
Strategic Enrollment Management Plan

2016 - 2020

MAY 2018 UPDATE

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Introduction and Executive Summary

Strategic Enrollment Management (SEM) is a guide to help the College achieve its enrollment goals. It is guided by the College mission, vision and goals, the Board of Trustees priorities, and the Strategic Plan. It is an equity-minded, dynamic, iterative plan that shifts constantly. The following report provides an update as of May 1, 2018. It is not meant to be an exhaustive list of initiatives and much detail is excluded from this update, as the College strives to maintain some competitive advantage. Details are kept within functional areas with primary responsibility for their execution. The following provides some background and plans for the future.

Introduction

Nationwide, community college enrollment began to decline in 2011 due to several reasons. Overall, community college enrollments nationwide have declined by 16% between 2010 and 2015. During the same period, the unemployment rate went from 9.6% to 5.3%. *(source: EAB)* The continued improvement of the economy results in more adults entering the workplace and less seeking training or retraining at community colleges. Additionally, high school graduation rates peaked in 2010 and high school classes are shrinking, and are projected to continue to do so, resulting in a smaller pool of traditionally aged students. *(source: WICHE)* WICHE's *Knocking at the College Door* report states, "The nation is projected to produce fewer high school graduates in all of the 10 graduating classes between 2014 and 2023...The year of the greatest decline is projected to be in 2017..."

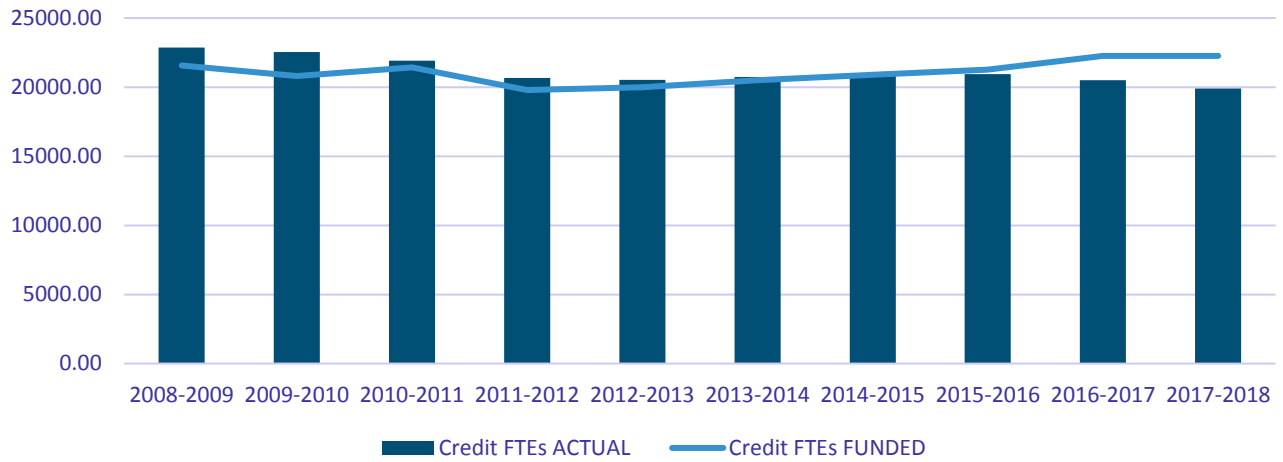
Traditionally, community colleges have seen its greatest competition from for-profit institutions promising short term specialized training leading to employment. At the same time, community colleges have marketed themselves as the most economical option. With the pool of eligible students shrinking nationwide, the competition has shifted from for-profits to public four-year institutions, who are also chasing enrollment. Many are offering deep tuition discounts making the "we are less expensive" customary marketing position for community colleges less effective. Additionally, studies show that families are willing to pay more for a guarantee to on-time graduation and a promise of employment placing upon completion. This requires a shift for community colleges as they position themselves to navigate the enrollment changes currently before us.

Santa Monica College is not immune to changing landscape. The following data provides a 10 year comparison of the enrollment trends at Santa Monica College. The data compares funded FTES versus actual FTES served to show unfunded FTES during years of strong enrollment demand and the effects of borrowing as a strategy during times of enrollment decline. As the college enters Stabilization in 2017-18, it is particularly important to understand the actual FTES served, as the College will rebase at the actual rate once the stabilization period ends.

CREDIT FTES

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
ACTUAL SERVED	22859.59	22545.99	21902.48	20657.23	20525.43	20722.33	20903.23	20950.58	20505.97	19896.61
FUNDED	21560.38	20804.29	21427.89	19789.67	19990.02	20508.64	20903.23	21263.86	22257.88	22257.88

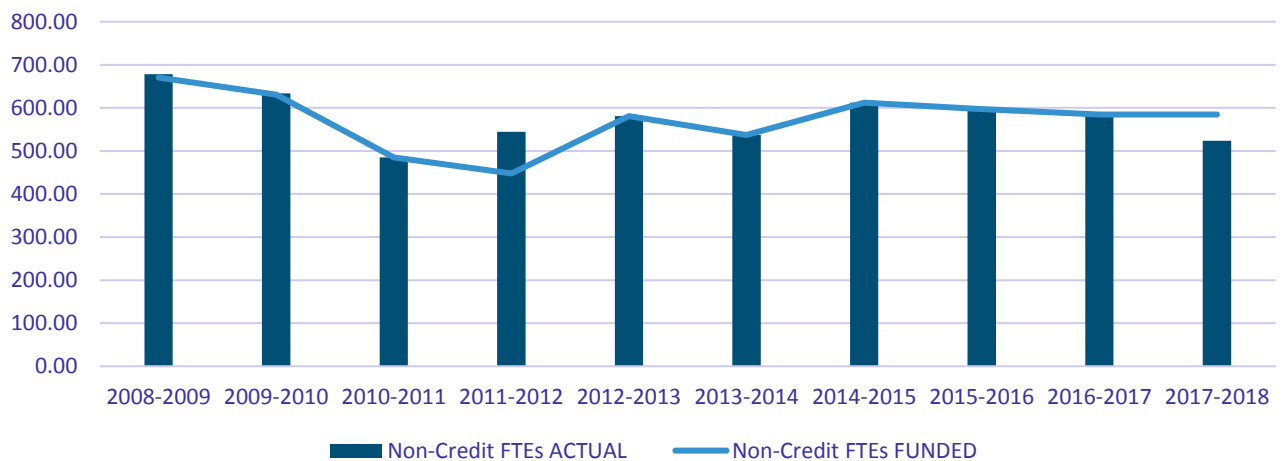
Credit FTES Funded vs. Actual Served



NON-CREDIT FTES

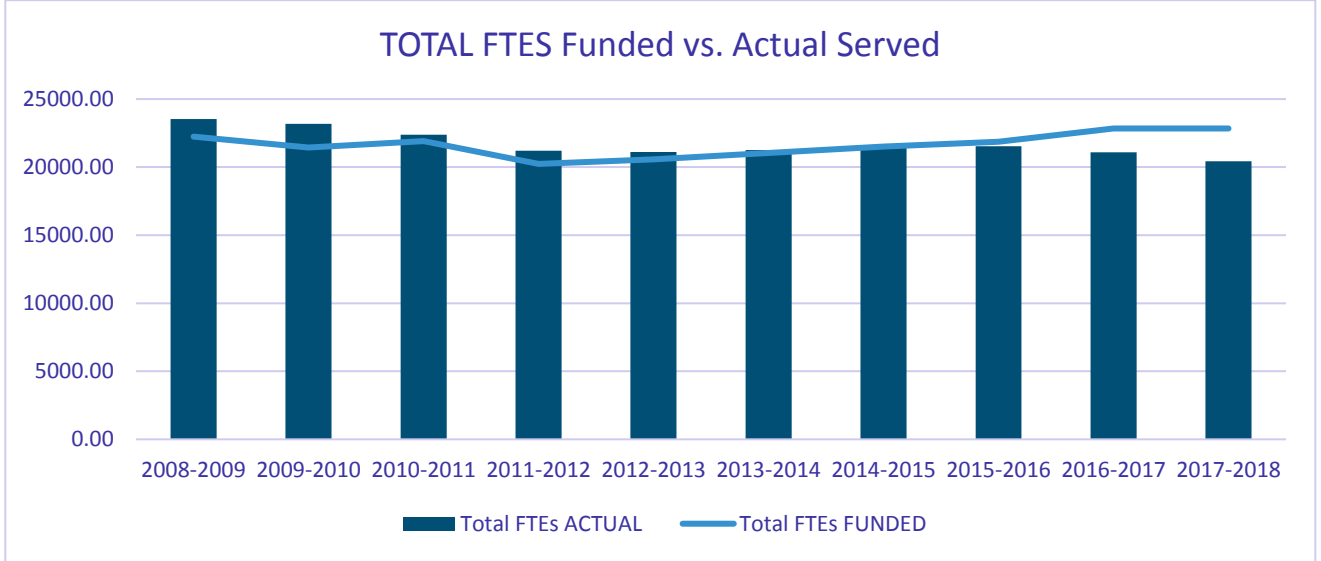
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
ACTUAL SERVED	678.44	633.79	484.71	544.23	580.71	537.35	612.09	597.29	584.50	523.74
FUNDED	670.45	630.56	484.71	447.65	580.71	537.35	612.09	597.29	584.50	584.50

Non-Credit FTES Funded vs. Actual Served



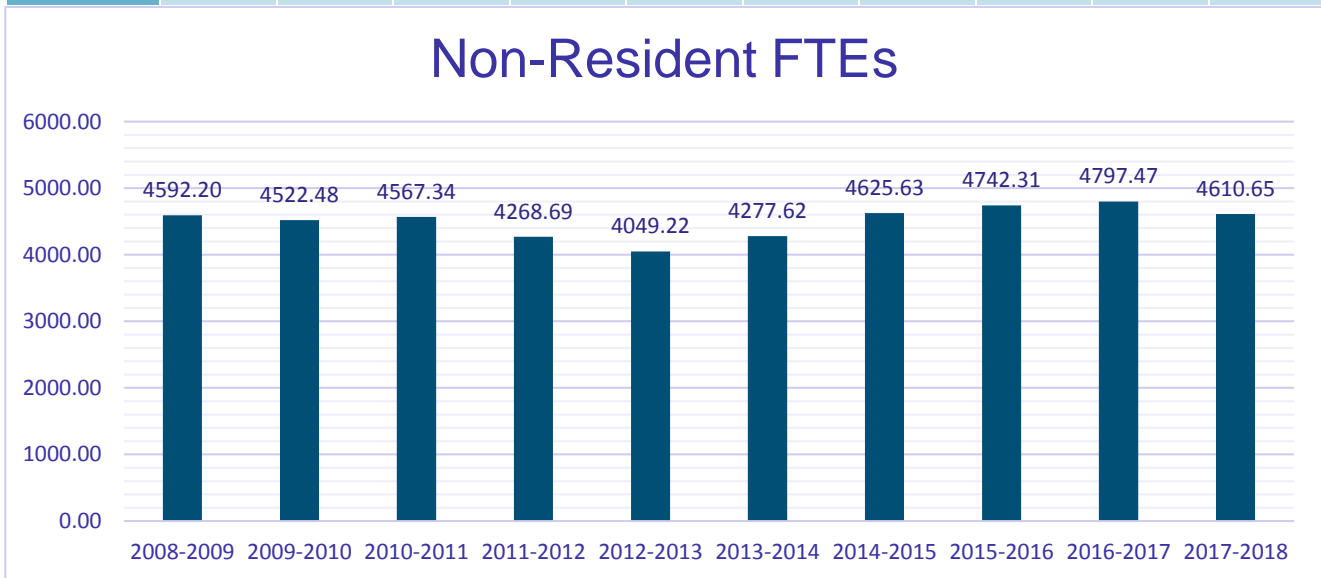
TOTAL FTES

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
ACTUAL SERVED	23538.03	23179.78	22387.19	21201.46	21106.14	21259.68	21515.32	21547.87	21090.47	20420.35
FUNDED	22230.83	21434.85	21912.60	20237.32	20570.73	21045.99	21515.32	21861.15	22842.38	22842.38



NON-RESIDENT FTES

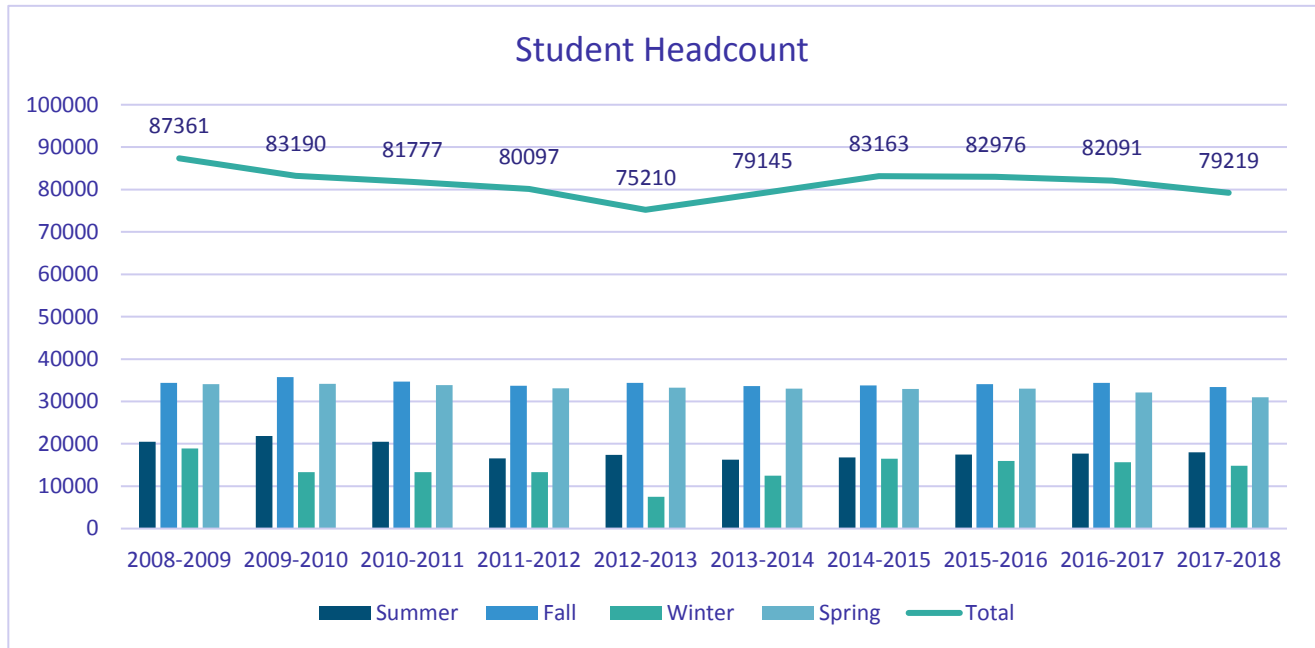
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
SERVED	4592.20	4522.48	4567.34	4268.69	4049.22	4277.62	4625.63	4742.31	4797.47	4610.65



