be designed for equity for it to address our College's equity gaps.
- Strategic enrollment management requires collaboration across traditional silos and throughout the entire student life cycle. It involves more than academic scheduling and section management.
- It will be necessary to view this project through a multi-faceted lens that considers face-to-face and online components; main campus, virtual, and center locations; various avenues to college access including the working learner and apprenticeship; as well as emerging opportunities. The college must strive for agility in order to quickly adapt to a rapidly changing environment.
- Academic scheduling will reflect a manifestation of the guided pathways work that is based on programs rather than individual courses. Planning should address consistent processes for how academic schedules are built, block scheduling, and cross-discipline coordination.
- The transition to areas of interest/program pathways will require a reallocation of FTE to ensure students are able to get the classes they need to complete pathways in a timely manner.
- Flexible learning options, multiple entry points, and other methods that challenge the status quo should be explored in pursuit of a "Students First" approach that meets students where they are and eliminates institutional barriers to goal completion.
- Outreach, recruitment, engagement, and student retention efforts should also be addressed in a manner that is aligned with the ARC Redesign.

- The project should contend with the issue of scheduling and managing enrollments with incomplete information at critical moments, while also responding to Los Rios productivity goals and enrollment guidance.
- Aligned with ARC's Redesign, the plan may recommend moving away from past practice and reallocating resources in a manner that can holistically foster student success through effective enrollment management.
- The timeline for the plan has been aligned to accreditation cycles and is specified in the draft integrated planning guide as 2019-2025. Future plans would follow a seven-year cycle.
- The content, style, and format of the plan should be concise and accessible to the average person (not written for an academic audience).

PROJECT RISKS, CONSTRAINTS, OR DEPENDENCIES (What factors might impact the project? How might the project intersect with the internal or external environment including other projects?)

The project team should be aware of the following known risks, constraints, and/or dependencies:

The construction of an academic schedule has both Academic and Professional implications (Academic Senate) and Workplace issues (LRCFT). This project will need to respectfully operate within these spheres of influence and consult as appropriate to ensure that it is not over-stepping.

OTHER CONSIDERATIONS (What are the anticipated implications related to equity and inclusion; research and data; district policies and regulations; district and/or college-wide practices; college-wide cross-functional relationships; and resource needs such as staffing, workload, technology, and space/facilities?)

- The funding formula for California Community Colleges is changing, so there may be fluctuations in future revenue trends that cannot be predicted by historical data. There are also strategic considerations on how the goals of the Vision for Success and related funding implications might influence enrollment management activities and supporting institutional practices (e.g., methods to promote AB 540 awareness).
- The Project Team will need equity training specifically focused on designing scheduling management systems for equity.
- The team is encouraged to consider potential benefits of working with Los Rios sister colleges in a more coordinated way to leverage the strengths and resources of each college to serve the needs of students
- It is likely that there will be a need for new or redeployed resources to bring the plan to life
- Various implications related to equity and inclusion in response to alignment of the Strategic Enrollment Management Plan to the Institutional Equity Plan. For example, in pursuit of reducing disproportionate impacts there may need to be a shifting of resources (FTEF, rooms, etc.) in order to close equity gaps; in pursuit of increasing retention and persistence, we may need provide for criteria which allows some lower enrolled sections to not be cancelled.

PROJECT TIMELINE/KEY MILESTONES

Month(s)	PROJECT PHASE	FOCUS/MAJOR TASKS
April – May 2023	Initiation	Project initiation and charter development
May – August '23	Preparation	Project planning; team scheduling; initial research and discovery; preparation for kickoff
September – December '23	Team-Based Work	Develop WSCH Benchmark Structure Develop FTEF Allocation Structure Identify Report/tool needs
December '23 – January '24	Preparation	Additional research and project planning
February – May '24	Team-Based Work	Develop standing SEM workgroup charter/structure Develop SEM calendar including allocation timelines and post-mortem dates
June '24 – August '24	Finalize Reports	
September – October '24	Formal Review	Review and adoption of deliverables through governance processes
	Closure	Celebrate the project team's work and archive artifacts of the project

Planned Governance Flow of Deliverables

PROJECT STAKEHOLDERS (Who has a vested interest in the project? Who will it impact?)

