

LOS MEDANOS COLLEGE

ENROLLMENT MANAGEMENT PLAN

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PURPOSE

The purpose of this plan is to document a responsive, flexible, educationally sound, research-based system for enrollment management, which will promote and protect the college and its educational programs not only during periods when state funding mechanisms and demographic trends are supporting enrollment growth, but also during periods when they are discouraging growth. The system should help to ensure:

- the achievement of enrollment targets (FTES goals) in order to obtain the maximum resources available to the college.
- the maintenance of a fiscally responsible schedule.
- the greatest possible student access consistent with educational quality.
- a well-balanced and varied schedule, designed to provide a comprehensive education program that is responsive to the needs of our students and community.
- coordinated implementation of college planning efforts: Educational Master Plan, Strategic Plan, Financial Plan & Unit Plan.
- the collaboration of all constituencies in determining enrollment management priorities and strategies.

LMC ENROLLMENT MANAGEMENT STRUCTURE

The majority of the work of enrollment management is accomplished through the day-to-day implementation efforts of the offices of Instruction, Student Services, Marketing, and Research in collaboration with instructional and student services departments. The purpose of the enrollment management structure is to provide guidance and coordination for this work through a collaborative approach to establishing priorities and determining strategies. The structure consists of a steering committee and four teams established by function. Steering Committee membership consists of: instructional, student services and administrative services managers appointed by the President; faculty and classified staff representatives appointed by their senates; and a student representative appointed by the Associated Students. Membership of each of the teams, including managers, faculty and classified staff, is determined by the department manager(s) with primary responsibility for that function.

Steering Committee

Functions include enrollment management system development, coordination of implementation activities, college and program FTES goals input, evaluation.

Marketing & Recruitment Team

Functions as an advisory group to promote coordination of outreach, recruitment and marketing efforts.

Instruction/Scheduling Team

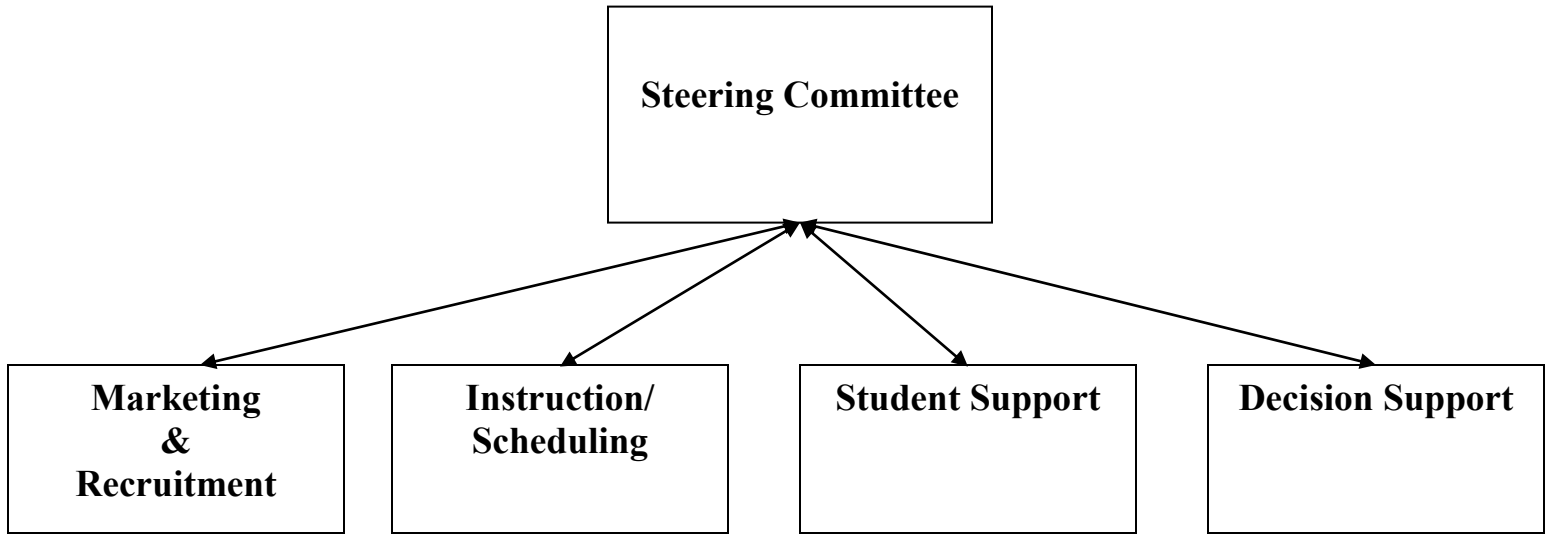
Functions as an advisory group to the Office of Instruction to promote the creation of course schedules that balance access, demand, and fiscal constraints while maximizing enrollments and minimizing class cancellations.

