

# **ENROLLMENT MANAGEMENT PLAN**

## **LOS MEDANOS COLLEGE**

### **FALL 2012 THROUGH SPRING 2014**

- I Enrollment Management Definition and Principles**
- II Schedule Development Guidelines**
- III District/College Strategic Priorities and Enrollment Management Strategies**

## **I ENROLLMENT MANAGEMENT DEFINITION AND PRINCIPLES**

### **DEFINITION**

Enrollment management is a comprehensive and coordinated process that enables a college to identify enrollment goals that are aligned with its mission, plans, environment, and resources, and to reach those goals through the effective integration of community needs, administrative processes, student services, and curriculum planning. Enrollment management is intended to maximize student access and success.

### **PRINCIPLES**

- I. Central to the College Mission: CTE, Basic Skills, and Transfer
  - Monitor Courses, programs, terms and students
  - Offer innovative new courses and programs within the mission
  
- II. Student Centered
  - Meet student demand
  - Offer a good spread of courses (day, evening, online, location)
  - Minimize scheduling conflicts to facilitate faster completion
  
- III. Comprehensive Programs
  - Offer good spread at both locations to complete programs - Pittsburg and Brentwood
  - Keep electives to a minimum
  
- IV. Outcomes Oriented
  - Continue to improve retention, success and persistence
  - Increase completion of certificates/degrees
  - Continue to improve transfer/job placement
  
- V. Educational and Fiscal Integrity

- Update COORs, online supplements, pre-requisites, etc.
- Maintain high productivity
- Keep additional/lower costs and services in mind when adding/reducing sections
- Position the college for grants, industry support, etc.
- Eliminate or update outdated programs

## II. SCHEDULE DEVELOPMENT GUIDELINES

↓Cuts	Adds↑	General Education And Transfer	Career and Technical Education	Basic Skills Developmental English, Math and ESL	Academic and Career Success and Counseling
↓ <b>Tier One Cuts</b>  Cut all of these	<b>Tier Four Adds</b>	Courses that are primarily avocational, recreational, or personal development. Degree applicable courses that attract mostly these types of students	CTE courses that are elective or stand-alone that mostly attract community members, not students training for jobs.	Courses that may provide useful content and practice but are not primarily focused on the pathway skills.	Courses that primarily serve as an “enrichment” function rather than fulfilling an identified need
↓ <b>Tier Two Cuts</b>  Maintain enough so that students have elective choices	Add sections after tier one and two  <b>Tier Three Adds</b> ↑	Sections that are restrictive electives within transfer majors where other choices are available	Courses that are restrictive electives within CTE certificates and majors where other choices are available	Courses that may be useful and supplemental to the primary pathway, but are not absolutely critical.	Courses that are supplemental but not absolutely critical
↓ <b>Tier Three Cuts</b>  Cut judiciously	Add these after tier one <b>Tier Two Adds</b> ↑	Sections that are required for general education or majors, but multiple sections are typically offered, some of which can be cut.	Sections of courses required for CTE certificates/majors, but multiple sections are offered, some of which can be cut.	Sections of courses in the primary pathway where multiple sections are typically offered, some of which can be cut.	Sections of courses in the primary pathway where multiple sections are typically offered, some of which can be cut.
<b>Tier Four Cuts</b>  Preserve these if at all possible.	Grow these sections first. <b>Tier One Adds</b> ↑	Major or transfer requirements with few sections offered. Critical GE areas such as Speech or Critical Thinking where only a few courses meet the GE area. Critical classes such as Health Sciences prerequisites.	Required courses in CTE certificates/majors that are offered on a rotation plan or that are critical for students to complete a certificate/major. Stand alone courses required for professional development or industry certification leading to career entry or advancement. Courses mandated by regulatory agencies.	English, ESL and math pathway courses culminating in college-level skills. Higher level courses leading directly into college-level work or job training.	Orientation, career development, transfer planning, college success courses. Student leadership and governance.