STUDENT HEADCOUNT

Term	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Summer	20494	21874	20505	16586	17355	16225	16775	17454	17697	18005
Fall	34376	35757	34693	33700	34409	33591	33789	34080	34370	33420
Winter	18910	13307	13273	13316	7533	12502	16469	15917	15637	14806
Spring	34075	34126	33811	33081	33268	33052	32905	32979	32084	30993
Total	87361	83190	81777	80097	75210	79145	83163	82976	82091	79219

*2017-18 Projected as of P2



One strategy that has received much traction both nationally and locally, is the idea of a College Promise, where community college enrollment is free; most commonly for the first year. SMC designed a college promise program in 2016 and submitted grant proposals to both the College Futures Foundation and California Community College Chancellor’s Office. Unfortunately, neither was funded, citing that our District is not as needy as others. Since student scholarships cannot be funded from General Apportionment dollars, this is currently unfunded. Enrollment Development and the Foundation continue to work on how to fund such an initiative in the future. In reality, however, the most economically disadvantaged students currently do attend for free under the existing College Promise (formerly the BOG) grant.

At SMC, groups throughout the college work on enrollment. While there are areas with primary responsibility for implementation, this is, and must be a college-wide effort. For over a decade, Enrollment Management meetings, with representation from Enrollment Development, Student Affairs, and Academic Affairs, meet once or twice a semester to plan policy changes and set goals for the next enrollment cycle. A small FTES task force, involving Business Services, Academic Affairs, and Enrollment Development, meets periodically to discuss efficiency, and apportionment considerations and estimations. The Enrollment Barriers workgroup, originally intended to be a forum for counselors

to dialog about what they were hearing from students regarding barriers to enrollment began meeting in 2016 under the leadership of Brenda Benson. That group expanded to include a wide range of stakeholders including students. From the various meetings, many initiatives were born. In December 2017 it was decided that it would be best to combine some of the various groups and the Enrollment Barriers group disbanded. Spring 2018 has been dedicated to implementation of the many of the initiatives and meetings of a more expanded/inclusive Enrollment Management workgroup will resume meetings in summer 2018. Enrollment is something the entire college is concerned with and marketing, DPAC, CTE, etc. regularly agendize or host enrollment themed meetings.

The following report provides information on some of the College's successes and plans for the future.

High School Concurrent and Dual Enrollment

The High School Concurrent Enrollment program at Santa Monica College allows eligible students to enroll in college courses at SMC while attending high school and simultaneously earn college credit. Although the program is offered year-round, the majority of the students that participate in the program take classes over the summer and some will enroll in more than one class. Based on past data, there is a potential to increase the number of students taking classes over the summer by about 30%. The program has also seen a steady rise in the number of students over the summer in the past 5 years. See table below for unduplicated student numbers.

Summer Concurrent Enrollment Numbers

Summer 2013	Summer 2014	Summer 2015	Summer 2016	Summer 2017
386	495	606	686	734

The Dual Enrollment Program offers high school students an opportunity to take college-level courses at their high school. The overarching goal of the Dual Enrollment program is to introduce high school students to college courses and provide them with the opportunity to see themselves as a college student. In fall 2009 Title 5 regulations were changed and SMC could no longer offer Dual Enrollment classes at schools outside of our District without the permission of the local community college. With this change in regulation, the Dual Enrollment program shrank significantly and only offered courses at Santa Monica High School and Malibu High School. In fall 2015 SMC was awarded the LA HiTech grant in partnership with West L.A. College and 6 other community colleges. As a result, SMC was able to partner with 8 new high schools in the local area to develop Dual Enrollment pathways in Information Communication and Technology areas, which resulted in a significant growth in the program. As the grant comes to an end next year, the Dual Enrollment program will have to work with local community colleges to obtain approval to continue with these pathways and partnerships. The program is also working with Malibu and Santa Monica High School on expanding course offerings for the coming year. The table below showcases the number of Dual Enrollment classes offered and the number of enrollments in the program in the past 5 years.

Dual Enrollment Class and Enrollment Numbers

	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
DE Classes	6	17	40	51	48
DE Enrollments	94	460	1010	1357	1139

To further contextualize the enrollment patterns of high school students the table below showcases the enrollment of both Concurrent and Dual Enrollment students for the past 5 years. As may be observed, there has been steady growth, with nearly tripling the number of students enrolled.

Concurrent and Dual Enrollment Numbers

2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
810	1230	1799	2136	2300

There is an opportunity for growing the concurrent enrollment program and developing new relationships with local high school that could result in Dual Enrollment opportunities. To accomplish this, a dedicated staff member who could provide outreach and guidance for these two programs and work with our Outreach counselors on plans for parent engagement and dissemination of these opportunities to our local students is recommended. If the additional support is gained, the following objectives will be pursued:

2018-2020 Objectives:

- Investigate the feasibility of assigning or hiring a classified staff member dedicated to promoting high school concurrent and dual enrollment opportunities at SMC through direct outreach to feeder public, private, and online-only high schools, and community-based organization, college and community education fairs. Dedicated individual would serve as an onboarding facilitator for students, parents, and high school counselors.
- Develop persona-based marketing and promotional materials for specific concurrent and dual enrollment opportunities: students, parents, counselors.
- Develop a pathway for concurrent and dual enrollment students to complete a general education or major certificate or degree by the time they graduate high school.
- Work with local schools on developing additional partnerships and increasing Dual Enrollment course offerings when feasible.
- Promote concurrent and dual enrollment opportunities to underrepresented students and those with lower GPAs to boost their chances to get admitted to a 4-year college/university. Promote 2 + 2 models.
- Collaborate with academic departments to engage in course articulation opportunities with feeder high schools.
- Encourage utilization of SMC resources (e.g., MyEdPlan, tutoring, etc.) as strategies to increase term-to-term persistence.
- Develop an in-person or an online orientation dedicated to concurrent and dual enrollment students and parents. Develop workshops such as “getting ready for college,” financial aid, etc., with the aim of promoting further educational and enrollment opportunities at SMC post-high school graduation.
- Hold regular staff training on concurrent and dual enrollment opportunities throughout the year to ensure our staff serve as informed program ambassadors.

Outreach and Recruitment

The Office Outreach and Recruitment focuses on recruitment and counseling as well as introducing SMC programs, services and resources to prospective students. While the Outreach and Recruitment strategy is trifold to local high schools, community and out-of-state, a hub spoke approach is used to interface with these entities. We serve as a bridge between SMC and local high schools, middle schools, community agencies, and out-of-state students to ensure a smooth transition process to Santa Monica College. The office plays a significant role in contributing to the strategic enrollment management plan in conjunction with other campus constituents, such as Admissions, Assessment, and Financial Aid. At times, we are the 1st point of contact for the institution: where we direct students to special programs, student services, and campus resources.

The following Outreach events and programs include effective core matriculation services that are delivered through several modalities (such as; phone, internet, social media, email, and in-person).

Admitted Students' Day (ASD)

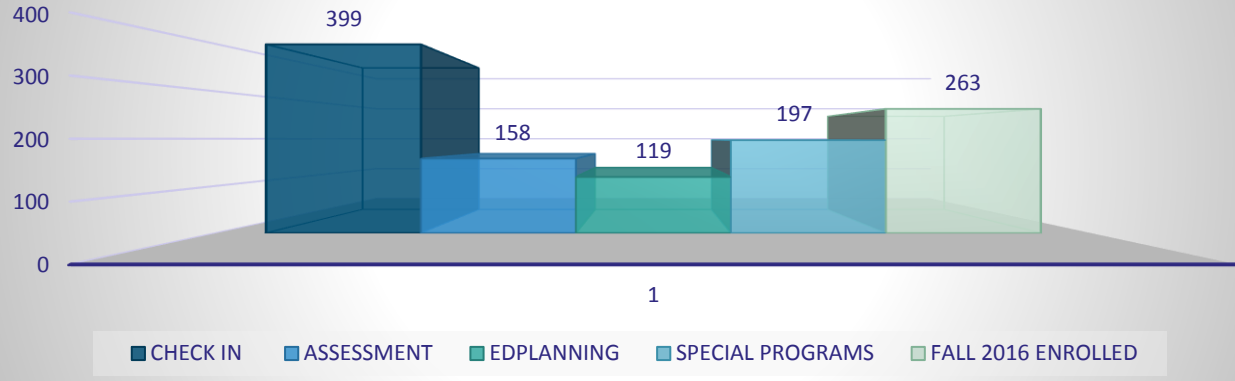
This program is designed to host high school, admitted students at SMC to complete Math and English/ESL assessments, take a guided campus tour, and have an education planning session. Each year from January through March (7-8 weeks), hundreds of students participate in ASDs. This year the ASD program was modified to align with SMC's earlier enrollment cycle. Special arrangements have been made to accommodate a few schools that were not successful planning within confounds of the new ASD timeline. An additional 60 students will visit the college in April to complete their assessment testing. IPADs are used during the counseling workshop to give students a hands on experience of navigating Corsair Connect and MyEdPlan and thereby creating an abbreviated education plan. The goal is to acquaint students to both the student portal and the education planning tool-MyEdPlan. With the advent AB 705 and possibly not requiring assessments in the future, the ASD program is being reconsidered to include; a financial workshop, student panel, special counseling programs panel, etc. It is an imperative that we empower students with financial aid information and assistance as the cost to attend college, although relatively low for California residents; it still remains a barrier to higher education for some students.

Super Saturday

This one day "catch-all" event allows high school seniors who intend to enroll at SMC for the Summer/Fall 2018 terms but have not yet completed their assessment tests or created an educational plan to do so outside of traditional assessment and counseling service hours. The event also provides students an opportunity to learn about additional support services and apply directly to select campus programs, including; First Year Experience, Scholars Program, Adelante, Black Collegians, SMC/UCLA Science Research Initiative, and Educational Opportunity Program & Services (EOPS). The goal is to increase the number of students who enroll for Summer/Fall terms and provide students access to support programs in hopes of improving retention and persistence. By connecting seniors to these support programs earlier (prior to high school graduation), it is likely to reduce "summer melt" and attrition due to lack of connectedness to the SMC campus community. At its inception, the target number of student participants was 200. As delineated below in Charts 1-4, the Super Saturday event has proven quite successful, yielding both high student participation as well as subsequent

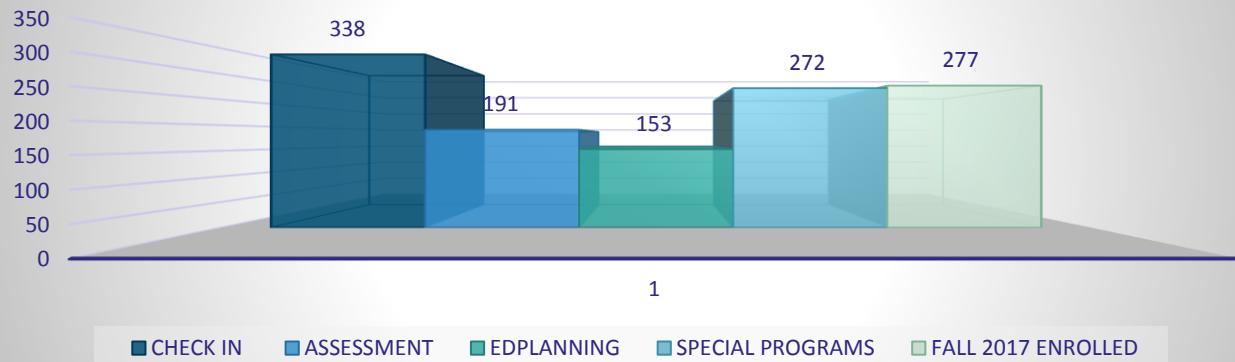
enrollments of 66% in 2016 and 82% and 84% in 2017. *The next Super Saturday is scheduled for May 5, 2018.*

Table 1. Student Participation According to Activity, Super Saturday April 30, 2016



