

Enrollment Management Plan: 2009/10 to 2012/13

Enrollment Management Committee

Planning Narrative

Initial submission: November 9, 2009

Final submission: April 16, 2010

Part A: Description of the Committees Planning Process

The Enrollment Management Committee was formed in the spring, 2009 semester and consisted of members from each of the main constituent groups. The members include the following:

Andreas Wolf – Dean (Chair)
Marsh Ramezane – Dean (Recorder)
Cheryl Gregory – Faculty
Kevin Sinarle – Faculty
Mike Mitchell – Faculty
Anna St. Amand – Classified Staff
Beverley Madden – Ex officio
Kiana Rezaei – Student

The Enrollment Management Committee first began to meet to discuss the overall mission of the group and the tasks necessary to fulfill its mission. Ultimately, the committee proposed the following as its mission:

Mission Statement: *The CSM Enrollment Management Committee will develop and begin to implement a research-based enrollment work plan that addresses the stages of enrollment management, including marketing and outreach, recruitment, and retention.*

The EMC determined that the overall charge was to fulfill the following tasks:

1. Develop a long-term Enrollment Management Plan that is aligned with the College's *Institutional Priorities: 2008-2011* and the *Education Master Plan, 2008*.
2. Develop a plan for managing the elements of the enrollment management cycle (course scheduling, marketing, recruiting and outreach, intake, managing semester start, persistence, and retention).
3. Review the College Scheduling patterns to ensure that the College is scheduling courses in an integrated manner that best meets student needs.
4. Establish communications channels to address Enrollment Management matters with the campus community.

These major tasks were derived from the Educational Master Plan, the Strategic Plan and CSM's Institutional Priorities and would serve to lend insight into developing a comprehensive, data-driven approach to enrollment management.

Critical to the mission of the committee was inclusiveness of three major components of the college; instruction, student services, and marketing and recruitment.

The process began as a series of meetings in which the above were tasks identified and included as the committee's major deliverable at the end of spring, 2009.

During the summer, the IPC met to provide guidance to the committee chairs, a meeting which was then revisited to include all of the committee members of each group in early fall. Our charge was then to create the overarching Enrollment Management Plan that will ultimately drive the institution for the next three years, to include tying in the goals, objectives and action steps with the major institutional documents; the Educational Master Plan, Institutional Priorities, and others. As the committee continued to meet and plan, it became apparent that the original laundry list of tasks was extremely ambitious, and that the committee needed to regain a focus on key elements of Enrollment Management to ensure these goals could be accomplished. The result of the collective meetings was development of what the committee determined would be the primary focal points, or goals, which would feed into the Institutional Priorities.

It became apparent that in order to best accomplish this plan, the major stakeholders would break out into subgroups, work on establishing particular goals, objectives and action steps, and report back to the entire group. The committee identified 5 major goals, complete with objectives and actions steps to ensure the accomplishment of the identified goals.

These goals were developed to meet the Institutional Priorities, and stemmed from recommendations documented in the Educational Master Plan and the Strategic Plan so that a flow of work could be created.

Goal #1: *Develop a comprehensive marketing plan linked to the Educational Master Plan that targets the community at large, promotes CSM as a first choice transfer institution, and is integrated into other strategic planning efforts.*

Goal #2: *Develop a means by which to comprehensively coordinate all institutional marketing efforts and track and evaluate their overall effectiveness.*

Goal #3: *– Establish a comprehensive, responsive recruitment process that responds to the community and the emergency and changing industry needs.*

Goal #4: *– Develop responsive strategies in the matriculation process to support student retention.*

Goal #5: *– Utilize research based methods to evaluate scheduling patterns.*

The product of the committee's entire work is the resulting document.

Part B: Rationale and Analysis of Data:

S.W.O.T. Analysis: (Strengths, Weaknesses, Opportunities, Threats)

❖ *STRENGTHS:*

Tradition

- Established in 1922, CSM is one of the oldest community colleges in Northern California and enjoys a long-standing tradition of excellence. The College has a long list of distinguished and well-known alumni.

Reputation

- Findings from the *Students Speak* focus groups indicate that students generally view CSM as an “academic” institution with a long history of high academic standards.

Faculty

- Many CSM faculty have been recognized as leaders in their fields and have garnered awards from both community college and industry organizations.
- By its very nature, the community college environment offers students greater opportunities for student-faculty interaction than four-year institutions.

Transfer and Degree/Certificate Completion Rates

- When combining transfer rate and degree and certificate completion rates CSM consistently ranks in the top 10% of all community colleges in the state. As noted in the EMP, “for those who do come with clearly delineated educational objectives, the College serves them quite well.”

Community support

- During focus groups related to the San Mateo County Community College District (SMCCD) public awareness campaigns and during community events, CSM staff has recognized a consistent message from residents throughout the county. Many local residents asserted that they support the mission and activities of the community colleges, but they want to know more about what is going on at CSM and each of the SMCCCD campuses.