Student Support Team

Functions as an advisory group to promote coordination of student success programs, effective communication and information to students, and student retention and persistence.

Decision Support Team

Provides the data, research, and analysis needed to promote informed enrollment management decisions.



TRENDS

This section briefly summarizes information presented in the May 2001 Community Assessment Program (CAP) study conducted by the College Board and in the May 2003 Environmental Scan developed by the LMC Research Office.

External Trend Summary

The number of households in East Contra Costa County grew at a rate of 33% between 1990 and 2000 and is expected to increase by another 27% by 2010. Both our local population and our job market will increase in the next 5-10 years. Local employment opportunities will continue to expand, especially in computer related, construction, and service sector jobs. Technology use will continue to rapidly evolve. Its integration into the educational process and its consequent funding and training needs will be an ongoing priority.

Student demand for transfer education will continue, fueled by an 18% growth in high school graduates in the county over the next ten years and supported by our excellent Transfer Center, Title III Transfer Support and Honors Programs, and close ties to four-year institutions. However, there will be increased competition among educational providers including competition with private and public post-secondary providers.

LMC and higher education will remain under-funded due to structural problems within the state. During economic downturns, both community college budgets and enrollment caps have been restricted, although opportunities for growth may reemerge in the next two to three years.

The federal and state government has placed a strong emphasis on community colleges as a tool for workplace learning and economic development. Most attractive employment opportunities require that workers have at least two years of post-secondary education.

The implementation of high school exit exams and the elimination of many remedial programs at the university level imply that the majority of LMC students will continue to require the support of the college developmental education program.

Internal Trend Summary

Student enrollments have increased by 31% over the last six years to a high of 10,956 in Fall 2002 and this demand is expected to continue. From Fall 2001 to Fall 2002, enrollment at the Brentwood Center increased from 493 to 1,103 students. College enrollments continue to mirror the demographics of East County.

About 2,500 students from the LMC service area attend DVC. These students are primarily young, have long-term educational objectives and are full-time students.

Of the LMC students who assess for English and math placement, more than 75% demonstrate skills that are below college level.

Approximately 200 LMC students transfer to public four-year institutions each year and about 350 earn Associate Degrees or Certificates of Achievement. These figures have remained relatively static for the past five years, although a decline in the number of Certificates awarded has been offset by a 28% increase in Associate Degrees. The decline in Certificates of Achievement may be explained by increased interest in the locally approved certificates offered by many occupational programs, since they require fewer units and a shorter timeframe for completion.

As a result of the state budget crisis, the college has been forced to reduce course offerings beginning in Spring 2003 and has experienced significant reductions in operating and categorical funds and in funding for salaries for both permanent and hourly employees.

Conclusions

LMC should strive to continue to meet its enrollment goals by developing balanced schedules that are fiscally responsible. The college must be able to respond well and quickly to the ever-changing external and internal, political and economic forces that affect LMC and our students. We should be prepared to resume a growth plan at the earliest possible opportunity in order to serve our rapidly growing community and to maximize resources available to the college.

Life-style and transportation trends in the local community indicate a need to increase alternative scheduling and instructional delivery options. Opportunities include compressed scheduling (e.g., 12-week courses) and alternative “packaging”, such as Friday/Saturday offerings and the PACE program.

In order to achieve our college educational and fiscal goals, LMC should continue to develop and maintain strong transfer education programs. We should continue to develop our ESL and developmental education programs to meet the needs of the communities we serve. The transformation of local workforce trends calls for examination of existing occupational program offerings and further development of existing and new programs.

It is essential that we further develop and enhance our high school recruitment and marketing efforts in order to increase the rate of graduates attending LMC.