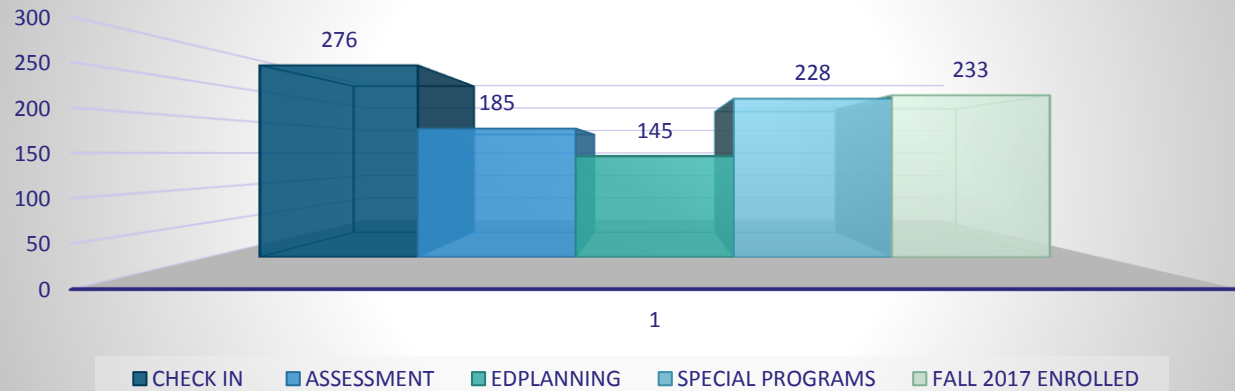
**66% of attendees enrolled.*

Table 2. Student Participation According to Activity, Super Saturday April 1st, 2017



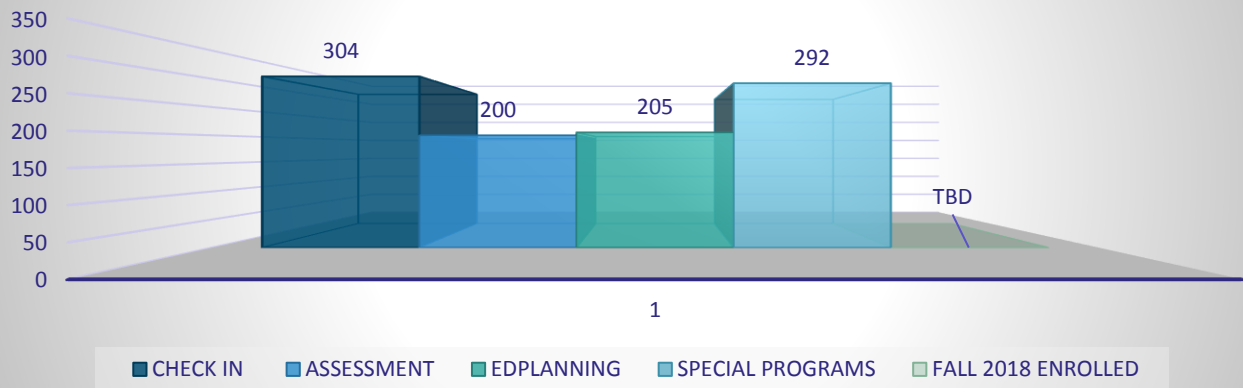
**82% of attendees enrolled.*

Table 3. Student Participation According to Activity, Super Saturday May 20th, 2017



**84% of attendees enrolled.*

Table 4. Student Participation According to Activity, Super Saturday March 31st, 2018



*Percent of attendees enrolled TBD.

High School Counselor Appreciation Day

High School Counselor Day (HSCD) program was designed to bridge relationships between High school counselors and SMC. This program is offered each year, typically in fall semester and approximately 40-60 counselors representing Los Angeles proper feeder schools participate. The program structure allows for the showcasing of SMC academic departments, student services programs and lends a forum to address issues or concerns that may impede student equity, access or success to their higher education pursuits. High school Principals and school-district leaders will be invited to attend future HSCD programs. In fall 2018 the High School Counselor Appreciation Day will be hosted at the Center for Media Design. All attendees receive a copy of the *High School Counselor Guide to SMC*. See Handout

Parent Engagement

“Parent presence” is a visible part of the prospective student’s profile and is paramount to the decision process related to their achieving a post-secondary education. Establishing an ongoing system of communication with parents is ever important as we interface with prospective and new students. The Outreach and Recruitment staff is fully aware of the parents’ role and has established a parent engagement committee. The goal of the Parent Outreach Committee is to inventory how Santa Monica College, specifically the Outreach & Recruitment Office can connect with the “Parent Community” of the SMC prospective students. The committee aims to grow our efforts in connecting with the “Parent Community”, to set a supportive and informative connection with our SMC students’ families. During our recent Super Saturday event a full day’s agenda of activities was prepared and engaged the parents while their students completed matriculation steps. Special attention to parents allowed us to query and address concerns about their student attending college. The parent presentation was delivered in both English and Spanish. We also gathered follow-up information to keep in touch—perhaps through a newsletter. The following delineates committee objectives toward targeted parent engagement.

- Obtain PTA information/ feedback from all of the high schools that the SMC Outreach office is currently visiting. A “Parent Needs Assessment” form has been designed for the Outreach Staff to complete during their initial visits to their high schools.

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- Evaluate the possibility of offering an SMC onsite workshop to the parents involved in the community organizations / PTA / High School Student support initiatives.
 - Obtain a listing of the current High School Parent events that the Outreach team is attending. This is inclusive of High School College/ Parent Nights. As well as Information sessions set up for the High School parents.
 - Gather information regarding the out-of-state parent connections that are made throughout the Outreach trips and NACAC fair attendance. An information sheet will be in place for each Outreach counselor to utilize in offering their feedback and suggestions.
 - Collaborate with the SMC Connect committee to create a Parent Information Webinar session.
 - Examine current hard copy and online publications/information offered to parents and implement changes according to the previously mentioned needs-assessment.

Community Outreach

OBJECTIVE 8 of the Santa Monica College Master Plan states “Develop and implement innovative strategies designed to reach new markets and remove enrollment barriers to meet enrollment targets.” This disposition, along with the declining high school population in California and across the nation (EAB, 2016) lend impetus to the outreach and recruitment effort of expanding its reach beyond high school students. During 2017, adult centers, continuation schools, community centers and low income homeless centers were added to each Outreach and Recruitment Counselor’s portfolio:

1. **Adult School:** a public education program that offers free to low-cost classes for adults 18 and older. Adult schools most commonly offer courses and programs covering ESL, U.S. citizenship, career education, high school, and GED exam preparation. Olympic Adult School and Culver City Adult School have actively guided students to SMC. Culver City Adult School participated in the Admitted Students Day program. A workshop series was presented to Olympic Adult School resulting in 16 enrollments for 2017.
2. **Continuation School:** an alternative high school diploma program for students who are sixteen years of age or older, have not graduated from high school, are still required to attend school, and who are at risk of not graduating. Students also receive guidance and career counseling. Continuation schools have been integrated into the outreach and recruitment strategy with each counselor has been assigned three. Redondo Shores Continuation School participated in the Admitted Students Day program.
3. **Community Centers:** public locations where members of a *community* can gather for group activities, social support, public information, and other purposes. Partnerships have been forged with Pico Promise, Boys & Girls Club, SMC Library and Ocean Park Community Center. The partnership with The Boys and Girls Club continues to strengthen as well as the conversation of developing a formal partnership with the Boys and Girls Club of Santa Monica. The ideal plan is to offer a series of courses to BGC members that build on a skill set or subject matter.

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4. **Low Income Homeless Centers:** These *programs* are for people who are *homeless* or who have *low* or no *income* and need assistance with living expenses. Realizing the needs that plague this population, outreach was limited to centers located fairly close to the college. Low income homeless centers include the following; Chrysalis, OPCC Safe Haven Cloverfield Services Center, Family Services of Santa Monica, Harvest Home, Salvation Army Westwood Transitional Village, Family Services of Santa Monica, St Joseph Center Homeless Services and Meals and Good Seed Shelter- Transition Age Youth, Samoshel OPCC, Jenesse Center. Thus far, initial contact has been established with program and branch directors to discuss potential partnerships. While this is a valiant effort on the part of SMC, satisfying basic survival needs is first and foremost for this group. With that said, one counselor hosted two SMC Information sessions for Chrysalis, which resulted in some interest and 1 enrollment for Spring 2018.

Recruitment Materials Redesign

In collaboration with Marketing and Communication Department, the Outreach and Recruitment materials such as: handouts, brochures and contact cards have been overhauled. A polished and branded look is exemplified as counselors transverse the city and states representing the college. These materials are used by Outreach and Welcome Center staffs to exhibit a seamless look and feel for first year students. See Handouts for examples.

On-Boarding

Online Orientation

A process that acquaints students and potential students with, at a minimum, college programs, student support services, facilities and grounds, academic expectations, institutional procedures, and other appropriate information... Title 5, Section 55521

In keeping with the tenets of the Student Success Support Program, we recognize that orientation is a necessary student experience that in many ways, delivers sources to student success. The Orientation process provides students with the essential information to make a smooth transition to their college experience at SMC. Orientation, albeit delivered as an online service, informs students about the wide range of services and support the College offers, including academic counseling to help sort out educational and career goals, health and psychological services, financial aid and scholarships, tutoring services, as well as support programs for students with special needs. Each year, approximately 20 plus thousand students and prospective students complete the Online Orientation.

During the academic year 2017-18, SSSP funding afforded the redesign of the online orientation. Under the combined leadership of Brenda Benson and Delores Raveling, the orientation redesign and development took place this year and the new online orientation is planned to launch in June 2018. To ensure student equity, access and ease of use; the new product combines video, audio, graphics, and written text to engage our new students in orientation content. Our own SMC students will be featured in videos and photos for each content segment, of which there are five. Upon completion of Orientation, the *orientation enrollment hold* is automatically removed and students will receive information needed to complete the enrollment process.

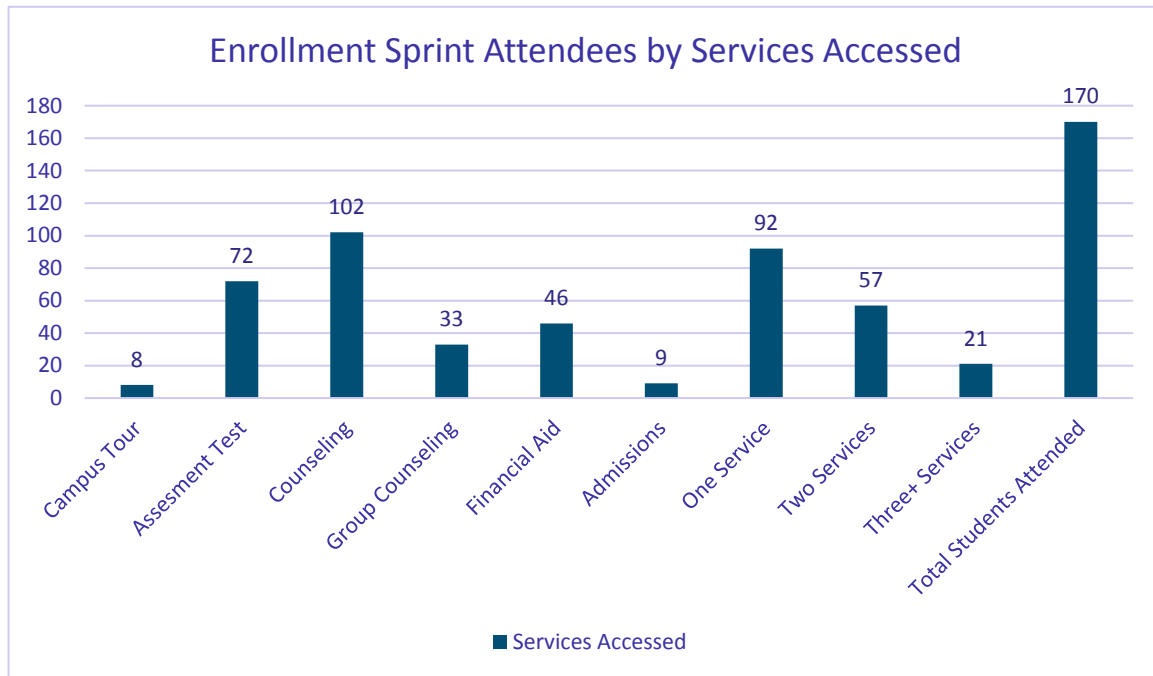
Enrollment Sprints

Paralleling the very successful Super Saturday events hosted by the Outreach and Recruitment Office, Enrollment Services hosted an Enrollment Sprint event on Saturday, February 3, 2018—two Saturdays before the start of Spring—in collaboration with the Assessment Center, Outreach and Recruitment, the Welcome Center, and Financial Aid. The main goal of the event was to provide “just in time” admissions, assessment, enrollment, counseling, and financial aid services to students attending. Education planning and enrollment assistance workshops were also held to guide students in course selection and enrollment, albeit the number of students attending these were not tracked. A total of 170 unduplicated students were checked-in, often accompanied by parents and other family members. As evident in the chart below, it is clear that a significant number of students (46%) were in need of multiple services. In fact, many students shared their appreciation with SMC for opening our doors on this Saturday and having these services in one location. Counseling services were used by 60% of attendees followed by Assessment (42%), and Financial Aid (27%).

Given the success of this program, Enrollment Sprints are planned for the months of July and August, 2018, in preparation for Fall 2018.

Related Objective:

- Expand the number of Enrollment Sprints available to prospective and current SMC students.
- Track the impact of Enrollment Sprint events on actual enrollment and student success indicators.



VIP Welcome Day

To support the retention philosophy of frontloading student support, in 2005 SMC offered its first VIP Welcome Day aimed at orienting and retaining first-year students. The day includes several student success workshop options, a campus resource fair, and multiple opportunities to meet with counselors and faculty.

In a 2014 study of the impact of VIP Welcome Day, it was determined that VIP Welcome Day significantly impacts student persistence. More specifically, 85% of freshmen who attend VIP Welcome persist to the following spring compared to 74% of non-attendees, and 57.5% of VIP Welcome Day attendees persist to the following fall compared to 49.8% of non-attendees.