Value

- The \$26 per unit enrollment fee gives the College a significant advantage when compared to private training institutions. However, we must realize that low cost alone will not continue to bring students in the door, and that potential students will be willing to pay more for an education if the higher cost is accompanied by superior service and flexibility in course offerings and scheduling.

Facilities

- Several new buildings are complete or nearing completion, and the state-of-the-art facilities will increase CSM's ability to attract students. However, since building construction will continue for several years, impacting parking and access routes, expectations need to be managed carefully.

❖ **WEAKNESSES:**

- Despite its success in achieving high transfer and degree completion rates for those who have "educational goal clarity," CSM is losing students from the populations most likely to pursue transfer and earn a degree or certificate and thus generate the most FTES and WSCH.
- The City of San Mateo, from which CSM attracts most of its students, is growing more slowly than the County's two largest cities, Daly City and Redwood City, which are located in the service areas for Skyline College and Cañada College, respectively.
- At times the College is hampered by its inability to react quickly to opportunity. While there is great value in shared governance and other embedded systems, these things can restrict the college's ability to react nimbly to opportunities and can even put the college at cultural odds with private industry.
- While many students do appreciate CSM's location atop the foothills (affording the campus beautiful grounds, views and – at most times – weather), the College's location may also serve to isolate it geographically, actually deterring some potential students.
- It is also possible that our own systems can hamper our ability to capitalize on student interest. For instance, procedural requirements and timelines built into our current admissions and registration procedures may limit our ability to enroll potential students and limit our ability to maximize FTES.

❖ **OPPORTUNITIES:**

- As mentioned in the EMP, a study of literature demonstrates that student engagement is a key factor in student retention and success. CSM can leverage its many examples of student engagement in its marketing programs to attract students who value such activities. This provides differentiation versus other community colleges and versus for-profit vocational training institutions, which are often perceived as "commuter schools." Examples of CSM activities that

demonstrate high levels of student engagement include student government, athletic programs, and campus clubs and honor societies.

- Programs such as accounting and astronomy have developed creative ways to engage the external community, and these should continue to be leveraged in CSM marketing programs.
- CSM should increase the availability of print and electronic information in multiple languages to attract and serve the diverse population of San Mateo County.
- The EMP points out that both “Generation Y” and “Generation Z,” which together constitute the majority of the age demographic most likely to attend CSM, are distinguished by their “digital fluency.” An opportunity exists for CSM to leverage online social networking websites such as Facebook, YouTube and MySpace to attract this demographic.
- CSM has a new award-winning website that excels at communicating many of the strengths of the College outlined above. CSM can leverage both the power of the new website as a communication tool and the digital fluency of its largest target market by driving more traffic to the website. Traffic to the website can be increased by several means, including online advertising, increased utilization of social networking sites, and by prominently highlighting website URLs in print literature.
- CSM employs a full-time High School Relations Counselor who has developed excellent working relationships with area schools. There is opportunity to enhance his outreach efforts through the development of more high school-specific publications and materials. There is also the opportunity to organize and orchestrate focus groups of high school students to gain a deeper understanding of how CSM is perceived by high school students and what more we can do to attract recent high school graduates.
- Well-established instructional and support programs are in place that can be used to promote enrollment and student success among several specific populations (e.g., Middle College High School, Re-Entry program, EOPS, etc.).

❖ **THREATS:**

- The migration of San Mateo high school graduates to other community colleges outside SMCCD suggest a need to evaluate the effectiveness of CSM’s current outreach and recruitment efforts to this student population. As noted in the EMP, “unless CSM does a better job of convincing high school grads to select CSM as their postsecondary option, CSM’s ‘take’ of graduates will continue to decline.”
- The surrounding geographic area is dense with educational institutions, including community colleges, four-year institutions and private training programs. It is certainly not the case here that CSM is the natural and obvious educational option for students. Similarly, the local media have a wealth of options for covering educational stories, and therefore garnering media coverage will continue to be a challenge.

- The EMP notes that despite the high proportion of San Mateo County students enrolling in a community college, data suggest that a significant proportion are choosing CCSF, Foothill, and DeAnza colleges.
- The Foothill-De Anza Community College district to the immediate south presents a significant threat in that it hampers our ability to attract students from the south Peninsula and even south San Mateo County. Not only does Foothill, in particular, offer an attractive alternative to students, but it's perceived excellence in many areas can affect CSM faculty and staff morale, leading to a "they do things better than we do" mentality – even when perception doesn't in fact mirror reality.
- As enrollment increases due to higher unemployment rates in the Bay Area and State budget constraints force cutbacks, there is a temptation to decrease advertising and promotion of the College. However, a continuous effort to promote the strengths of CSM is critical. If this is not done, even in a period of increased enrollment, there is a risk that a larger share of potential students will attend competitors, further eroding CSM's ability to attract students when the economy recovers.

