

LATTC Enrollment Management Plan (EMaP)

Compiled by the Enrollment Management Committee
Enrollment Period 2010-2011

College Vision, Mission and Values

Our College VISION:

Los Angeles Trade-Technical College will be a global leader known for effectively incorporating leading-edge theories, proven educational practices, hands-on experiences and technology into its career technical and professional programs. LATTC graduates will be in high demand. Many will become community and business leaders and innovators.

Our College MISSION is to:

The Mission of Los Angeles Trade-Technical College is to provide our students and community with high-quality technical and professional educational options that flexibly meet their life-long career development and academic goals; foster a climate of life-long learning; prepare our students to participate effectively in our democratic society; and generate economic development with our educational, governmental, community, and business partners.

Our VALUES are:

Learning

We are committed to help all students define and attain their learning objectives whether career technical, professional, transfer, or basic skills. We are dedicated to student success and judge our success by their learning outcomes. Our faculty, administration and staff commit to and attain annual learning objectives.

Excellence

We set and meet the highest standards. We anticipate change. We regularly evaluate our programs, systems, facilities, equipment and teaching methods to incorporate improvements. We recruit the best faculty and staff and commit appropriate resources and time to their continuous development.

Respect

We value diversity in perspective, thought, and culture. We believe it contributes to creative approaches and solutions to problems or opportunities. Regardless of the extent of our differences, we are inclusive, civil, and collegial with each other, our students, our community, and all others.

Integrity

We say what we mean and we do what we say. We hold ourselves accountable to each other and our community. We meet or exceed professional standards and legal requirements. We honor the public's trust by providing high quality services, while using our resources prudently and efficiently.

Teamwork

We believe that teams working collaboratively produce superior results. We foster collaborative relationships and teams, encompassing both campus-wide and external membership, to optimize the quality, acceptance, and implementation of their recommendations.

Decision-making

In the spirit of shared governance, we strive to keep the whole campus informed on emerging issues and involved in key decisions. We make sound data-based decisions that address multiple perspectives and account for short- and long-term implications.

Enrollment Management Mission Statement

The Enrollment Management Plan (EMaP) will meet the college and district mission statements and align with the college's strategic planning documents. The primary goal is to optimize student success through an enrollment policy that meets the needs of the community, maintains educational quality, and attains the college's FTES goals in a cost effective manner.

Enrollment Management Committee

Paulette Bailey, Co-Chair

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EXECUTIVE SUMMARY

Founded in 1925 as the Frank Wiggins Trade School, Los Angeles Trade Technical College (LATTC) is the oldest of the nine public two-year colleges in the Los Angeles Community College District (LACCD) and a leading provider of career-technical education statewide. LATTC grants associate and certificate degrees in various disciplines that are fully approved under the regulations of the California State Department of Education, United States Office of Education, Veterans Administration and the U.S. Citizenship, and Immigration Services. Moreover, LATTC is accredited by the Western Association of Schools and Colleges, American Culinary Federation and Educational Institute, and the National League of Nursing.

LATTC's service area encompasses the entire 882 square-mile area the entire LACCD. Its 25-acre campus is home to 748 administrators, faculty, and staff, and an approximate 16,000 students enrolled annually.

In November 2009, the College Council created the Enrollment Management Committee (EMC) to draft LATTC's maiden enrollment management plan and to make recommendations to the Planning and Budget Committee (PBC) related to enrollment. The original suggestion by PBC that the Enrollment Management Plan (EMaP) be evaluated and renewed yearly has been developed. It now includes a plan of action to address the downturn in California's economy whereby career-technical training demand has grown even as demand for transfer education diminished.

After several multi-year drafts were produced from the EMC's diligent efforts from fall 2005 to early spring 2010, the committee concluded that the contents of the draft plans were already covered across other college planning documents including the Strategic Educational Plan, Strategic Management Plan, and the Student Equity Plan. To prevent the duplication of efforts, the EMC reconfigured the EMaP to instead serve as a tool to guide the college's achievement of its annual FTES goals which is its original intent in plan, purpose, and length from the PBC.

The EMC has completely reconfigured the LATTC's strategic focus through a five-point action plan:

EMaP Action Plan

- I. To enhance learning and student success;
- II. To achieve optimal enrollments;
- III. To achieve market prominence and position LATTC as the institution of first choice among its students;
- IV. To support the academic mission of the College;
- V. To provide the quality of services and improve processes.