Communication and Technology

Communication Plan

Enrollment Services has had in place a communication plan reflective of the Applicant, Admit, and Enrollment stages of the traditional “enrollment funnel” for the past few years. Some communications are automatically sent to students based on predetermined factors, while others require manual processing depending on enrollment trends and specific institutional needs. Mediums of communication include email, SMS (text) messaging, recorded phone calls, and push notifications sent to mobile devices via SMCGO, the college’s official app.



With Santa Monica College migrating to the statewide admission application platform—CCCApply—in late May 2017, the platform has been used to remind prospective students who started but did not submit the application to do so. Once the student has applied and their application for admission processed, several communications are sent advising them of next steps, including activating their SMC account to gain access to Corsair Connect, outstanding admission-related issues, assessment, orientation, education planning, counseling, enrollment, and financial aid. The content of these communications is highly personalized using dynamic content relevant to each individual student based on their education goals and characteristics as reported on the admission application. Additional communications are sent to select student groups who may require specialized information leading to enrollment, among them Veteran, Foster Youth, and Undocumented students.

A review of enrollment-related communications sent to students between May 2017 and March 2018 via TargetX, the customer relationship management platform used by Admissions & Records (among other departments), shows the average open/view rate is 87%. This open rate is 4 times greater than the 20.4% average open rate for higher education, according to Constant Contact (last verified April 15, 2018). The click-through rate, meaning students clicked on at least one hyperlink in the message (if one was available) was 16%, nearly doubled the 9.7% average click-through rate for higher education. Thus, SMC students appear to be significantly engaged with enrollment-related communications, despite receiving many other emails from SMC and elsewhere. The apparent success of enrollment communications above is likely the result of several factors, including the care exercised by Enrollment Services to not oversaturate students with incessant and unwelcomed communications and the use of market segmentation strategies to reach out only to students who need specific information during key periods in the enrollment cycle.

Despite the impressive statistics above, there is room for improvement. To this end, Enrollment Services has engaged professional services to help improve our communication plan. Additionally, other plans are under way to also improve our overall enrollment growth strategy, albeit this strategy is directly tied to the communication plan. This work is expected to be completed at the end of the 2017-18 academic year and will result in a comprehensive strategic communication plan that encompasses all enrollment funnel stages. Moreover, given decreased enrollment trends experienced by SMC and other colleges across California, retention, persistence, and student completion must be cornerstones to any communication strategy. To this end, the SMC communication plan will also include ongoing and sustained communications with current students to encourage progression and milestone

achievement. The overall communications strategy will be systematic, concerted, and dynamic, and implemented across all communication channels available at SMC, including TargetX (email and SMS) and SMCGO.

Enrollment Services Strategic Communication Plan

Goal: Create a segmented, dynamic, and continual communication plan reflective of the student lifecycle (i.e., “Enrollment Funnel”) stages.

Prospect Stage

Refers to inquiry-generation strategies that include student recruitment at feeder high schools, college fairs, and community events. Includes out-of-state and international student recruitment. These activities help build brand awareness and expand pool of inquiries.

- A detailed report on Outreach and Recruitment activities is provided elsewhere in this report.

Inquiry Stage

Following demonstrated student interest, prospective students will receive a broad array of communications.

- Personalized and dynamic: Inquiries are collected online via the SMC website and through paper contact cards. Inquiries will be processed via TargetX and customized content will be created by the Dean of Enrollment Services and the Outreach and Recruitment Office.
- Calls to Action: An assortment of communications encourages inquiries to apply for admission, visit the campus, take a virtual tour, join online webinars, meet with Outreach counselors, participate in Admitted Student Days, Super Saturdays, and Enrollment Sprint events.
- 2018-20 Objectives:
 - Investigate the feasibility of creating a dynamic SMC Viewbook reflective of the best of SMC and the geographic area. Publication would highlight academic and career technical education programs, student services, brag points, diversity, ways to get involved, etc. Content would be dynamically populated in an electronic viewbook based on student goals and interests. Publication would be sent to all inquiring parties.
 - Investigate the feasibility to implement a personalized VIP web portal, providing customized information about academic, student support, and extracurricular interests; checklist of the steps to apply for admission, financial aid [potential sources: CCC MyPath, TargetX portals].
 - Implement an automated campaign in TargetX to follow-up on all inquiries over the course of 30 days. Target highly desirable inquiries with a personal call from student ambassadors or Outreach/Enrollment counselors.
 - Revamp and continue to expand the campus tour program.

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- Offer a series of Open House events based on discipline or meta majors where students, parents, and significant others have the opportunity to interact with faculty and students in those programs.

Applicant Stage

The Admissions and Records Office processes more than 60,000 applications per year for current and future terms. Most of applications are automatically processed via sophisticated algorithms; others require manual intervention.

Strategies to increase applicant-to-enrollment yield are used and will be expanded as needed:

- **Students on the Fence:** students who start but do not submit an admission application are sent two reminders by email and one text message (if they opted-in) to complete the application [sent through CCCApply].
- **Acknowledgement Receipts:** all applicants receive a personalized email as soon as the application is submitted to inform them their application was received and is being processed. Most applications are processed within 10-15 minutes of receipt, resulting in their SMC ID number [sent through CCCApply].
- **Special Populations:** focused email message to Veteran, Foster Youth, Undocumented students, and those interested in applying for financial aid. Email directs them to specific resources available for that student segment [sent through CCCApply].
- **Proactive Outreach:** applicants receive a series of dynamic email communications to welcome them to SMC and advise them of next steps (e.g., activate student accounts, steps required to complete the matriculation process, resident status, outstanding admission issues, missing documents, etc.). [sent from WebISIS once application is processed].
- **Student Portal:** admitted students gain access to their self-service portal (Corsair Connect), which serves as the launchpad to the tools needed to complete required and optional matriculation steps: orientation, education planning, financial aid, and enrollment.
- **2018-20 Objectives**
 - Investigate means of promoting a sense of community and belonging among new and current students that lead to greater social and academic engagement and success. [possible implementation: add a “communities” based app into SMCGO to allow students to form their own “communities” or groups based on affinity and interests before they step; TargetX Communities app].

Admit Stage

The Admissions and Records Office, Outreach and Recruitment, Assessment Center, and Counseling Department coordinate an assortment of communications, programs, and services to assist and prepare admitted students for a successful onboarding experience at Santa Monica College.

- Ongoing and improved multichannel enrollment-related communications (e.g., welcome to SMC from Superintendent/President, enrollment steps, enrollment appointment reminders, missed

enrollment, education plan updates, creating the perfect schedule, pay or postpone, wait lists, increased units, “consecutive enrollment” in prerequisite-enforced courses, midterm placement eligibility, general education course enrollment as outlined in ed plan, welcome to semester).

- Assessment, multiple measures placement, placement/prerequisite waivers
- Online Orientation
- Counseling: Education Planning & MyEdPlan
- VIP Welcome Day
- In-person and online workshops: residency, financial aid, Back to Success
- First Year Experience: “drip” campaign meant to maintain engagement levels until May when more specific messaging about FYE events starts
- Summer Bridge Programs
- Special Program orientations and communications
- 2018-2020 Objectives:
 - Institute Enrollment Ambassadors Program to assist in proactive outreach and onboarding of students via phone, email, and chat.
 - Revamp and continue to grow and expand campus tours program. Offer campus tours on-demand through the Enrollment Ambassadors Program and Outreach and Recruitment Office.
 - Investigate the feasibility of creating a “Visit-a-Class” program to offer prospective and “on the fence” admitted students the opportunity to sit in on a class in a preferred area of study; recruit willing and dynamic faculty to participate in program.
 - Offer hosted open houses to new students once or twice per semester with the aim of promoting successful college transition and integration into our community.

Enrolled Stage

Ongoing communication from Admissions and Records, Counseling Department, Welcome Center, and other programs is maintained to help ensure that incoming students complete required steps leading to enrollment and to a successful transition to the college.

Communications are segmented (among others) by:

- Student type (e.g., new student, reverse student, high school concurrent enrollment student, continuing student);
- Matriculation steps completed or missing;
- Education goal;

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- Academic offerings vs. planned courses as reflected in education plan.

Programming-based communications are also sent, including events such as:

- Admitted Students Days
- Super Saturday
- Enrollment Sprint
- VIP Welcome Day
- Parent and significant-other orientations & Noches de Familia
- How to use technology resources (e.g., MyEdPlan, Schedule Planner)

Services such as the following are regularly promoted and are being actively developed or expanded to lead to on-time enrollment:

- Preliminary Evaluation of Transcripts requests
- Processing of high school and college transcripts, AP Reports, California Assessment of Student Performance and Progress (CAASP) reports, etc.
- Placement/prerequisite waiver requests
- In-person and online counseling, including enrollment counseling

2018-2020 Objectives:

- Publish the tens of thousands of articulation rules created in MyCAP (My Course Articulation Program) based on the review of transcripts from over 1,000 colleges and universities from across the country so that prospective, new, and continuing students can properly plan their schedules and assess their progress toward a given education goal. Promote the use of this program as part of an overall marketing effort to recruit students with previous college coursework.
- Integrate the articulation rules into Degree Audit and MyEdPlan, and a course prerequisite waiver system.
- Write new content and implement the new communication plan into TargetX.

Retention Stage

Communications focused on student transition to college or to SMC and connection to programs and resources will be systematically promoted. The aim is for every student to be connected to at least one resource or program that will help them reach their goal. Opportunities for collaboration among instructional and counseling faculty, classified staff, and administrators working academic and student support resources will be emphasized.

Communications currently in place include participation in:

- Counseling services, including academic, career, and personal counseling
- Special Programs (e.g., EOPS, CalWORKs, Scholars, STEM, FYE)
- Summer Bridge Programs

Greater focus will be placed on communications related to:

- Tutoring and Supplemental Instruction
- Transcript evaluations
- Participation in student success workshops
- Student activities (e.g., clubs, leadership)
- How to use Canvas
- Establishing positive relationships with instructors
- Making sense of the “hidden curriculum”
- Preventing student dropout

2018-2020 Objectives:

- Develop a workshop focused on the “hidden curriculum” and offer it as part of VIP Welcome Day.
- Setup a drip campaign focused on opportunities for social and extra/co-curricular involvement at SMC.
- Add “student directory” to SMC GO to facilitate communication between select students and academic services programs and their students. Avail select program leaders with access to the SMC GO Communicate platform to send push notifications to program participants.
- Consider using SuccessNavigator results to proactively reach out to students whose results indicate they are at greater risk of dropping out or not succeeding.
- Design a withdrawing student survey and deploy directly in the “Drop a Course” module of Corsair Connect to determine the reasons students are dropping the class or entirely from SMC.
- Enrollment counselors will proactively reach out to students whose decision to withdraw (based on the survey above) indicates could be persuaded to remain at SMC; offer assistance before final decision to withdraw is made and connect to resources/troubleshoot as needed.
- Setup the following communication campaigns in TargetX:
 - “Congratulations on your achievements” to students placed on the Dean’s List.
 - “Congratulations on your achievements” to students who get off probation.

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- “Congratulations on a successful semester” to all first-time college students finishing their first full semester.
 - Happy birthday message to first-generation African American and Latino/a/x students.
 - Setup segmented SMS-based nudging campaigns addressing such things as growth mindset, mastery learning, belonging, academic and personal challenges, financial aid application. Incorporate clear calls to actions.

Progression and Completion Stage

Communications promoting on-time or steady progression toward goal achievement, particularly for certificate, degree, and transfer will be improved and expanded. Opportunities to connect students to SMC in-person and online resources for students to assess their progress will be emphasized.

Communications currently in place include:

- Meeting with counselors on a regular basis.
- Providing external coursework transcripts and Advanced Placement results to Admissions & Records.
- Soliciting transcript evaluations via the Counseling Department’s webpage.
- Promoting courses with open seats to students following a specific general education pattern as recorded in MyEdPlan.

2018-2020 Objectives:

- Design a drip campaign promoting specific tasks students must complete by specific goal-based milestones (e.g., 15 units, 30 units, 45, units). Implement in TargetX.
- Promote the use of MyEdPlan’s degree audit feature to assess progress toward goal.
- Promote the use of MyCAP’s Transfer Credit Guide among reverse transfer students. Integrate MyCAP’s articulation rules into Degree Audit.
- Acquire a system that enables students and Academic Records Evaluators and counselors to run “what if” analyses so they know how close students are to meeting any given degree/major requirements. Push these notifications to students and tie them to the enrollment system.

Communication Flow Planning and CRM Integration

A draft of the newly conceptualized communication flow has been created. The Communication Flow Planning document accounts for event and time-driven communications as well as specific student segments. Additional flows will be created as the need arises. These flows will be used to create automated drip campaigns directly in TargetX.

New Technologies Impacting Enrollment

Santa Monica College has invested significant resources in the past few years to modernize enrollment-related operations via the adoption of emerging technologies that allow students to stay connected to the college, provide better guidance on the application and admission process, and facilitate enrollment. Significant improvements have been made to Corsair Connect and WebISIS and new features added. These efforts have been the result of extensive collaboration among Enrollment Services, SSSP, MIS, Counseling, Academic Affairs, the Enrollment Management Team, and the Enrollment Barriers Workgroup.

Listed below are examples of the technologies purchased/licensed or developed internally.

Corsair Connect Added Features for Students

As may be seen below, many new features have been added to Corsair Connect in the past two years. These features are meant to facilitate enrollment in courses.

Corsair Connect Guide Created

A [Corsair Connect Guide](#) is now available to assist students and college staff/faculty navigate its various enrollment features. The guide is posted on the Admissions & Records website, on the login page for Corsair Connect (look for CC Guide), and inside Corsair Connect's top navigation bar.

Swap a Class

The added "swap a class" function allows students to switch a class currently enrolled in for another class (does not have to be the same course number) without having to drop the original course first.