Goal #1: *Develop a comprehensive marketing plan linked to the Educational Master Plan that targets the community at large, promotes CSM as a first choice transfer institution, and is integrated into other strategic planning efforts.*

As a college we need to be deliberate in our planning and vision for the future. Developing a comprehensive marketing plan that is linked to our understanding of community needs (Education Master Plan) and aligned with our institutional priorities provides both guidance and flexibility for our planning. In the last three years the college has greatly enhanced both local community outreach, awareness and marketing to the community. This is been done with some understanding of community and student needs derived from both the Education Master Plan and Students Speak (Spring 2007 student focus groups).

The Strategic Marketing Plan will provide a working document that links the goals and objectives outlined in the 2008-2013 College of San Mateo Strategic Plan with specific marketing strategies and objectives to be implemented by the Community Relations and Marketing Department. The College's Strategic Plan, the Educational Master Plan (EMP), and Program Review form the core of CSM's planning efforts, and the Strategic Marketing Plan must integrate with this planning cycle. This Strategic Marketing Plan draws heavily on data and recommendations from both the CSM Strategic Plan and the EMP.

At the broadest level the *strategic marketing plan* ties directly to *Goal 2: Enrollment Management* in the *CSM Strategic Plan*, which states:

CSM will develop and implement a comprehensive research-based enrollment management initiative that addresses all the stages of enrollment management, including marketing, outreach, recruitment, and retention. (**Not:** *this same recommendation is included on pg.17 of the CSM Education Master Plan.*)

In particular, this document is based on *Objective 2.1* of the CSM Strategic Plan:

Develop and implement a comprehensive and strategic marketing plan that is linked to EMP and integrated into other strategic planning efforts.

Other objectives in the Strategic Plan are also relevant to the objectives of the department, such as *Objective 2.2*:

Develop, implement, and institutionalize strategies to recruit prospective non-traditional students through enhanced relationships with K-12 schools, adult schools, local employers, and community agencies.

Objective 2.3 is also relevant:

Strengthen relationships and establish events with local primary, junior high, and high school districts to identify prospective students early in their educational careers.

College of San Mateo provides universal access to a premier education for students transferring to a four-year university, mastering basic skills, or pursuing a career or technical education. Additionally, the college is a vital community asset providing opportunities for personal enrichment. CSM's marketing efforts are meant to highlight the excellent education and dynamic services it provides to the community, and ensure the College's growth, prosperity and future.

In April 2006, the President's office held a High School Summit to discuss high school recruitment strategies. In conjunction with this discussion it was confirmed and validated that the College needed to develop a comprehensive Strategic Marketing Plan.

In Spring 2007, Students Speak Focus Group Initiative was conducted to derive the thoughts, opinions and feelings of our students specific to the delivery of programs and services provided by CSM.

Since April 2006 and the Students Speak report of findings September 2007, the Public Relations and Marketing Department supported the goals of the College and several individual programs through a wide variety of activities. The Department's most notable recent accomplishments include the launch of a new award-winning website, an enhanced presence at the San Mateo County Fair, roll-out of an online advertising campaign based on statistical analytics, Contact CSM (on-line question answering service), a comprehensive all college event calendar, an integrated marketing and outreach on-line calendar, an interactive career programs site, an automated tour site, and most recently the launch (9/09) the President's Blog.

Rationale: *A positive image of CSM needs to be fortified in a variety of venues. Most students' choices to enroll at CSM are influenced by a friend, family member or other individual who was familiar with college at some level; these key "influencers" comprise an indirect target market.*

Goal #2: *Develop a means by which to comprehensively coordinate all institutional marketing efforts and track and evaluate their overall effectiveness.*

The Community Relations and Marketing Department plays a significant role in both recruiting students and elevating the image of the College in the community, though it is not often involved in the development of college programs and services. The Community Relations and Marketing department has institutional responsibility for broad community outreach and marketing while various department and programs are also doing some specific outreach/marketing to their target audience.

Presently the Community Relations and Marketing department conducts external outreach to the community at multiple levels with the distribution of 130K schedules to the community each semester,

tabling presence at local community events such as, Hillsdale Mall and the San Mateo County fair. Additionally the Community Relations and Marketing department has targeted events such as Connect to College (annually each Spring) an event that provides a night of information for High School Seniors and Parents. There are multiple outreach activities to the high schools each year conducted by the Program Services Coordinator for Outreach and the Student Ambassadors. Though there are these (and other) direct support and services provided to the community and the high schools there is not currently a tool in place to accurately measure the effectiveness of the marketing efforts. Work has already begun specific to this goal with the development of the CSM Institutional Priorities baseline indicators. Institutional baseline indicators will be set for measuring external outreach efforts specific to general outreach efforts, general awareness efforts and targeted high school outreach.