GOALS

In the broadest sense of the concept, enrollment management encompasses much of what we attempt to accomplish as a college. Hence, the general goals listed below are not just the goals of enrollment management or of its committees. These goals describe the operating systems that enrollment management is designed to support.

Decision Support

- The college will develop the necessary information infrastructure to provide faculty, staff and managers direct access to information regarding curriculum, scheduling, room utilization, staffing, enrollment, student records and budget information.
- The college enrollment information system will give all faculty, staff and managers more accurate information about enrollment trends and projections.
- The college will develop regular reports in a standard format measuring enrollment trends.
- The college will systematically track and report information related to enrollment, K-12 attendance, high school graduation rates, college participation rates, demographics, program completion rates, retention and success rates, and progress through developmental education.

Curriculum and Educational Programs

- The college will ensure that it has an adequate process to initiate, review, and revise programs in a timely and responsive manner in order to meet the changing needs of students and of the labor market.
- The college will ensure it has multiple delivery systems for instructional programs to meet the needs of both traditional and non-traditional students.
- The college will continue to integrate multi-cultural and international perspectives into its teaching and learning environments in order to attract a diverse and expanding student body.
- The college will support an active faculty and staff development program, which builds educational technology expertise and encourages program innovation, in order to ensure the currency of our programs.
- The college will continue to seek partnerships with businesses, government organizations, and community groups to develop new educational program opportunities.

Course Scheduling

- Allocation model - the college will migrate to a scheduling process that allocates scheduling resources and accounts for enrollment and productivity goals, FTEF, rooms, funding, etc. at the department level.
- The college will regularly and systematically assess the educational needs of students, business and the community in order to design programs, schedules and services responsive to their needs.
- The college will develop more flexible and varied patterns of scheduling in order to meet a greater range of student needs while maximizing resource productivity.
- The college will adjust enrollment targets in response to the cyclical nature of state funding, student demand, and the economy.

Student Support

- The college will ensure that its matriculation, admissions, registration, and counseling services are designed to make college enrollment and registration easy, supportive, and helpful to students.
- The college will examine the quality of students' first contact with the college and the college intake systems to improve service to students.
- The college will use technology more effectively in its registration process in order to facilitate that process for students and provide alternative means of registration and enrollment.

Student Recruitment and Relations with Schools

- The college will develop strong relationships with the local K-12 school system to increase students' motivation and preparation for college.
- The college will ensure that it conducts its recruitment and outreach efforts effectively and with an efficient use of staff time and institutional resources.
- The college will make a special effort to reach under-served cohorts of students.
- The college will continue to develop and publicize the articulation of courses with four-year colleges and universities in order to improve students' ability to transfer.

Student Retention

- The college will conduct ongoing and systematic research of student success, retention and persistence and continue to further develop and improve intervention methods such as tutoring and college success programs and services for targeted groups.
- The college staff development program will provide technical and staff development assistance for academic/certificate programs to improve student success.
- The college will improve the effectiveness of basic skills and ESL programs to enhance student progression into transfer and/or certificate programs.

Marketing

- The college will revise and improve its marketing strategy based on an ongoing assessment of its effectiveness.
- The college marketing efforts will support short-term enrollment goals and, in the long term, foster our reputation for educational excellence.

ENROLLMENT MANAGEMENT PRINCIPLES & STRATEGIES

Growth Principles

- The Educational Master Plan will be used to guide resource allocations designed to promote enrollment growth.
- Courses that promote transfer and degree or certificate completion will be given first priority.
- Conditions promoting growth will be viewed as an opportunity to embark on new program initiatives that have been approved through college planning and resource allocation processes.
- The extent of the growth to be allocated to FTES partnerships will be determined by balancing the community service (e.g., public safety training) and financial benefits of FTES partnerships with the commitment to expanding “regular” college program offerings.
- Sections added should be scheduled to increase access by expanding the scheduling patterns and instructional modes available to students.
- Growth planning will include a plan to address the need for additional support services.