Re-Enrollment in Course with Failing Midterm Placement

Students may now re-enroll in the same prerequisite-enforced class (one that has a midterm placement roster) in a future term if they have earned a failing midterm placement, while still enrolled in the class.

Re-Enrollment in Course Based on a "W" Earned in the Current Term

Students may now re-enroll in a class from which they officially withdrew (or were dropped from the instructor) despite the term not having officially ended.

Consecutive Enrollment in Prerequisite-Enforced Courses

Students may now enroll in up to two consecutive courses in a prerequisite-enforced course sequence, such as English, ESL, math, Chemistry, Physics, and Life Sciences, even if the student is still enrolled in the prerequisite course at SMC. The Midterm Placement Roster and the student's status (passing/not passing) is used to determine eligibility for those consecutive courses.

Changes to Class Wait Pool/Wait List

The "wait pool" for a closed class was replaced with the Open Seat Notification List described below. Students interested in adding themselves to a class "wait list" (the prioritized list instructors get at the beginning of the term) are able to do so starting two (2) weeks before the start of a term. Students may

join any wait list, subject to any course/section eligibility requirements (e.g., prerequisites, time conflicts). Students may also see their position in the wait list (“Wait List Rank”) in Corsair Connect.

Open Seat Notification List

Instead of adding themselves to a “wait pool,” students may now join the Open Seat Notification List for a class section as soon as the section closes. Students are notified whenever a seat in the class becomes available. There is no limit on the number of students who may join the Notification List. The Notification List ceases once the Wait List is activated two weeks before the start of the term.

Request a New Class Section

Students may request that a new section for a course already being taught in the term be added. Students may indicate a preferred schedule (morning, afternoon, evening, online, no preference) for the class. This feature is available only when 85% of the seats in the course have been filled.

Immediate Access to Corsair Connect to High School Concurrent Enrollment Students

High School Concurrent Enrollment students now have access to Corsair Connect once they submit their admission application and receive their SMC ID number. They no longer need to first be “prescribed” courses to enroll in.

Students May Enroll If They Owe < \$100

Students who owe the college less than \$100 for previous terms are now able to enroll in courses in the current enrollment cycle. While students may enroll, they will not be able to get a transcript until the outstanding fee is paid.

Incomplete Grades Notifications to Students & Retrieval of Incomplete Grade Petitions

Once instructors assign an Incomplete grade to a student, an automated email is sent to their SMC email (with a bcc to the instructor) specifying how to retrieve an auto-generated Incomplete Grade Petition so they may review the conditions leading to a grade change from "I" to another grade. The email also caution students that failing to act by the prescribed deadline will result in issuance of the default grade noted on the petition. Students may access a copy of the petition at any time by login in to Corsair Connect. Students are now also prevented from re-enrolling in the class where they currently have an Incomplete grade.

Unofficial Grades Report for a Term

Final grades issued to students are now available for viewing in an "Unofficial Grades" report accessed through Corsair Connect. Grades are posted to this report as soon as instructors submit them via mProfessor. The Unofficial Transcript is updated once final grades for all courses in which the student is enrolled have been submitted.

Other Programs and Platforms for Students

A number of other technologies have been developed by SMC or purchased/licensed and integrated with Corsair Connect and WebISIS to facilitate student enrollment, education planning, and segmented communications. A few are listed below.

MyEdPlan

MyEdPlan is an online, interactive, wizard-driven student education planning program designed for student and counselor use. MyEdPlan components include an Educational Goal Selection Wizard, Time Management Wizard, Benchmarks to assess progress, real-time Degree Audit program, real-time prerequisite/advisory engine, and the education planner itself with integrated course catalog. Nearly 150,000 education plans have been created with this tool.

Searchable Class Schedule

The online [searchable class schedule](#) was updated with a new “look and feel” and several features were added. The new Schedule uses responsive design and is fully accessible on desktop, tablet, and mobile phones. An “Advanced Search” option to filter down the class list was added. It also allows students to search for classes that use OER resources instead of a standard textbook. It integrates an “i” (or “Information”) feature on select section numbers to readily display a “Class Note” without having to go to the full schedule to review. It also now integrates a link to the campus and building location where the class is taught (for SMC campuses only)—a feature borrowed from the SMC app, SMC GO.

SMCGO

[SMCGO](#) is the official mobile “app” for Santa Monica College available for iOS and Android devices. The app has been download by over 14,000 users. Many features are available, including a mobile version of the Schedule of Classes (the most popular feature), a campus tour, campus maps (outdoor/indoor), events and student success workshops, social media, modules for academics , admissions and enrollment , Ask SMC , athletics , dining, employee directory, Library, student life, student services, transit, etc. Special modules are launched at the time of enrollment (Enrollment Guide), as a major term starts (Welcome to SMC Guide), and graduation (Commencement Guide). Other seasonal modules are being considered for events such as VIP Welcome Day and the Career Fair.

SMCGO was designed with content for two personas: current student and prospective student. Students are also sent push notifications on select enrollment-related deadlines via the app. Plans are in the works to incorporate student directory and affinity information to enable select program leaders to send notifications to students in their programs via the app.

Schedule Planner

[Schedule Planner](#) is a web-based tool accessible through Corsair Connect that helps students create their preferred schedule each semester in just a few moments based on the options they select. Students may generate every possible schedule combination for the desired classes, while accounting for such things as work, family responsibilities, study segments, working out, etc.

Ask SMC

[Ask SMC](#) is an intelligent agent technology available to students and nonstudents via the SMC website and SMC GO app to ask questions in natural language, and get a single accurate answer - regardless of the hundreds of ways the question may be asked. Ask SMC is available 24/7. Content encompasses many areas, including admissions, enrollment, counseling, financial aid, bursar’s transportation, parking, student life, assessment, schedule, classes, etc. Content is updated and validated every month.

CCCApply

SMC is now using the statewide admission application in use at all, but 5 community colleges. The local implementation required a full redesign of the admission processing workflow and programs in use at SMC. Admissions also updated its application/admission communication plan as a result of the implementation.

Perceptive Intelligent Capture for Transcripts

Using the Perceptive Intelligent Capture for Transcripts, the Admissions and Records Office is able to automatically sort (classify) all incoming transcripts, regardless of type, format, layout; capture specific data such as institution name, course taken, and grade received; reconcile captured data against our student information system and our course articulation database (developed for this project--MyCAP) to ensure consistency, accuracy, and completeness; and speed the input cycle. All transcripts processed through this technology are imaged and automatically added to an archive indexed by student. The actual data collected during the OCR process is leveraged and archived into an articulation database that will in time connect to the college's Degree Audit and education planning program.

MyCAP

MyCAP (My Course Articulation Program) was developed as part of the Perceptive Intelligent Capture for Transcripts implementation. MyCAP serves as the repository of institution and course level information captured during the imaging of incoming transcripts. Courses are automatically imported upon capture and join a queue for counselors to review and determine applicability for general education and sometimes for major requirements at SMC. Over 50,000 articulation rules have been created based on these courses. MyCAP is still a work in progress. An accompanying application intended for student use has been created to allow students with coursework from other institutions to see how said courses will transfer to SMC. The interface still needs some updates, however. The eventual goal is also to link this information directly into Degree Audit, albeit this may not happen until SMC migrates to a new Student Information System. MIS has stopped accepting major development requests for these kinds of features.

QLess

QLess is a virtual line management system employed by the Transfer/Counseling Center, the Welcome Center, and International Education Center Counseling. QLess allows students to enter a queue and are notified via text message when a counselor is ready to assist them.

Select Enrollment-Related Features Added to WebISIS

Class Request Report

Program based on the Request a New Class Section feature in Corsair Connect. Platform allows Academic Affairs to track the number and type of requests to create new class sections for a given course. Academic Affairs may also use this platform to instantaneously send an email communication to students requesting that class whenever a new section has been added.

Section-Level Corequisite Setup

In response to the mandates of AB705, a new platform was developed to allow Academic Affairs to pair courses at the section level so students are automatically enrolled in both courses whenever one is added on Corsair Connect. Many “behind the scenes” processes were updated or created to facilitate paired classes co-enrollment, including prerequisite checking, midterm placement roster, placement/prerequisite waiver, course repetition setup, etc. While this new program is currently used only for the English 1 + English 28 section corequisites, the platform may be used for any other pairings in any discipline or across disciplines. Plans are under way to create corequisite pairings in Mathematics.

Retention

Introduction

Retention, also known as persistence, has been a guiding force at SMC since the early 2000's when two separate Retention Task Forces were formed which examined SMC's retention data and investigated best practices at other institutions. Out of these two year-long efforts – one strictly focused on Student Services (2000 - 2001) and the other broader effort commissioned by the College President (2002-2003) -- a college-wide retention philosophy emerged to front load support and student services which resulted in numerous initiatives that have been implemented over time. These include:

- enhanced counseling services which led to the expansion of our special counseling programs,
- the birth of the Welcome Center in 2004,
- the creation of VIP Welcome Day in summer 2005, and
- the expansion of Couns 20 which now consistently has the second or third highest enrollment of any course offered at SMC with approximately 120 sections offered annually.

During these “early years” the college also:

- initiated an extensive student success workshop series offered during the free hour,
- launched its first electronic educational planning tool (the precursor to MyEdPlan),
- created a degree audit system, and
- developed an early prototype of a computerized early alert mechanism.

Other recommendations from the Presidential Retention Task Force which have been implemented over time include:

- earlier awarding of financial aid,
- mandatory assessment,
- the creation of a Teaching/Learning Center,
- a focus on the first-year experience, and
- the need for retention to be an institutional priority.

Where Are We Now? SMC's Retention/Persistence Data

Per the SMC Institutional Research website, fall-to-spring and fall-to-fall persistence for first-time freshmen has been relatively consistent since 2012. Fall-to-spring persistence has been as high as 79% in fall 2015, and as low as 76% in fall 2016, and was recorded at 78.2% or 78.3% in fall 2012, 2013 and 2014. Preliminary data for fall 2017 to spring 2018 persistence for first-time freshmen appears to be 76.2%, which closely matches the data from fall 16.

Fall-to-fall persistence for first-time freshmen, while lower than fall-to-spring persistence, has also been relatively consistent since 2012 with percentages recorded between 61.9% and 62.7%. While these numbers are of concern to the college, it should be noted that the data matches the national trend. That said, despite SMC's many retention programs and efforts that have been implemented over time, there is clearly room for improvement hence the student redesign effort that is well underway. This

redesign effort seeks to capitalize on the strengths of those programs/services with a long track record of retention success, and create new opportunities to re-organize, re-imagine, and invest in new technology that will allow for more intentional and proactive outreach and services.

To give these numbers some context, it is helpful to look at the fall-to-spring persistence numbers from colleges that are similar to SMC in size and mission. It should be noted that these numbers exclude F-1 students which explains why the SMC number reported below is different from that stated previously.

First-time Ever in College Fall 2015 to Spring 2016 Persistence	
Santa Monica	70%
El Camino	72%
Long Beach City College	72%
Mt. San Antonio College	76%
Pasadena City College	77%
West Los Angeles College	58%
Top College in State (Irvine Valley College)	80%
Los Angeles County Median	62%
Los Angeles/Orange County Median	67%
Statewide Median	68%

Successful SMC Retention Efforts – Counseling and Special Programs

Previous Study Found a Positive Impact of Contact with a Counselor on Retention

A 2016 study on the impact of counseling on degree recipients revealed that over 85% of all students enrolled in credit courses in fall 2015 had significant counseling contact (defined as having one-on-one contact through the general centers or online, participated in a special program, and/or enrolled in Couns 20) at least once while enrolled at the College.

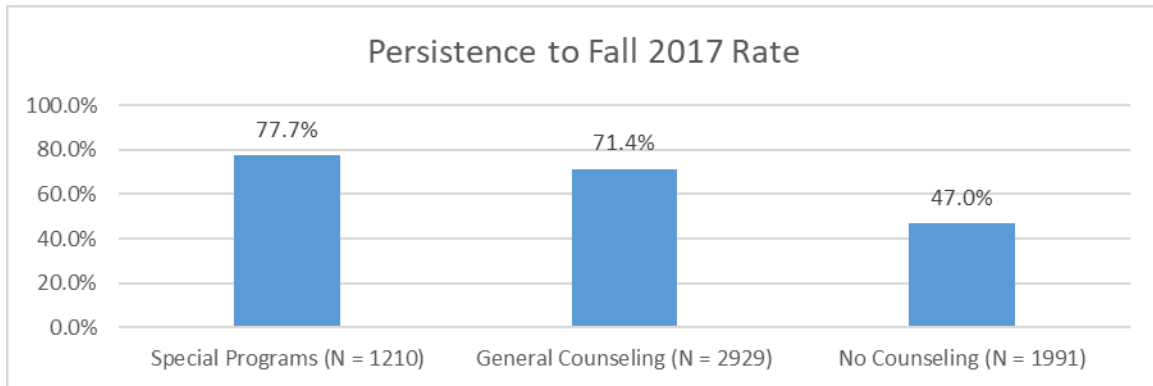
A former 2014 study examining the impact of counseling contact for first-time freshmen found a positive relationship between counseling contact and persistence. The data revealed that first-time freshmen and reverse transfers who had contact with an academic counselor before and/or during their initial fall semester at Santa Monica College were more than two times likely to persist to the subsequent spring and fall semesters than those who had no contact with a counselor. The study broadly defined counseling contact as participation in a special program, one-on-one counseling through the general counseling centers or online, and enrollment in the Counseling 20 course.

Impact of Special Programs on Retention

An analysis was conducted to determine the impact of special program participation on retention for first-time freshmen with a degree, certificate, or transfer goal. About 20% (1210 out of 6130) of first-time freshmen in 2016-2017 participated in at least one special program

during their first year¹. An additional 48% received general counseling services through the general counseling centers (Welcome Center, Transfer, counseling offered at Bundy, etc.). About 33%² of first-time freshmen in 2016-2017 did not participate in a special program nor receive counseling services through one of the general counseling centers (though many of these students were enrolled in Couns 20 which is taught by an SMC counselor). For the purposes of this study, students enrolled in Couns 20 were not included.