In addition to creating measurements for external outreach efforts an evaluation has to be made of all marketing efforts conducted by all college entities. For example, currently programs such as, EOPs, ESL and Financial Aid also perform marketing and outreach efforts on behalf of specifically targeted audiences of students. A process needs to be put in place to evaluate when it is most effective for Community Relations and Marketing to initiate an effort or for the effort to be directly delivered by the responsible department or program (in consultation with PR & Marketing). The objectives outlined in the marketing plan provide a framework for evaluating the department's marketing efforts and determining the effectiveness of various marketing activities. This evaluation needs to be expanded to include all marketing and outreach efforts external to the Community Relations and Marketing department. Developing this process with clearly defined criteria for marketing and outreach efforts for the college will result in a more efficient and comprehensive delivery of program and services by the institution.

Rationale: *Recruiting will be more efficient and effective if all college entities are aligned through the CSM Strategic Marketing plan criteria that includes evaluation of overall effectiveness of current marketing methods. In addition, recruiters will be able to focus their time on the audiences that are consistent with the objectives outlined in the marketing plan.*

Support for this goal is clearly indicated in the CSM Education Master Plan relationship with the SMCCCD Strategic Plan (2008-2013) referenced on page 10:

The migration of San Mateo high school graduates to other community colleges outside SMCCCD suggest a need to determine the cause of this outward migration and to evaluate the effectiveness of CSM's current outreach and recruitment efforts to this student population.

SMCCCD Strategic Plan (2008-2013) summary of recommendation supports this goal as stated (page SecA:9):

2.1a Focus enrollment planning efforts on the key populations needing to be served as determined by research.

2.1c Continue carefully designed marketing and outreach.

Goal #3: *Establish a comprehensive, responsive recruitment process that responds to the community and the emergency and changing industry needs.*

Goal #3 is tied in directly with Goal #2 in providing efficient and comprehensive delivery of our marketing and outreach efforts. In goal #3 we are taking our efficient systems of delivery and now looking at our delivery of outreach and marketing efforts specifically to the area of emerging and changing needs of our community. The Education Master Plan provides supporting evidence specific to this goal. On page 10 the EMP states:

“CSM must develop systemic research-based strategies for identifying populations to serve as the demographics shift and change.”

The EMP goes on to address specific shifts in the economy resulting in dislocation of workers, increasing globalization, loss of jobs in manufacturing, and changes in technology. As a result the demand for workforce preparation and career services will increase and new curricula will be required to address the merging job markets. As an institution we need to revisit some of the recommendations from the EMP with a current environment scan for 2010-11. With updated economic and workforce information along with the results of the evaluation of our current marketing efforts, outreach and recruiting (Goal #2) we can build systems that will ensure our process is flexible and responsive to supporting emerging and changing industry needs.

Currently the Community Relations and Marketing department is supporting the marketing and outreach efforts of the Electrical Power Systems program within the Business and Technology division. Though the Community Relations and Marketing department does not have the staffing resources to support the actual outreach it will act as a broker to connect the private sector need (Electrical Power Systems training for jobs with PG&E, EBMUD, etc.) to communicate the training and opportunity to targeted populations. This is one example of the types of systems we need to build.

Number one in achieving this goal is to determine the needs of the community and emerging industry then build a customized means to support the targeted marketing and outreach.

The College of San Mateo Education Master Plan provides further evidence that supports the needs of this goal (pg 24):

12) Identify emerging workforce development opportunities for CSM and respond to changing job-training needs through CSM's Career Technical Education programs and services.

14) Assess community and contract education needs.

- *Conduct an in-depth study to determine whether non-credit courses should be offered through Community Education, and, if indicated, develop a non-credit curriculum through Community Education.*

Programs such as accounting and astronomy have developed creative ways to engage the external community, and these should continue to be leveraged in CSM marketing programs. The EMP points out that both “Generation Y” and “Generation Z”, which together constitute the majority of the age demographic most likely to attend CSM, are distinguished by their “digital fluency.” An opportunity exists for CSM to leverage online social networking websites such as Facebook, YouTube and My Space to attract this demographic. CSM has a new award-winning website that excels at communicating many of the strengths of the College. CSM can leverage both the power of the new website as a communication tool and the digital fluency of its largest target market by driving more traffic to the website. Traffic to the website can be increased by several means, including

online advertising, increased utilization of social networking sites, and by prominently highlighting website URLs in print literature.

Rationale: The institution will have the means to react quickly to community and emerging industry needs in the provision of targeted online, print and in person outreach and marketing efforts.

Goal #4: *Develop responsive strategies to support student retention in terms of student matriculation follow-up, basic skills and transfer.*

With regard to student services, persistence, retention and success were the primary focal points. Each of these key elements has a critical place in the mission of the college. While a comprehensive view of the various components of our services needs to be critically evaluated, the primary focal points are recruitment, persistence, success, retention and matriculation of transfer-oriented students. Achieving the ultimate transfer goal of our students needs to be addressed through an institutional effort that will identify those students and create a path by which success can be achieved. Included are the various stages by which a student begins their academic career, whether at the basic skills level, or those that begin at the transfer ready stage.