- ☒ Sponsoring Council ☒ Project Team (including leads and members) ☒ Project Steward
☒ Academic Senate ☐ Associated Student Body ☐ Classified Senate ☐ PES
☐ Management beyond PES
☒ Instruction ☐ Student Services ☐ Administrative Services
☐ Specific departments or other entities:

COMMUNICATION PLAN (How will information be shared with the stakeholders?)

Based on the previously stated stakeholder list, the general plan for sharing project information is as follows:

Communicated By	Audience	Frequency	Purpose
Project Steward	Sponsoring Council	Monthly	Regular update of project status
Project Steward	Academic Senate	Monthly	Regular update of project status
Project Steward	Instruction	Quarterly	Regular update of project status

Conflict Resolution

Any matter of significance which cannot be resolved by the project leads may be referred to the appropriate administrator (typically the chair of the sponsoring council) or to the President's Executive Staff (PES). Any significant change in charter scope will require approval of a revised charter by the Executive Leadership Team (ELT).

APPENDIX A: PROJECT MEMBERSHIP

PROJECT TEAM		
	Name of Participant	Role at the College
Project Lead	Adam Windham	Interim AVP
Project Co-Lead	David Austin	Faculty Member
Members	Chris Olson	[Classified professional with research perspective]
	Tanya Nikolayev	[Classified professional with scheduling expertise]
	Kirsten Corbin	Dean, Business and Computer Science
	Devoun Stewart	Dean, Natomas Center
	Gary Aguilar	Dean, Technical Education
	Nisha Beckhorn	Dean, Counseling and Transfer Services
	TBD	UNITE Center Representative
	[Faculty (TBD)]	[Faculty with an Ethnic Studies perspective]
	[Faculty TBD]	[Faculty with expertise working with DI students]
	[Counselor – Faculty TBD]	[Faculty with the counseling perspective]
	[Faculty TBD]	Mathematics perspective
	Leah Arambel	English perspective
	[Faculty TBD]	Science faculty perspective
	Craig Martinez	Art faculty perspective
	Caterina Falli	Humanities faculty perspective
	[Faculty TBD]	BSS faculty perspective
	[Faculty TBD]	PE/KINES faculty perspective
	Student Rep	Appointed by ASB
	Student Rep	Appointed by ASB
Note Taker	Kevin Porter	

OTHER ROLES

Project Steward*

Adam Windham

External Consultant(s)

Executive Sponsor

*(high-impact projects
only)*

*May be one of the project leads or a separate individual

APPENDIX B: STUDENT PARTICIPATION

The student voice contributes a diverse perspective to ARC project teams and is highly valued. As project teams have widely varied meeting schedules which can require a substantial time commitment, a flexible set of options have been defined to ensure that project dialogue and deliverables are influenced by the student perspective.

Please check one or more boxes below that indicate the methods the project lead/co-lead intend to use to facilitate student participation during this project.

Method	Description	Compensated?
☒ ASB Appointment	Associated Student Body (ASB) appoints two students to serve on the project team and attend all meetings. This option is considered the standard method of representation.	Yes
☐ Student Resource Panel	In consultation with ASB, create a student resource panel that is called upon by the project lead/co-lead to provide student input at key points during the project. The resource panel may be an existing group of students (e.g., Sages) or a temporarily formed group assigned to the project.	Yes
☐ ASB Direct Involvement	Lead/co-leads work directly with ASB to be placed on an ASB agenda, present the project concept, and solicit input from students during a regularly scheduled ASB meeting.	No
☒ Student Survey or Focus Group	Project conducts a student survey or focus group through the Institutional Research Office and uses the results to inform the work of the project team.	No, but incentives may be provided on a case-by-case basis.
☐ Student Forum or Gallery Walk	Project holds a student forum or gallery walk during which large groups of students can provide input in response to narrative or visual prompts. ASB would be asked to assist in	No

		publicizing the date/time of the event to the student constituency.	
☐	Other (please specify intended methods)		

Please see the “Governance: Student Compensation” document for further details on the compensation structure.