Overall, 65% of first-time freshmen in 2016-2017 persisted and enrolled in the subsequent fall semester (Fall 2017). Persistence rates by special program participation status reveal that students who participated in a special program during their first year persisted at the highest rates (78%), followed by students who received general counseling services (71%)³. First-time freshmen who did not participate in a special program and did not visit a counseling center persisted at the lowest rates (47%).

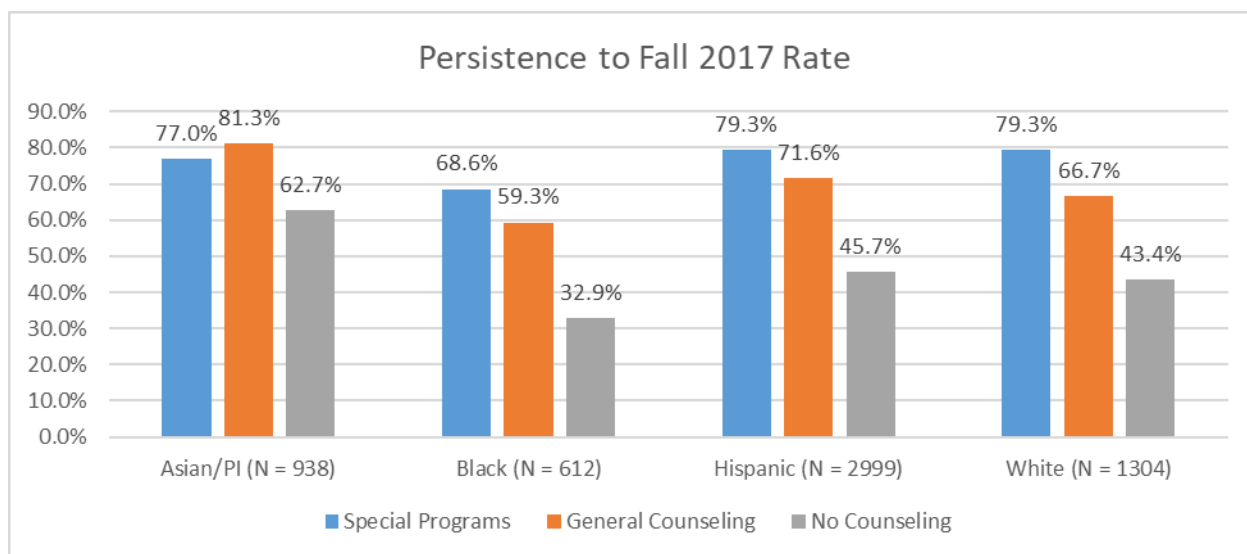


The persistence data disaggregated by ethnicity/race reveal that for Black, Hispanic, and White students, participation in a special program during the freshmen year yielded the highest persistence rate, increasing the persistence rate by 36%, 34%, and 36% over the no counseling group, respectively. In addition, for those enrolled in special programs, the equity gap for Hispanic students is eliminated when compared to the performance of Asian/PI and White students.

¹ Includes special program participants who also received general counseling services

² May include students who were enrolled in a counseling course in 2016-2017

³ Students who participated in a special program persisted at statistically significantly higher rates than the general counseling and no counseling groups. Students in the general counseling group persisted at statistically significantly higher rates than the no counseling group.



Successful SMC Retention Efforts - Couns 20, Student Success Seminar

The Counseling Department first developed and offered Couns 20, a three unit, UC/CSU transferable course, in 1997. Since its initial two course offering in the late 1990's, the Couns 20 course offering has grown exponentially with approximately 120 sections offered annually and an annual enrollment of 3,000+.

In a 2009 study which examined the relationship between Couns 20, achievement and persistence, it was concluded that Couns 20 is a significant predictor of fall-to-fall persistence though not student achievement. Through this study it was determined that students who enrolled in Couns 20 were 130% more likely to persist to the following fall term compared to students who were not enrolled in Couns 20, all other factors held constant. Furthermore, in a subsequent study conducted in 2016 it was found that 58% of Black students who completed Couns 20 persisted to the subsequent fall semester, compared to 40% of Black students who did not enroll in Couns 20. A similar result was obtained with Latino students. 70% of Latino students who enrolled in Couns 20 persisted to the following fall, compared to 58% of Latino students who did not enroll in Couns 20.

Additionally, in fall 2014, SuccessNavigator, a non-cognitive assessment tool was added to the Couns 20 course curriculum in an effort to further enhance student persistence. More specifically, SuccessNavigator aims to help students understand their non-cognitive strengths and weaknesses as well as identify resources that can leverage strengths and/or address deficiencies. A counselor who specializes non-cognitive assessment and resources meets with students in groups and/or individually to help them better understand their non-cognitive skill set and overcome barriers that may impede success. To date, well over 8,000 students have taken the assessment with over 91% of students reporting new non-cognitive skill awareness and a willingness to utilize resources to tackle deficiencies.

Successful SMC Retention Efforts – Educational Planning via MyEdPlan

Educational planning is a cornerstone of the academic counseling process, and in summer 2014, SMC launched a web-based technology tool, called MyEdPlan, to assist in the development of educational plans. Beginning in summer/fall 2015, SMC began requiring all incoming students to complete an abbreviated educational plan (1 or 2 term) prior to enrollment in their initial semester, and a

comprehensive plan after completing 15 or more degree-applicable units or prior to the end of their third semester. Students using MyEdPlan also have the option to have their plan reviewed by a counselor, either in person or online. For both fall 2015 and fall 2016, over 90% of first-time freshmen completed an educational plan using this tool by the end of their first term, and in fall 2015, 76% had at least one plan reviewed by a counselor, and by fall 2016 this percentage climbed to 84.7%.

In terms of persistence, it was revealed that 65.5% of students who complete an educational plan using MyEdPlan by the end of their initial term persisted and re-enrolled in the subsequent fall term. And, furthermore, students with a counselor-approved educational plan persisted at higher rates (68.2%) than those without counselor-approved plans (54.6%). Stated differently, students with counselor-approved educational plans in the initial term are 1.79 times more likely to persist than those without counselor-approved plans.

Successful SMC Retention Efforts – VIP Welcome Day

To support the retention philosophy of frontloading student support, in 2005 SMC offered its first VIP Welcome Day aimed at orienting and retaining first-year students. The day includes several student success workshop options, a campus resource fair, and multiple opportunities to meet with counselors and faculty.

In a 2014 study of the impact of VIP Welcome Day, it was determined that VIP Welcome Day significantly impacts student persistence. More specifically, 85% of freshmen who attend VIP Welcome persist to the following spring compared to 74% of non-attendees, and 57.5% of VIP Welcome Day attendees persist to the following fall compared to 49.8% of non-attendees.

SMC Retention Efforts – Moving Forward with a Guided Pathways Framework/Student Redesign

While SMC has long placed an emphasis on retention and student support services such as those mentioned above, the needle has not moved to the degree the college would like. Given this, SMC has embarked upon an institutional student redesign effort that is not only looking to develop new curricular pathways, but the way in which student support services are provided both inside and outside the classroom. More specifically, five different Inquiry Teams have been formed to investigate new technology tools and models of support. These include:

- a First Year Experience Inquiry Team,
- a Student Support Services Inquiry Team,
- a High Impact Practices Inquiry Team,
- a Technology Inquiry Team, and
- an Equity and Retention Inquiry Team.

While each of these teams recently started meeting and are in their infancy, they are all looking at innovative ways in which SMC students can be identified, supported, and retained. Additionally, these teams are looking to leverage those services and practices that have already proven to impact success and retention such as counseling, special program counseling, educational planning, enrollment in Couns 20, and VIP Welcome Day. Other ideas currently being explored include:

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- the expansion and front loading of career counseling and career education through general and contextualized sections of Couns 12,
 - a new early alert system, and
 - an enhanced counseling model which will support students in meta majors and utilize predictive analytics to identify those students in the greatest need of services and intervention.

As these teams continue to meet to review data and discuss best practices over the 2018-19 academic year, additional ideas will be considered and those showing the most promise will likely be implemented.

Basic Needs Support

Santa Monica College is very active in addressing the basic needs of SMC students. Over the past 3 years, SMC's Associated Students and Student Life Office have lead the way in developing food security programs that directly provide nutritious meals to students as well as assist students in identifying resources.

FOOD SECURITY

FLVR Program: The Food Lunch VoucheR program is in its 4th year at SMC. Initially, the program distributed fifty \$5 food vouchers to the first students who lined-up for the service. This year, students are required to complete an application in the Financial Aid Office. Once vetted by Financial Aid, AS is notified if the student is approved. Students are then required to meet with a counselor 3 times a semester where they receive 5 vouchers per visit.

Galley Program: The Galley is the Associated Students food closet program that provides five food closets to high need program areas around campus. The Galleys can be found in Black Collegians/Adelante Programs, EOP&S, the Veterans' Resource Center, Athletics, and the Associated Students. Program leaders and administrators in each of these areas monitor the closets, provide access to the closets, track food distribution, and notify the Office of Student Life (OSF) for restocking. The OSF coordinates with the Director of Auxiliary Services and the Bookstore to make deliveries to the various areas as needed.

Corsair Market: The Corsair Market is a free farmer's market that began in Spring 2017 and runs every Wednesday from 2:00-4:00. Student volunteers and staff were trained in partnership with Food Forward to glean produce from Santa Monica's Wednesday Farmer's Market and then bring the boxes of food to SMC for distribution. On average each week, we receive between eight and ten boxes of produce that is handed out by other student volunteers.

EBT Cards/ CalFresh Restaurant Program: Santa Monica College has been instrumental in encouraging the county to prioritize college and university vendors in the Restaurant Meals Program. Thanks to the support of Supervisor Sheila Kuehl's Office and the California Community College Chancellors Office (CCCCO), one of the food vendors at Santa Monica College is now able to accept EBT Cards.

CalFresh Services at SMC: Through the assistance of one-time funding from the CCCCCO, community colleges were provided funding to establish food pantries on campus as well as provide support for students to complete the CalFresh Application. These are some of the activities planned at SMC:

- **Health Fair Tabling:** SMC will provide LA County DPSS with a “booth” at our annual Spring Health and Wellness Fair to promote and educate students about CalFresh as well as help students sign-up on the spot. Financial Aid staff will also be available to provide DPSS with evidence of a student’s eligibility for work study, financial need, and/or Pell Grant.
- **CalFresh Awareness Month Event:** SMC will select one to two days during May wherein we will provide an appropriate office in the Health Center for LA County DPSS staff to meet with students and give on-the-spot approval for CalFresh benefits. SMC will promote the designated dates starting at least three weeks in advance through flyers, social media, web banners, and word-of-mouth announcements by faculty and staff.
- **CalFresh Application Assistance:** In collaboration with LA County DPSS, SMC will provide training to interested faculty and staff to become CalFresh Assistors. Trained Assistors will assist students in applying for CalFresh. A select group of SMC Basic Needs Leaders will be trained as CalFresh Managers who will be able to log into the YBN Managerial Account to check on application progress and review SMC application data.

HOMELESSNESS

Student Homeless data is not easy to collect at SMC and is typically underreported. Students who self-disclose as homeless are reported in the Financial Aid office. During the 2016-2017 academic year only 130 students indicated on the Financial Aid application that they were currently homeless. Due to the lack of understanding of the definition of homelessness, students often do not report.

Students who self-disclosed their homeless status are referred to Guardian Scholars for additional resources. The Guardian Scholars Program works with the student to identify housing resources as well as assist with academic support and priority registration.

Students for Students Shelter (S4S): This is only the second student-run shelter of its kind in the nation. Located in Santa Monica, S4S, formerly known as Bruin Shelter, welcomes UCLA and Santa Monica College students ages 18-24 at any degree level. SMC students, who reside at the shelter, are referred through our Guardian Scholars program.

Non-Credit Opportunities

New Non-Credit CDCP Programs

SMC Noncredit Programs is planning for the upcoming rollout of new noncredit Career Development and College Preparation (CDCP) programs. These new noncredit courses and certificates were approved by the California Community Colleges Chancellor’s Office in March 2018. The noncredit CDCP short-term vocational and workforce preparation courses and certificates are:

BUSINESS	CSIS	ECE	HEALTH SCIENCES & KINESIOLOGY
<p><i>Bicycle Maintenance Certificate of Completion (Noncredit)</i> 1. BCYCLE NC 901 Bicycle Maintenance Level 1 2. BCYCLE NC 902 Bicycle Maintenance Level 2</p> <p><i>Business Essentials Level 1 Certificate of Completion (Noncredit)</i> 1. BUS NC 901 Introduction to Business Basic 2. BUS NC 902 Introduction to Business Mindset</p> <p><i>Customer Service Certificate of Completion (Noncredit)</i> 1. BUS NC 911 Customer Service Level 1 2. BUS NC 912 Customer Service Level 2</p>	<p><i>Basic Computer Operations Certificate of Completion</i></p> <p>-Not new courses, but submitted to offer as a certificate of completion (courses are currently offered at Emeritus/Noncredit Older Adult Program:</p> <ol style="list-style-type: none"> OCC E00, Basic Computer Training OCC E20: Using the Internet Safely 	<p><i>Introduction to Early Care & Education Certificate of Completion (Noncredit)</i></p> <ol style="list-style-type: none"> ECE NC 901 Introduction to Early Care & Education ECE NC 902 Culturally Relevant Curriculum ECE NC 903 Early Care Licensing & Workforce Readiness 	<p><i>Rehabilitation Therapy Aide Certificate of Completion (Noncredit)</i></p> <ol style="list-style-type: none"> HEALTH NC 900 Introduction to the Career of a Rehabilitation Aide HEALTH NC 902 Clinical Practice for a Rehabilitation Aide HEALTH NC 904 Kinesiology for a Rehabilitation Therapy Aide

NONCREDIT ESL & FUTURE CDCP PROGRAMS

SMC Noncredit Programs is collaborating with the lead faculty overseeing noncredit ESL and noncredit Student Support Services. In April 2018, the lead faculty presented department approved revised noncredit CDCP ESL courses/certificates in addition to new noncredit CDCP Counseling courses/certificates to the Curriculum Committee. Earth Sciences and Health Sciences anticipate presenting new noncredit CDCP courses/certificates to the Curriculum Committee in spring 2018 with a focus on noncredit to credit environmental studies, sustainable technologies, and gerontology. If these newly developed noncredit CDCP are locally approved in spring or fall 2018, the Dean of Noncredit & External Programs will make it a priority to partner with the CCCCCO to have the new noncredit courses and certificates approved by fall 2018 or spring 2019.