- First time transfer students attending CSM fell to an alarming low 8.2% (fall 2007) from a high of 12.1% in 2002.

While Vocational Education and Lifelong Learners are part of the comprehensive mission of the college and critical to the makeup of a Community College, the focal point continues to be the goal of students who wish to matriculate.

The committee continually utilized the EMP as the primary document by which to reference. The environmental scans included in the EMP provided the committee a snapshot of the makeup of our student population and addressing their needs was paramount. Additionally, the IPC's Institutional Priorities needed to be fulfilled by the goals, objectives and action steps created by the EMC. Clearly, as evidenced by the data in the EMP, the college is currently serving more students with basic skills needs and that variable will continually increase as future generations attend CSM. The three critical indicators (success, retention and persistence) need to continually be monitored to ensure that we adequately provide the services and instruction to decrease attrition and increase the opportunities by which students can achieve their goals.

Goal #5: *Utilize research based methods to evaluate scheduling patterns.*

In the current climate of fiscal uncertainty, the effect on class offerings can alter a student's "time to degree." Schedule development occurs at the various department and division levels, which tend to operate in silos isolated from the global perspective of the institution. As the college faces fiscal reductions and responds by compressing course offerings, the EMC must lead the charge in identifying ways by which to develop a more comprehensive picture and perspective with regard to schedule development. The Educational Master Plan calls for a "...comprehensive research-based enrollment management initiative that addresses all stages of the enrollment management cycle including marketing, outreach, recruiting, and retention." It is clear that a "bird's eye" view of the schedule must

be available for scrutiny as it is being developed, rather than after it is entered into Banner as is currently the case. Faculty and deans can then make modifications during the schedule development process and ensure that degree patterns are addressed throughout the sequence, including days of the week, various time blocks, etc. The college must also stay abreast of student demand by periodically surveying students to validate their needs are met through course scheduling.

Times offered:

- 50% of all sections offered have start times within a 3 hour period (9:00am-12:00 pm)
- 12% of all sections offered between 1:00-4:00 pm
- 30% of all offerings offered between 5pm-8pm
- 44.2% day students only
- 37.5% evening students only
- 18.3% day/evening combination

Additionally, collaboration with the Distance Education Committee needs to be prioritized to ensure that our degree patterns in both a “bricks and mortar” and distance education delivery mode are comprehensive and available. Although the indicators still favor the traditional delivery mode and student success is higher than online delivery, students will continue to find quicker pathways towards their goals. The college will need to continue to analyze the data in the various delivery modes and be ready to address the change in need. As students seek variety in course scheduling to meet their specific needs, online delivery of courses needs to be strategically implemented to optimize efficiency and address demand. The college must also prioritize professional development opportunities for faculty to acquire the skills for online delivery.

- 5.3% of all courses offered via distance ed. mode (94.7% traditional).
- 70.6% course completion rate in traditional delivery modes vs. 47.4% online
- 71% of students taking online courses indicated their success rate was equivalent to that of courses taken via traditional delivery.
- 1/3 of our students have taken courses via online mode.

The college will need to determine the needs of our students when delivering the course program mix. While the state budget may have redirected more students locked out of CSU and UC's towards community colleges, a closer evaluation of the potential shift needs to occur so that the appropriate “menu” of options is available and meet the desired needs of our students. It would also behoove the college to gather data to analyze the goals of our students and create the appropriate mix. Previously, the direction to chase FTES and the open access policy might have directed a heavier influence of basic skills students towards us, but that trend might have shifted with the decrease in funding for higher education in the state. Additionally, the economic crisis and advent of layoffs in the workforce might prompt students to pursue offerings in our curriculum to get retrained and re-enter the workforce in some other capacity. Our current program mix is made up of the following and should continually be reevaluated to ensure our offerings meet student demand:

- Basic Skills: 5.5%
- Pre-collegiate: 7.1%
- Transfer: 64.4%

- Workforce Development: 24.1%

It should also be noted that enrollments by first-time transfer students decreased from 12.1% to 8.2% during 2002-2007. While high school graduates in San Mateo county have increased by 5.6% from 2001-2006, the take rates for CSM have resulted in a 36% net loss. Some of this loss can be attributed to an outward migration of students to other community college districts. The alarming statistics of a decrease in high school students attending CSM needs a closer evaluation and the college needs to engage in proactive practices to reverse this trend.

- 61.5% of students in San Mateo high schools enrolled in SMCCCD
 - CSM rate was 25.5%
- 1995-2007 the high school take rate decreased by 27.2% while the number of high school graduates increased by 9.3%.
- Enrollment loss occurred from high schools with high API scores, while the number enrolled from those schools with low API's increased.