### III DISTRICT/COLLEGE STRATEGIC PRIORITIES AND ENROLLMENT MANAGEMENT STRATEGIES

**District Strategic Goal 1: Significantly improve the success of our diverse student body in pursuit of their educational and career goals with special emphasis on closing the student achievement gap.**

**LMC Strategic Priority 1: Increase and Accelerate Student Program Completion**

<b>Enrollment Strategy</b>	<b>Timeline</b>	<b>Measurable Outcome</b>	<b>Lead Person(s)</b>
Implement schedule development guidelines to support student achievement	Sp 2012- Fa 2014	Increased certificate/degree/transfer attainment	Deans and Department Chairs
Promote and support acceleration <u>of</u> courses and programs	Sp 2012- Fa 2014	Increased program completion	Deans and Department Chairs
Promote and support Transfer Model Curricula	Sp 2012- Fa 2014	Increased degree attainment	Deans and Department Chairs
Promote and support interdisciplinary coordination of scheduling	Fa 2012- Fa 2014	Reduced course conflicts	Deans and Department Chairs
Offer courses demanded by employers	Fa 2012- Fa 2014	Meet educational demand by employers	CTE Dean and Department Chairs
Increase Academic and Career Success Courses around “majors” to support awareness and selecting a major	Fa 2012- Fa 2014	Increased course success and program completion rates	Deans and Department Chairs
Improve program completion pathways and roadmaps – print and website	Fa 2012- Sp 2013	Increase program completion rates	Department chairs, Marketing, Deans
Improve communication about completion and graduation	Fa 2012- Sp 2013	Increase program completion rates	A&R, Counseling, Marketing
Support formal and informal learning communities	Fa 2012- Fa 2014	Improve course completion and graduation rates	Dean, Department Chairs

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**LMC Strategic Priority 2: Promote Faculty, Staff and Student Engagement**

<b>Enrollment Strategy</b>	<b>Timeline</b>	<b>Measurable Outcome</b>	<b>Lead Person(s)</b>
Promote contextualized courses and teaching partnerships	Fa 2012- Fa 2014	Contextualized courses are developed and student success is improved	Department Chairs

**[note: this should be completed after surveys on engagement are completed in Fall 2012]**

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**LMC Strategic Priority 3: Increase and Accelerate Student Completion of Basic Skills Sequences**

<b>Enrollment Strategy</b>	<b>Timeline</b>	<b>Measurable Outcome</b>	<b>Lead Person(s)</b>
Implement schedule development guidelines for Basic Skills Courses	Sp 2012- Fa 2014	Increased completion for Basic Skills classes	Deans and Department Chairs
Promote and support acceleration courses and programs for Basic Skills	Sp 2012- Fa 2014	Increased completion for Basic Skills courses Shorter completion intervals for Basic Skills	Deans and Department Chairs
Promote and support cohorts such as Puente and Umoja	Fa 2012- Fa 2014	Increased success rates for basic skills courses	Deans, department chairs and program leads
Promote and support contextualized courses	Fa 2012- Fa 2014	Increased number of contextualized courses	Deans, English and math chairs
Increase Academic and Career Success Courses	Fa 2012- Fa 2014	Increased course success rates and increased completion rates in programs Increase the number of first semester students taking the course.	Deans, Department Chairs, and Counseling Dept.
Develop connections between basic skills courses and programs and majors	Fa 2012- Fa 2014	Increased course and program success rates	Deans and Department Chairs

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**LMC Strategic Priority 4: Improve the Academic Success of our African American Students**

<b>Enrollment Strategy</b>	<b>Timeline</b>	<b>Measurable Outcome</b>	<b>Lead Person(s)</b>
Promote, support and expand the Umoja program	Sp 2012- Fa 2014	Increased number of African American students completing courses and programs	Deans and Department Chairs
Increase Academic and Career Success Courses	Fa 2012- Fa 2014	Increased course and program success rates	Deans and Department Chairs
Preserve and support African American Studies courses	Fa 2012- Fa 2014	Courses with African American themes/content	LAS Dean and Department Chairs
Develop more cohorts for African American Students	Fa 2012- Fa 2014	Increase in African American cohorts and increase program completion.	Deans and Department Chairs