Currently, SMC noncredit offerings and services are in the areas of noncredit ESL, Older Adult (SMC Emeritus), and Student Support Services with approximately 950 unduplicated noncredit ESL students, 3500 unduplicated Emeritus students, and 1212 noncredit ESL counseling contacts.

SANTA MONICA REGIONAL CONSORTIUM FOR ADULT EDUCATION

The Santa Monica Regional Consortium for Adult Education, an Assembly Bill 104/Adult Education Block Grant (AEBG) consortium, SMC Noncredit Programs and the Santa Monica Malibu Unified School District- Adult Education Center located at Olympic High School continue to expand college preparation and career development programs and services for underserved students transitioning from the Adult Education Center to SMC noncredit and from SMC noncredit to SMC credit and/or the workforce. The AEBG is aligned with the CCCCO's noncredit categories with a focus on literacy, high school (or, GED) completion, transition to college, and career readiness.

The Santa Monica Regional Consortium for Adult Education is planning to enroll an initial cohort of 5-20 Adult Education Center students in the newly CCCCO approved noncredit short-term vocational and workforce preparation programs: Bicycle Maintenance, Business Essentials, Customer Service, Early Care and Education, and Rehabilitation Therapy Aide. These newly approved noncredit CDCP programs will be open to SMC noncredit and credit students. The Computer Basics noncredit program may be open to noncredit ESL students in fall 2018 and is currently offered to SMC Emeritus students. The majority of the newly approved noncredit CDCP programs will be offered on the SMC Main Campus and/or at SMC Bundy. SMC Noncredit Programs is exploring the possibility of offering the Customer Service program at the SMMUSD-Adult Education Center located at Olympic High School. SMC Noncredit Programs has a goal of reaching an enrollment of at least 18-21 students per class beginning fall 2018, winter 2019, and/or spring 2019.

ASSEMBLY BILL 104: ADULT EDUCATION BLOCK GRANT TO FUND THE INITIAL ROLLOUT OF NEW NONCREDIT CDCP PROGRAMS

The rollout of the newly approved noncredit CDCP short-term vocational and workforce preparation programs will be initially funded by the SMC AEBG allocation. Funding the initial rollout of these new noncredit CDCP programs starting fall 2018, winter 2019, and/or spring 2019 will safeguard the College's general fund until the new noncredit CDCP classes gain the desired enrollment and attendance caps.

BUSINESS AND COMMUNITY PARTNERSHIPS

SMC Noncredit Programs has identified potential business and community partners in the Santa Monica-Malibu region that could refer clients and employees. In an effort to place the Santa Monica Regional Consortium for Adult Education and SMC Noncredit Programs in the business and community spotlight, newly approved and upcoming SMC noncredit CDCP programs as well as Adult Education Center classes will be featured in the Los Angeles Times and all local Santa Monica newspapers in spring or summer 2018. The Santa Monica Regional Consortium for Adult Education hosted its 2nd Annual Community and Business Partners' Event in April 2018 at Pacific Park's Seaside Pavilion in an effort to promote noncredit to credit and workforce academic pathways. SMC's Dean of Noncredit & External Programs will promote noncredit offerings and opportunities at the City's Cradle to Career and Chamber of Commerce meetings beginning late spring 2018. The Santa Monica Regional Consortium for Adult Education printed its first newspaper in spring 2018. The newspaper highlights the beginning stages of the consortium activities along with its purpose, upcoming programs, student services, and faculty/staff experiences. The newspaper will be inserted in the Los Angeles Times and in all local newspapers.

PARENT ENGAGEMENT

SMC Noncredit Programs administrators, faculty, and staff participate in SMC's annual VIP Day. In April 2018, the Dean of Noncredit & External Programs met with the Interim Dean of Outreach to discuss marketing of noncredit instructional and student services programs at the Super Saturday events. The goal is to identify parents/guardians of SMC students who might be interested in: noncredit ESL, short-term vocational, and workforce preparation courses/certificates as well as noncredit Older Adult courses and activities offered at SMC Emeritus.

NONCREDIT SSSP

Noncredit SSSP provides assessment, orientation, counseling, educational planning, and follow-up to noncredit students enrolled in noncredit basic skills (Adult Basic Education and Adult Secondary Education), ESL, short-term vocational, and workforce preparation programs. Since winter 2016, SMC Noncredit Programs has provided intake services to noncredit ESL students.

Since Noncredit SSSP implementation, counseling services have increased significantly each academic year, as have Intake/Orientation services which include Student Educational Plans. Noncredit ESL students have attended counseling workshops on the topics of Time Management, Learning Styles, StrengthsFinder, Career Exploration, Corsair Connect, Skills and Values, Resume Writing, Job Interviewing, Noncredit to Credit Transition, MyEdPlan and various other events including Campus Tours, Job Fair, and visits/presentations from community partners. In April 2018, SMC Curriculum Committee approved two new noncredit CDCP courses, COUNS NC 901 Transition to College and COUNS NC 902 Career and Workforce Readiness courses (Transition to College and Career Certificate of Completion). Counseling anticipates offering this new certificate to noncredit students in fall 2018 or spring 2019.

NONCREDIT ESL

Currently, only noncredit ESL students are assessed using CASAS. Noncredit ESL students complete an appraisal, pre-test, and post-test. Assessments are converted into payment points, which determine SMC's WIOA-AEFLA allocation. The ESL department chair and noncredit faculty lead are responsible for SLOs and classroom evaluation measures. The noncredit faculty lead also determines how best to utilize noncredit ESL assessment results in collaboration with noncredit counselors. Beginning fall 2018, students enrolled in other noncredit Career Development College Preparation (CDCP), like short-term vocational and workforce preparation, will be expected to participate in noncredit program assessments.

WIOA, TITLE II: AEFLA GRANT

SMC Noncredit Programs receives the Workforce Innovation Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) grant. The purpose of the WIOA, Title II: AEFLA grant is to supplement state and local funds used for adult literacy educational initiatives. In the case of SMC, this grant supplements instruction for English Language Learners.

The grant requires that grantees use the TOPSpro® Enterprise (TE) computerized database system to collect and report adult learner demographics and program information. In addition, all agencies in California must track adult learner progress through the administration of the Comprehensive Adult Student Assessment Systems (CASAS) tests. Having paired CASAS pre- and post-tests is critical to

demonstrating measurable skills gains. Measurable skills gains can be demonstrated when students improve their literacy skills by making pre-post-test learning gains and/or when students advance one Educational Functioning Level (EFL) on the National Reporting System (NRS) chart. SMC has established an e-testing system to administer the required CASAS pre- and post-tests to all eligible students. The college requires that new students attend an orientation where incoming students complete a pre-test before being placed in a class. This has been effective in guaranteeing a smooth entry into the Noncredit ESL program and that all students complete the CASAS pre-test. However, it has been more challenging to ensure that all students take a post-test after the required number of instructional hours. In 2016-17, 235 students had a paired CASAS pre and post-test. In an effort to improve on this number, a new post-testing protocol was developed in fall 2017 in which post-tests were administered in the noncredit ESL classrooms. As of April 2018, 302 students have paired tests, with more expected when post-testing is concluded at the end of the 2017-18 school year. This is a significant improvement over the previous year.

EL CIVICS: DIGITAL LITERACY, WORKFORCE READINESS, & TRANSITION SKILLS

Under Section 231 of WIOA/AEFLA, agencies must include education services that enable adult English language learners to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. The California Department of Education (CDE) Adult Education Office has offered grant awards for EL Civics Education to agencies that develop specialized instruction and administer locally developed additional assessments based on these instructional objectives. Noncredit ESL students who pass EL Civics additional assessments earn pay points for the agency. Agencies must choose among three different ELC focus areas: citizenship preparation, civic participation, and integrated EL Civics (IELCE). From 2014 to 2016, SMC focused on citizenship preparation in one class. However, SMC did not earn pay points for its citizenship instruction in the first two years of the grant because the citizenship course was not designated as an ESL class and was therefore ineligible for this funding. This has been addressed, and the noncredit initiatives administration team anticipates earning EL Civics pay points for citizenship instruction as well as in the areas of civic participation and integrated EL Civics (IELCE) in the 2017-18 school year. In 2017-18, fifteen classes have offered this specialized EL Civics instruction, which has focused on digital literacy, workforce readiness skills, and transition skills. As of winter 2018, 222 students have successfully passed EL Civics additional assessments, with just under half of the assessments remaining to be administered and scored at the conclusion of the 2017-18 school year.

This year, the CDE is newly requiring the development of an Integrated EL Civics Program Plan consistent with a career pathway. The plan will necessitate that some noncredit ESL students be co-enrolled in workforce training. The plan, submitted in April 2018, will focus on the business career pathway. ELLs will get relevant English language instruction and workforce preparation skills that will support their success in the business career pathway. To meet the workforce training requirement, noncredit ESL students will also have the opportunity to enroll in one of SMC's newly approved noncredit CDCP short-term vocational and workforce preparation programs in customer service and/or business essentials.

International Education

The International Education Program has been working very hard in the past couple of years to adjust our strategies and come up with initiatives to attract more students to Santa Monica College, and to meet their unique needs while they are students at the College.

Recruitment and Outreach

In the past two years, there has been a decline in the number of F1 students coming to SMC and to the U.S. Students and our overseas partners tell us this can be attributed partially to the strong dollar, but primarily to the change in U.S. rhetoric and visa issuance practices under the current political administration and to the travel ban. We are also learning that U.S. universities have recently lowered their admission standards in response to declining enrollments. Students who previously chose community colleges because they were not competitive for university admission can now enter universities directly.

More SMC prospective students than ever before are reporting difficulty in obtaining visas. Many students have been denied their visas, and others have had to wait many months to obtain a visa. Some students have missed a semester or more because of these delays. Students also report feeling unwelcome in the U.S., and feeling that there is no opportunity for them to participate in internships or other work opportunities related to their studies. Our partners report that students are now more likely to choose study abroad options in the United Kingdom, Australia and New Zealand over the United States.

Application trends and yields

	2013	2014	2015	2016	2017
Apps received	5013	6915	6082	6198	5419
Students admitted	2465	2329 (-5.5%)	2387 (+2.4%)	2303 (-3.5%)	2115 (-8.2%)

Recognizing that the pool of F1 students is shrinking, the International Education Center is focusing on making Santa Monica College a more attractive destination so that our partners will recommend us over other community colleges, and so that students will see the benefits of attending SMC.

One effort in this regard was to restructure the agency agreements we have with our partners throughout the world. Both the increase in the number of partners in strategic markets and the competitive marketing agreement that we have offered has incentivized our partners to increase their marketing efforts on behalf of Santa Monica College. Although it is only midway through the fall application season, we are already seeing significant increases from some of our agents. We have already received applications from 14 new agencies. Among continuing agencies, there are 10 agencies whose applications at the mid-way point for fall 2018 exceed the total applications that they submitted for the fall 2017 semester. Increases in this group range from just a few, up to 26 additional applications from one agency. Total applications from agencies is currently 361 for Fall 2018, compared to a final total of 405 for Fall 2017. We will continue to receive applications from our agents up to the July 15th deadline, and will certainly exceed the total number from last year.

To recruit more students directly, we are supplementing our usual recruitment trips to north and south-east Asia, to Latin America and to Scandinavia with virtual fairs in India and Indonesia. We have not participated in virtual fairs before and look forward to seeing the results of our efforts.

We are expanding our outreach efforts to prospective students, as well as developing a communication strategy aimed at engaging prospects in an on-going conversation that will hopefully result in an increase in applicants and new students. This plan includes customized e-mail communication that introduces prospective students to fields of study at the College in which they have expressed an interest and connects them with key faculty and program leaders on campus who can answer detailed questions about program offerings. It also includes an increased social media presence to excite prospects about the vibrant student life opportunities at SMC. Prospects and applicants in our database will begin to receive communication from the College about our travel to their neighborhoods, with invitations to meet our representatives in person. In addition, we will supplement our in-country recruiting efforts by increasing our use of technology to offer webinars for agents and prospective students. This will increase our opportunities for face-to-face interaction while being mindful of the college budget.

We have launched a marketing campaign, packaging an online program through which students who are unable to travel to the U.S. immediately will be able to begin their studies while in their home country. Classes have been selected and scheduled strategically to allow students to scaffold their learning and attain a Departmental Certificate, followed by a Certificate of Achievement, and culminating in an Associate degree. We expect this program to appeal to students who have planned to begin their studies at SMC, but who find they must wait long periods of time to obtain their F1 visas. We have also identified populations in key markets where there is a strong interest in dual enrollment among students who are completing high school. The online program will give us the opportunity to increase enrollment at SMC, and to successfully fully matriculate students into the College.