Part C: Planning Assumptions:

While the plan is developed to remain active for three years, it is critical to note that this plan should be dynamic, with opportunities to modify as the external climate changes. Apportionment levels will continue to provide challenges for the college, and while we continually fluctuate with regard to expanding and compressing our class offerings and student services, if the plan cannot adjust to these external influences, it then can become stagnant and obsolete. The committee's greatest challenge was how to remain focused on achieving the stated goals during the recent and severe reduction in budget. Under normal circumstances, the mission of the community college has always been open access. Unfortunately, it has become apparent that we are no longer chasing FTES and are over our funding cap, serving more students than we are receiving apportionment for. The initial goals, objectives and action steps were in part created to continue to chase FTES for apportionment purposes and while some of these action steps can continue to remain vital and consistent throughout changing fiscal situations, some were created to address the continued need to increase FTES. However, unless a mechanism is in place to allow modification of the plan to adapt to fiscal influences, it will become stagnant.

The Planning Assumptions were developed based in part, on "The Enrollment Cycle" and include the following criteria: Changing Demographics, Legislative Influences, Technology and market influences.

Changing Demographics:

- Develop systemic research-based strategies for identifying populations to serve as the demographics shift and change. (Scheduling and marketing)
- Evaluate and adjust the instructional program mix in order to address changing student demographics, student needs, and workforce and employment trends. (EMP, pg. 17)
- Develop specific strategies to address students' placing at below level transfer English and math and allocate resources to address this issue. (EMP, pg. 17)
- To reverse the transfer decline, develop a comprehensive, coherent transfer program of curriculum and activities that appeals to the needs of transfer-bound students.

Legislation/Regulation:

- A comprehensive overview of Career Technical Education (CTE) programs should be reviewed and scheduled to remain competitive with private technical schools. Additionally, CTE scheduling patterns and delivery modes require consistent evaluation. (EMP, pg. 18)
- Apportionment funding will shift according to legislative initiatives and scheduling patterns must be coordinated to reduce the negative impact on “time to degree.”

Technology:

- The College’s student population has displayed a significant change in demographics over the past 20 years; therefore, the College should increase the use of alternate instructional and student services delivery modes to serve an increasingly diverse student population. (EMP, pg. 17)
- The College must develop high-tech, high-touch cutting-edge student services programs that are well integrated with instruction and that are responsive to an ever-changing student population.

Market Influences:

- Because the College has experienced a steady decline in enrollment since 1991, the college should develop and implement a comprehensive research-based enrollment management initiative that addresses all stages of the enrollment management cycle including marketing, outreach, recruiting, and retention. (EMP, pg. 17)
- There is a gap between the number of students who declare their intention to transfer and those who actually do so. The College must examine the reasons for this gap and develop strategies to increase the transfer rate, primarily in target marketing developed to address the needs of specific groups.(EMP, pg. 17)

Part D: Linkages to other Plans:

The EMC’s institutional plan is directly linked to other key institutional documents and created the references by which the plan was developed. These direct links are referenced in the plan. The documents that provided the information and reference include the Educational Master Plan, CSM’s Institutional Priorities and the District Strategic Plan. The Enrollment Management Plan was created as a document by which to achieve the high level goals in the other plans. In other words, this plan could be implemented at the lowest levels of the institution and ultimately assist the college in achieving its overall goals.

Part E: Assessment:

Part of being a data driven institution includes an assessment component of the plans developed. Our underlying intent was to develop a plan consisting of goals, objectives and action steps which feed into the Institutional Priorities. Assessment of each goal identified in the Enrollment Management Plan is key to ensuring that the goals established by the Institutional Planning Committee are met. It was critical to

establish assessment tools that are objective, quantifiable, and can ultimately provide a feedback mechanism by which to modify the action steps, objectives and goals. Survey mechanisms, data collected from PRIE and quantifiable numbers of events have been identified as the primary assessment components of the various goals.

The development of a comprehensive marketing plan provides the framework for many of the action steps specified in the Enrollment Management plan. CSM has never fully implemented a Strategic Marketing Plan for the institution. The implementation of Goal #1 of the EMC plan will provide this much needed planning document. The Strategic Marketing plan upon implementation will be outdated as it can not be a static document but must be a working document that provides the strategic planning guidelines and criteria for CSM's marketing and outreach. By nature marketing and outreach (to a lesser extent) must always be in touch with its audiences, reacting to its environment and aware of necessary physical and financial resources to successfully implement a given plan or strategy. The Strategic Marketing Plan is just that a plan that will provide guidance and specific criteria to lead the work of marketing, branding and providing outreach for the college to its markets.

The Community Relations and Marketing department has already put many systems and plans in place to guide the marketing and outreach of the CSM brand. The department will continue to monitor and evaluate all activities to ensure the most efficient and effective methods are in place to accommodate the delivery of marketing and outreach to our students and community at large.