Growth Strategies

- Review enrollment trends by course and section to determine “pent up” demand.
- Review the spread of sections to maximize student access to courses that meet transfer, degree, and certificate requirements.
- Consider scheduling patterns (course length, day/time, location) and instructional modes that will increase opportunities for access and/or encourage enrollments from a new student clientele.
- Develop specific programmatic and/or scheduling-based growth strategies for the Brentwood Center.
- Monitor impact of growth on curriculum balance in the areas of transfer, occupational, developmental and lifelong learning.
- Develop marketing strategies to support increased course offerings.

Retrenchment Principles

- The Educational Master Plan will be used to guide decision-making when conditions in the state and the district require class reductions.
- Classes that are central to the college mission (transfer, occupational & developmental courses) will be retained to the extent possible. Classes that are less central (e.g., “lifelong learning” or experimental courses that are not closely connected to planned program development) will be considered for cancellation.
- Enrollment and productivity trends will be reviewed at the program, course, and section levels when reductions are required, as will program cost measures (e.g., cost per FTES). These considerations will be viewed in the light of the college commitment to maintaining comprehensive offerings and program integrity.

Retrenchment Strategies

The following questions will be applied when the Office of Instruction works with the department chairs to accomplish needed reductions in class offerings:

- Is the section part of a degree, certificate or “transfer path” requirement? If not, is it a key course in a developmental sequence? The impact of cuts on curriculum balance in the areas of transfer, occupational, developmental and lifelong learning will be monitored.
- How many students have actually completed the degree/certificate in recent years?
- Has the same section been offered within the year with a low enrollment?

- Is the section scheduled to be offered again in the near future?
- Are there instructor availability or load considerations that affect the decision?
- Does the “market” the course intends to serve still need the section?
- Can the need met by this section be met by other sections of the same course? By other courses which meet the same requirement?
- Was there a “pre-agreement” to offer the course with low enrollment as part of an approved college initiative?
- Is the program exceeding its productivity goal? Its FTES goal?
- Is it possible that marketing efforts or late enrollments will affect the enrollment outcome?

ANNUAL ENROLLMENT MANAGEMENT PROCESS

Enrollment and Productivity Goals Established: In February, the college FTES goal is set for the next fiscal year with input from the Enrollment Management Steering Committee and the Shared Governance Council. Productivity goals are then confirmed and initial FTES goals established for each program by Office of Instruction with input from Enrollment Management Scheduling and Steering Committees and in consultation with department chairs.

Coordination: once the college FTES goal has been set, plans for schedule development, outreach and marketing, and student support services will be developed and coordinated through the Steering Committee.

Schedule Development: the schedule development processes (described in a separate publication) will be guided by growth or retrenchment strategies as appropriate, program review and unit plans, and the productivity and FTES goals for each program.

Class Cancellations: given the negative impact on students and staff, the reduction of class cancellations will be a goal of enrollment management. The effort to minimize cancellations will be accomplished through careful use of the decision support information provided to the Office of Instruction and to department chairs and by a transition to a focus on implementation of enrollment management strategies at the program level.

Role of Instructional Departments: The Office of Instruction will work closely with instructional departments to develop schedules that meet enrollment management goals. Programs that consistently meet FTES and productivity goals can expect greater flexibility to retain some low enrollment courses offered to meet specific students needs and/or to support new program initiatives.

Evaluation: the Steering Committee will be responsible for an annual evaluation of enrollment management implementation efforts, including an analysis of FTES and productivity goal attainment at the college and program levels and the extent to which enrollment management principals and strategies were applied consistently and effectively.

Enrollment Management Committees 2002-04

Steering Committee

Bruce Cutler

Dan Henry (Chair)

Don Janes

Thais Kishi

Veronica Knott

Richard Livingston

Delores McNair

Brad Nash

Gail Newman

Shannon Ramirez (03-04)

Gil Rodriguez

Humberto Sale

Nakeya Stephens (02-03)

Robert Valentine

Eileen Valenzuela

Student Support Planning Team

Art Alatorre

Stephanie Alves

Ginny Buttermore

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Ruth Goodin

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Marie Karp

Mark Lewis

Delores McNair (Chair)

Kristy Morris

Harunah Ntege (02-03)

Newin Orante

Felipe Torres

Instruction/Scheduling Team

Veronica Knott (Co-Chair)

Richard Livingston (Co-Chair)

Diana McDonald

Cindy McGrath

Brad Nash

Shannon Ramirez

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Nancy Whitman

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