- I. The enhancement of learning and student success serves as the focal point of the EMaP to ensure that all students benefit from LATTC's career-technical, academic, and transfer brand of education. The EMC recognizes that the thrust for enhanced learning and student success begins in the first year. It also recognizes that such efforts must be sustained throughout the student's stay in the college to produce a lasting impact and achieve retention. The EMC has outlined the following goals to the effect:**
- A. Design and implement a model First-Year Experience (FYE) program, emphasizing entry-level college courses and assessments to help students clarify their career goals, aspirations, and aptitudes along with career specifications and essential skills necessary to succeed in CTE programs.
 - B. Provide a basic skills training program for students not prepared for college-level study or career technical education.
 - 1. All new, incoming students complete an assessment and educational plan within one year of enrollment beginning in Spring 2011.
 - C. Offer courses that lead to certificate, degree, and industry recognized programs.
 - 1. Increase evening and weekend offerings so that the number of students participating in these programs grows by 5% per year for three years.
 - 2. Develop and implement a plan with the basic services a day student receives.
 - 3. Expand the number of distance education course offerings by 5% per year.
 - 4. Establish policies and procedures for students to obtain credit for work, military, and/or prior educational experiences.
 - D. Expand Alternative Delivery Courses and Support
 - 1. Increase the number and types of programs offered in the evenings and on weekends through:
 - a. distance education
 - b. accelerated scheduling
 - c. credit for work
 - d. military and/or prior educational experiences
 - e. contextualized project based learning
 - E. Expand learning assistance and academic opportunities which enhance student success.
 - F. Expand IT-based student services to provide students with daily business applications, decision-making tools, information, and connectivity 24/7/365. Increasing accessibility through IT-based student services.
 - G. Provide foundational activities that encourage all students to develop behaviors as active participating alumni.

II. The EMaP will also focus on the achievement of optimal enrollment through more efficient and cost-effective approaches.

- A. Meet or exceed all enrollment projections for new and continuing students by:
1. Minimize low-enrolled classes through:
 - a. Effective schedule preparation
 - b. Enforcing Class Cancellation Policy & that includes:
 - i. Courses with enrollment less than 15
 - ii. Advanced classes with enrollment less than 7 (limited to one offering per academic year)
Enrollment in class in prior like-terms was less than 20.
 - c. Measure of successful class scheduling: fewer numbers of class cancellations and class additions; a trend to increase average class size; increased persistence and completion
 2. Special considerations in class cancellation
 - a. Combined classes
 - b. Contract Education classes
 - c. Classes with low enrollment required for graduation
 - d. Off-site courses
 3. Capture and report all positive attendance hours
 4. Convert instructional programs and free workshops to FTES-generating, noncredit classes (i.e. tutoring)
 5. Review services in Student Services that can be converted to FTES-generating classes (i.e. positive attendance)
 6. Develop and implement an integrated and systematic K-16 system with local educational institutions
 - a. Bridges to Success Center to focus on three major areas:
 - i. Concurrent Enrollment – College/Career Preparatory Programs
 - ii. Four-Year Articulated Partnerships
 - iii. Work Experience Through Business and Community Partnerships
- B. The EMaP will also focus on the improvement of existing and on the development and implementation of new programs necessary to ensure the college meets its: (1) mission to “generate economic development with our educational, governmental, community, and business partners” and (2) strategic plan goals and objectives related to new program development.
1. Establish and implement enrollment management policies, procedures, and FTES allocations to enable the piloting and offering of new programs and courses.
 2. Procedures for the retention, reduction, and addition of course sections and the goals for achievement of FTES targets.
 - a. *Retaining and Reducing Courses*: Departments should examine course

offerings and to achieve the following benchmarks/goals on a course-by-course basis and for the department as a whole using the following parameters as a guide:

- i. Meet or exceed historical **department** average class size of 34
 - ii. Meet or exceed Department FTES/FTEF of 20
 - iii. Retain classes with > 37 with high retention
 - iv. Retain courses with average class size > 34 with special consideration for CTE classes/programs that are limited based on external licensing and safety requirements
 - v. Courses that meet the A or B graduation plans
 - vi. Courses that are required for the AA/AS degree
 - vii. Courses that are required for certificate or safety regulations (i.e. athletic)
 - viii. Courses that have historical enrollment of at least 34, except classes/programs limited by workstations
 - ix. Pre-requisite or preparatory courses
- b. Courses that do not meet the “Retain” criteria should be considered for reduction.
- c. *Adding Courses*: Programs (e.g., academies) to achieve the following benchmarks/goals:
- i. Offer Bridge concept Summer Introduction
 - ii. Offer specially-funded courses/programs in summer to achieve the following benchmarks/goals:
 - iii. Courses funded by LATTTC SFP programs (in which the college is the fiscal agent) are funded at a rate 51% or higher;
- d. Maintain base FTES for all credit classes at 11,500 annually or 5,500 per semester (for non-credit classes at 500 per year and summer classes at 500)
- e. Expand *Bridges to Success* afternoon/weekend special academy
- f. Hourly allocation should not exceed number of paid hourly section to meet 5,500 FTES.
- g. General criteria for the retention of classes
- i. Courses that meet the A or B graduation plans
 - ii. Courses that are required for the AA/AS degree
 - iii. Courses that are required for certificate or safety regulations
 - iv. Courses that have historical enrollment of at least 34, except classes/programs limited by workstations
3. The procedures for scheduling of and enrollment in new programs, and the courses included are as follows:
- a. All departments--in which new certificate and/or degree programs have been approved by the LATTTC Curriculum Committee, the Los Angeles

Community College District, and the California Community College Chancellors Office--are to submit an enrollment plan for program implementation including a proposed, two-year schedule of courses beginning with the first semester the program is offered. Included in the plan is the number of cohorts the department is proposing to serve each semester for two years.