Goal #1: *Develop a comprehensive marketing plan linked to the Educational Master Plan that targets the community at large, promotes CSM as a first choice transfer institution, and is integrated into other strategic planning efforts.*

Indicators:

- 3.6 Marketing, Outreach and Public Relations: Numbers of Marketing and PR Efforts
- 3.7 Marketing, Outreach and Public Relations: Numbers of High School Outreach Efforts
- 2.1 Transfer Rate
- 2.6 Numbers of Transfer to IC's
- 2.7 Percentage of Transfers Enrolling in UC's
- 2.8 Numbers of Transfers to CSU's
- 2.9 Percentage of Transfers Enrolling in CSU's

Marketing and outreach at CSM has been expanded greatly in the last three years with the employment of a full time Program Services Coordinator for Outreach working out of the Community Relations and Marketing Department. This position has served to enhance and expand the good work already in place and provided by the High School Counselor in Student Services. Additionally the CSM Student Ambassador program has been expanded in the last two years from two students to seven/eight students consistently. The additional resources have strengthen our outreach as well as allowed us to provide consistent support to high schools. In addition to the strengthen support provided to high school outreach the Community Relations and Marketing department has been able to provide cyclable support to the local community with the distribution of schedules to local businesses three times per semester in addition to the bulk mailing of 105K schedules to local residents.

The Community Relations and Marketing department continually reviews the output of marketing messages to the community for gained efficiency in delivery along with confirmation of need. The most recent example is the implementation of a postcard distribution within the CSM service area rather than a print schedule resulting in a savings of \$20K to the institution.

It is the goal of the Community Relations and Marketing department to continually review the delivery of marketing efforts to derive the most cost effective and comprehensive methods. Additionally tracking systems and process have been sent in place to monitor outreach efforts within the department.

Going forward with the activities planned in Goal #2 there will be the opportunity to more effectively look at all marketing efforts conducted by the institution (including those conducted outside of the CR & Marketing department).

Goal #2: *Develop a means by which to comprehensively coordinate all institutional marketing efforts and track and evaluate their overall effectiveness.*

Indicators:

3.4 External Community Satisfaction and Perception: Overall Ratings/ Chamber of Commerce

3.5 External Community Satisfaction and Perception: Overall Ratings/ Advisory Group Members

3.6 Marketing, Outreach and Public Relations: Numbers of Marketing and PR Efforts

3.7 Marketing, Outreach and Public Relations: Numbers of High School Outreach Efforts

The Evaluation or Assessment methods for Goal #2 include:

1. Annual review of all high school and middle outreach conducted by CSM.
2. Feedback from customers served such as High School students, counselors and administrators via a Student Ambassador Program review/year end survey.
3. Summarize Contact CSM feedback annually specific to marketing and outreach.
4. Summarize CR & Marketing general email feedback from the community.
5. Include 'how are we doing feedback queries' via the CSM web site separate from Contact CSM.

Goal #3: *Establish a comprehensive, responsive recruitment process that responds to the community and the emergency and changing industry needs.*

Indicators:

2.1 Transfer Rate

2.1.1 Rate of Transfer (UC, CSU) among at-risk students

2.2 Degrees/certificates awarded rate

2.3 Number of Degrees awarded

2.4 Number of Certificates awarded

2.5 Credential, degree, or certificate rate for occupational programs

- 2.6 Number of transfers to UC
- 2.7 Percentage of transfers enrolling in the UC's
- 2.8 Number of transfers to the CSU's
- 2.9 Percentage of transfers enrolling in the CSU's

The Evaluation or Assessment methods for Goal #3 include:

1. Inventory of courses/programs developed to meet industry needs.
2. Survey feeder high schools and middle schools to ensure their needs are met.
3. Quantify number of speaking engagements.

Goal #4: Develop responsive strategies to support student retention in terms of student matriculation follow-up, basic skills and transfer.

Indicators:

- 1.1 Retention Rates
- 1.2 Term persistence rates
- 1.4 Annual successful course completion rate for credit basic skills courses
- 1.5 Progression beyond basic skills
- 1.6 Student progress and achievement rate
- 1.7 Numbers of academic advising sessions
- 1.8 Percentage of matriculated students advised
- 1.9 Numbers of matriculated students completing SEP's
- 1.10 Numbers of students completing orientation
- 1.16 Course completion for all distance ed.
- 2.1 Transfer rate
- 2.6 Number of transfers to UC's
- 2.7 Percentage of transfers enrolling in UC's
- 2.8 Number of transfers to CSU's
- 2.9 Percentage of transfers enrolling in CSU's

The Evaluation or Assessment methods for Goal #4 include:

1. Conduct surveys.
2. Track student use of services on SARS.
3. Record and use verbal feedback in focus group activities.
4. Maintain lists of activities and number of participants.
5. Review, analyze and make appropriate modifications to influence transfer data obtained by the CSU and UC systems.

Goal #5: – *Utilize research based methods to evaluate scheduling patterns*

Indicators:

- 1.2 Term persistence rates.
- 1.23 Number of developmental ed. sections offered.
- 1.24 Percentage of sections offered that are developmental ed.