We are also expanding our existing contract education program. As this program prescribes specific classes for the first semester and allows students to postpone taking the Assessment until mid-semester rather than immediately upon arrival in the U.S., we expect it to appeal to first-semester students who are not yet comfortable with the American education system and competitive enrollment in classes.

We will continue to implement new strategies and respond to application and enrollment trends to attract students to SMC and to ease their transition to the college environment as an approach towards retaining students long-term.

It is helpful to review the F1 trends in our top five populations over the past couple of years.

China: Since we started to grow our Chinese population more than 10 years ago, we have not had a year of decline until 2017. The Chinese economy is weakening and institutions across the United States report a decline in Chinese students. We are responding to this change by increasing our partnerships in China in order to expand our outreach and recruitment of new students from the region.

South Korea: There has been a steady decline in the number of students from South Korea over the past five years, which may be attributed to the success of the “CAMPUS Asia” initiative, affecting students in China, Japan and South Korea. This program links institutions in the U.S. with institutions in the three CAMPUS countries to facilitate “undergraduate and graduate regional mobility through academic credit transfer agreements, dual degree and joint degree offerings.” (Institute of International Education, Open Doors, 2017) These programs may well be attracting students away from a traditional community college program.

Sweden: In Fall 2014, in an effort to control expenditures, we capped the number of commissions we would pay each agent. We expected that students who could not find assistance through an agent would apply directly to SMC with the assistance of our admissions staff. However, agents in the Swedish market in particular are very sensitive to changes in commission. We started to notice an impact on Swedish applications, so re-evaluated our strategy in this market. We lifted the cap on commissions and restructured our agreements across all markets to regain our competitive advantage.

However, there are other issues that are redirecting Swedish students not just away from SMC, but also away from U.S. institutions in general. Our partners in Sweden report that the long-term strength of the dollar has made the U.S. an expensive choice for students who rely on government grants and loans to attend school. Swedish students are also sensitive to the current political climate in the U.S. The dream of many international students is the opportunity for internships once they complete their studies. Given the current political rhetoric, students feel that their opportunities for internships after graduation are limited or non-existent, so many prospective students are considering other countries where they perceive more opportunity for work and study.

On the other hand, a recent change in the government scholarship/education funding structure for Swedish students limits the amount of money they can receive per semester for tuition expenses. They will still receive sufficient funding to cover SMC tuition, but those who are considering more expensive options may reconsider SMC under the new structure, which goes into effect on May 1, 2018.

Japan: The earthquake and tsunami that hit Japan in 2011 resulted in damage and destruction to many businesses. The economy was hit hard, and families could not as easily afford to send their children abroad to study. SMC saw a decline in our Japanese population that continued through 2015. In 2016, however, we started to see an increase in numbers as the Japanese economy recovered. Santa Monica College continues to have a very good reputation in Japan. Our partners in Japan are reporting heightened interest in study abroad, and we are starting to see growth once again in our Japanese population, in spite of the flat birthrate in Japan.

Turkey : More restrictive attitudes towards visa issuance for travel to the U.S. has resulted in much longer visa processing times, and a much higher rate of visa denials for certain countries including Turkey and Saudi Arabia. In addition, we are currently not able to travel to Turkey for recruitment because of heightened security risks. We have expected to see declines in all of our Middle Eastern countries, and that has certainly been the case for Saudi Arabia. Kuwait has remained flat. However, our efforts to form new partnerships and to provide efficient service to applicants and agents in Turkey have resulted in an increase in the number of students from Turkey. We maintain strong relationships

with agents in Turkey and will hope to continue to see healthy numbers of new students from them in the future.

Kazakhstan, France, Malaysia, and Vietnam: It's always nice when we see an immediate return on recruiting efforts. In 2016, we made a concerted push to establish new partnerships in Kazakhstan, and signed a strong new partner in France. We have seen increases in both populations in Fall 2017. Our recruitment travel to Vietnam in 2015 and to Malaysia in 2016 both were followed by robust enrollments from those countries. Travel back to these countries in 2018 will continue to strengthen those ties.

Projections

It is our hope that our new agents, stronger agency incentives, online study program and new student package programs, coupled with our increased marketing efforts will help to once again grow the international program. We hope to see an increase of about 2% in the fall semester and moving forward into 2019 and 2020.

Agency Application Yields

Every year, we carefully review the application yield from our agents. We also study the Institute of International Education's (IIE) "Open Doors" report of international student population trends in the U.S., data from NAFSA: Association of International Education, and information from our agents and students to evaluate key markets in which to focus our recruitment efforts. We regularly add new agents in strategic locations around the world, and to discontinue activities with agents who are not actively introducing prospective students to the college. The information below is a snap-shot of our changing partnerships in the past couple of years. We are currently reaching out to prospective partners for the 2018-19 year, so numbers for that time-period are preliminary.

Number of Agencies Per Country: 2016-2019

2016-17 Agencies	2017-18 Agencies	2018-19 Agencies
80	147	173
	+83% increase over previous year	+18% increase over previous year

Onboarding

It is important that F1 students, who generally do not have a local network of family and friends in place to support them, learn about the many layers and types of assistance available to them at Santa Monica College. We meet this need through the Admissions Packet and Orientation Week experience. The Admissions Packet includes a one-page guide that walks students through the steps that they need to follow to enroll at SMC and to establish their legal presence as F1 status students in the U.S. The packet also includes a "Welcome Guide" that helps students prepare for their life in California, and introduces them to some of the services that they can find in the community and on the college campus.

During Orientation Week, students are introduced to campus services and receive assistance with enrollment. They also meet the International Education Center (IEC) staff and IEC counselors, who will be resources throughout the students' time at SMC. Academic students are encouraged to enroll in

Counseling 11, where they will continue to receive in-depth information and support to become successful students at the College.

Retention

College retention activities are broad-reaching, as students who are well supported in achieving academic success and well-supported socially are more likely to remain engaged at the college, and more likely to continue their program to completion.

Every service provided in the International Education Center and International Education Counseling Center supports retention of F1 students by helping them feel secure, and helping them to succeed both academically and personally. Some of the on-boarding services also result in student retention. The International Education Counseling Center (IECC) provides individual and group counseling and academic advising. They provide intervention for struggling students and personal counseling for a variety of issues.

The International Education Center provides support with immigration compliance and benefits, as well as support for non-academic needs such as assistance with housing and health insurance.

Activities Programs:

The Activities Program for new and continuing F1 students at Santa Monica College provides several benefits that promote retention. The activities help students meet new people and begin to build a local social network. New student activities such as the Expo Line trip to downtown Los Angeles are designed to teach students to use public transportation and gain confidence exploring Santa Monica and Los Angeles on their own. Activities such as the Halloween pumpkin carving event are designed for the wider F1 community to introduce students to aspects of American culture. About a dozen activities are planned each semester.

New Retention Initiatives

The number of counselors at the IECC has declined in the past year. To continue to provide timely service to students, the international counselors will pilot an effort to telephone students in the “Back to Success” program to have brief phone meetings. This will provide support to students who often forget to come in for scheduled appointments, and will save time as counselors will not have to wait for a student who may not show up for his appointment. This outreach may also result in shorter appointments while still providing the students with the information they need to move forward. Another idea is to initiate a weekly “brown bag” hour when students can drop in to chat with a counselor in a supportive, group setting. Many general questions will be answered during this “counseling hour”, reducing the number of students who need to meet with a counselor one-on-one, or shortening those individual meetings since general information will have been shared previously.

The immigration Specialist team has noticed that many students become confused near the end of their time at SMC as to what their responsibilities and options are in regards to applying for graduation and the OPT work benefit. Students sometimes want to remain at SMC longer, but have used up all of their legal options for study. If they clearly understood their end-of-program options, they could plan their final semesters differently to give themselves more time at the college. The IEC is developing a newsletter for students who have completed 48 or more units to advise them of their options.

Completion/Transfer Rates

In the past year (Spring 2017 – Winter 2018), 84% of the F1 students who left the college successfully completed a program of study. Of those students, 864 successfully transferred to a college or university, and 29 completed a degree or certificate without transferring.

Degree completion and transfer are goals that the IEC promotes in our new student seminars, in every academic counseling interaction, and in our immigration advising appointments with students. Successful program completion and transfer will additionally be highlighted in our new outreach efforts to students near the end of their study period at the college. We also highlight certificate and degree completion opportunities in our online and on-ground package programs, where we scaffold classes to emphasize opportunities to earn certificates as students work toward a degree and/or transfer.

Transfer Out Statistics 2013 – 2017

School Type	2013	2014	2015	2016	2017
Art/Design School Transfer	34	32	36	34	22
California Community Colleges	42	42	46	42	27
California State Universities	94	162	163	134	152
English Language Schools	28	54	63	36	46
Extensions	9	8	3	14	10
Out of State Schools	59	76	85	84	77
Private Schools	80	154	144	120	128
University of California	282	274	320	330	402
Total Number of Transfers	628	802	860	794	864

Total Withdrawals 2013 - 2017

	2013	2014	2015	2016	2017
Total Withdrawals	53	68	176	204	201
Degree/Certificate Complete	N/A	N/A	N/A	7	29

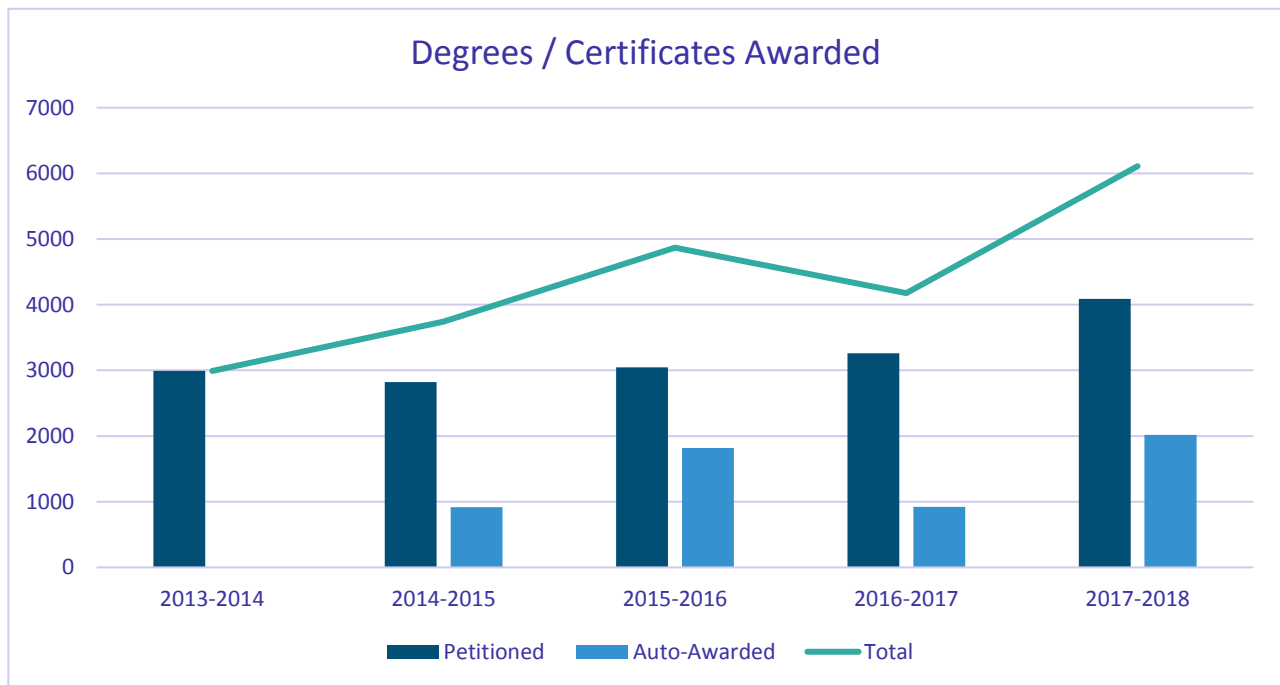
Note: Degree/Certificate Completion data was not retained by the area until 2016.

Goal Attainment / Completion

Ultimately, the objective is to help all student students achieve their educational objective.

The table below displays statistics on degree/certificate attainment with the demonstrated success of auto-awarding.

Degree Origination	2013-2014	2014-2015 (Baseline)	2015-2016	2016-2017	2017-2018 (Projected)	Total
Petitioned	2,991	2,823	3,048	3,258	4,090	13,219
Auto-Awarded	0	918	1,818	919	2,019	5,674
Total	2,991	3,741	4,866	4,177	6,109	18,893
Pct. Auto-Awarded	0%	25%	37%	22%	33%	30%
Pct. Total Awards Over Previous Year		25%	30%	-14%	46%	
Pct. Increase for Petitioned Only		-6%	8%	7%	26%	



The success of the auto-awarding program is significant. While there has been steady growth in completions through the traditional petition process, the largest growth is seen as a result of auto-awarding. Because of the potential negative affect on student financial aid eligibility, auto-awarding is currently only done for students who have left the College without petitioning for a degree or certificate, but having completed all degree requirements.

2018 – 2020 Strategies

- Implementing Guided Pathways
- Frontloading career exploration to connect students with programs at the onset
- Recording of Career Technical Departmental Certificates
- Scaffolding certificates and degrees – integrate strategy into communication plan to promote; the next level certificate or degree upon completion of a lower unit one;
- Expanding auto awarding to include currently enrolled students earning departmental certificates;
- Enabling students to see their progress toward goal through Corsair Connect portal and prompting graduation petition process
- Connecting students with employment opportunities upon graduation
- Encouraging students who have left the College to submit post SMC transcripts and awarding students who have completed outstanding requirements elsewhere
- Implementing a return to SMC strategy for students who stop out without a degree/certificate or to build upon previous achievements and return for higher credential
- Promoting “skill building” as a goal for working professionals
- Implementing Non-Credit Certificates