Upon submission of the enrollment plan, the Enrollment Management Committee will determine the number of cohorts the program will be allotted to offer and will "set aside" an FTES allocation for the department based on the approved number of cohorts.

III. The Enrollment Management Committee (EMC) acknowledges that LATTC needs to establish market prominence to communicate the uniqueness of its brand to institutions and the public thereby clarifying its target market and the manner it can be better served. The EMaP contains the following proposals:

- A. Increase investment in a marketing program to research and understand the evolving needs of our target markets and to clearly communicate the benefits of LATTC to them.
- B. Tap the emerging market of people moving into downtown Los Angeles.
- C. Identify and address opportunities to enhance, grow, or develop programs to meet current labor market needs and future emerging trends by industry.

IV. Effective enrollment management plans coincide with the support for the academic mission of the college. The EMaP contains the following provisions to maximize the coordination between the enrollment thrust of LATTC and its academic mission that serves as its educational blueprint:

- A. Collaborate with departments and service units to develop roles for faculty and staff that support and enhance the academic mission of the College and foster a positive learning environment for students.
- B. Clarify and streamline communication, decision-making, and shared governance processes to increase the sense of responsibility for student success.
- C. Maximize the input of stakeholder groups, including students, faculty, staff, and the community.
- D. Simplify internal operational policies so that all are straight forward and understandable, thus minimizing red tape and maintaining legal and fiduciary responsibilities.
- E. Invest in personal and professional development of faculty and staff.

V. The general plans of action outlined in the EMaP culminate in the improved quality of services and enrollment processes. The following steps are recommended under this guideline:

- A. Deliver the programs and services which drive the LATTC student community.
 - 1. Understand the demographics, needs and primary influences affecting the community of our students.
- B. Utilize current technology during the course of instruction.
- C. Increase the recognition of the importance of addressing global warming
 - 1. Develop policies and programs to change the culture and contribution of our College to a sustainable future and to the rapidly expanding green economy.
 - 2. Offer CTE programs with an environmental focus
- D. Provide academic and student support programs such as workshops in the Reading, Writing, and Tutoring Centers

FTES Plan for 2010-11

The EMaP has devised the following plan for school year 2010-11:

Semester	FTES Target Credit	FTES Target Non-Credit
Summer Session (July 12 to August 20)	500	
Fall	5,500	
Winter	0	
Spring	5,500	
Total:	11,500	500
Grand Total (<i>Credit and Non-Credit</i>):	12,000	

Summer 2010-11 will focus on:

- Bridge programs that prepare students for collegiate level courses and/or career technical certificate and degree pathways
- Courses leveraged by LATTC Specially Funded Program(s), as allowable, with the college funding courses at a rate of 51% or higher

Enrollment Management Tool

The following Enrollment Management Tool was developed as a gauge to determine the effectiveness of enrollment policies and accordingly modify existing approaches to enhance success rates, and to serve as a major tool for enrollment planning.

Planning Tool for Department/Discipline Enrollment Management Tool : Los Angeles Trade-Technical College	
1. FTES Projection Report (need clear direction. Identify the committee to give us the target # (Note: this is really not a report but an interactive tool that calculates FTES outcomes based on historic enrollment patterns at the section level for different days, times, etc.)	
2. Course Productivity Report (FTES/FTEF for last 3 years)	
3. Low Enrolled Section Report (IDs sections that fall below “standard” [$< 50\%$ of standard enrollment one week before classes start and throughout active enrollment, etc.])	
4. Course Fill Pattern Report (Offers year-to-year comparative enrollment histories for all sections.)	
5. Cost Per FTES Report (Total expenditures and FTES per TOP code.)	
6. Successful Course Completion Rate (ARCC measure definition. In class semester to semester.)	

Signature Page
Approval of EMaP on 3/04/10

_____ Paulette Bailey, Co-Chair	_____ Date
_____ Dorothy Smith, Co-Chair	_____ Date
_____ Ramon Castillo, Vice President Student Services	_____ Date
_____ Cynthia Morley-Mower, Dean Academic Affairs	_____ Date
_____ Vincent Jackson, Dean Academic Affairs	_____ Date
_____ Dr. Raul Cardoza, Dean Student Services	_____ Date
_____ Carole Anderson, AFT Faculty Guild	_____ Date
_____ Thomas Dawkins, Chair Counseling	_____ Date
_____ William Elarton, Chair Construction Technology	_____ Date