- 2.1 Transfer rate
- 2.3 Number of degrees awarded
- 2.4 Number of certificates awarded
- 3.8 Program and service enhancements: numbers of new or modified courses
- 3.9 Program and service enhancements: Number of distance ed. courses offered
- 3.10 Program and service enhancement: Number of online courses offered
- 3.20 Number of distance ed. enrollments
- 3.21 Number of new distance online courses
- 3.22 Number of new degree programs
- 6.1 Enrollment
- 6.2 Enrollment: County penetration rate

The Evaluation or Assessment methods for Goal #5 include:

1. Assess and evaluate through COI new courses/programs.
2. Survey students to ensure course offering times meet their needs.
3. Track enrollments changes in traditional and online courses.
4. Survey industry leaders to ensure programs meet emergency industry needs .
5. Track degree/certificate completion rates

Enrollment Management Committee 2010-2013					
Goal #1: <i>College of San Mateo will develop a comprehensive marketing plan linked to the Educational Master Plan that targets the community at large, promotes CSM as a first choice transfer institution, and is integrated into other strategic planning efforts.</i>					
Institutional Priorities Addressed by Goal: <u>Priority 2</u> : Promote Academic Excellence; <u>Priority 3</u> : Promote Relevant, High-quality Programs and Services					
Evaluation or Assessment of Goal: Draft of Strategic Marketing plan will be developed and delivered to CSM Administration for evaluation December 2009.					
College Indicators Influenced by Goals: (Refer to College Index and/or Comprehensive Listing of Indicators and Measures) 2.1,2.7-2.9, 3.4, 3.5, 3.6, 3.6 Marketing, Outreach and Public Relations: Numbers of Marketing and PR Efforts 3.7 Marketing, Outreach and Public Relations: Numbers of High School Outreach Efforts 2.1 Transfer Rate 2.6 Numbers of Transfer to IC's 2.7 Percentage of Transfers Enrolling in UC's 2.8 Numbers of Transfers to CSU's 2.9 Percentage of Transfers Enrolling in CSU's					
Relationship to Other Key Planning Documents or Mandates: <i>Educational Master Plan, Institutional Priorities, District Strategic Plan, Student's Speak</i>					
Ed Master Plan Pgs: 10, 17, 143-148, 206-208	SMCCCD Strategic Plan (abridged version) 1,1a, 2.1a, 2.1c, 3.1a, 3.1b, 3.1d, 5.2a, 5.2b	Other [e.g. SMCCCD Tech Plan]	Other CSM 'Students Speak' Summary of Findings: pg 3-4, 11, 12, 13	Other	
Objective #1: Develop, maintain and publish a comprehensive Marketing & Outreach calendar (only activities lead by Community Relations and Marketing).					
Action Steps 1.1.1 <i>Derive and summarize current marketing and outreach activities from staff. Includes on-campus activities, production and graphic projects, high school outreach, community outreach and general institutional marketing.</i>	Resources Estimated (Human, Fiscal, and Capital) <i>Current staffing sufficient to accomplish.</i>	Outcomes/Deliverables 1.1.1 <i>A high level calendar for department and outreach planning; a 'snapshot' view of institutional graphic prod., outreach and marketing.</i>	Proposed Leads <i>PIO</i>	Timeline <i>Ongoing</i>	

<p>1.1.2 Review and refine data into a calendar format with 'major benchmarks' – beginning and ending timeframes.</p>		<p>1.1.2 User friendly calendar format with definitive timeframes for all work.</p>		
<p>1.1.3 Implement and maintain calendar via an on-line technology and post to the department web site.</p>		<p>1.1.3 An on-line planning tool to ensure efficient delivery of production, outreach & marketing services. Supports internal/external audiences.</p>		

<p>Objective #2: Enhance and expand transfer awareness to the community via targeted marketing materials and further develop transfer events.</p>				
<p>Action Steps</p>	<p>Resources Estimated (Human, Fiscal, and Capital)</p>	<p>Outcomes/Deliverables</p>	<p>Proposed Leads</p>	<p>Timeline</p>
<p>1.2.1 Design and develop a high quality transfer view brochure.</p> <p>1.2.2 Setup working group meetings with transfer and outreach staff to determine best practices for the development of transfer activities and/or events.</p>	<p>Current staffing sufficient to accomplish.</p>	<p>1.2.1 Greater visibility and enhanced image of College of San Mateo as a transfer institution.</p> <p>1.2.2 Improved understanding of College of San Mateo's transfer support services.</p>	<p>Student Services personnel in charge of transfer PIO</p>	<p>December, 2010</p>

Enrollment Management Committee 2010-2013					
Goal #2: <i>Develop a means by which to comprehensively coordinate all institutional marketing efforts and track and evaluate their overall effectiveness.</i>					
Institutional Priorities Addressed by Goal: <u>Priority 3</u> : Relevant, High-quality Programs and Services; <u>Priority 4</u> : Integrated Planning, Fiscal Stability and the efficient use of resources; <u>Priority 5</u> : Institutional Dialogue					
Evaluation or Assessment of Goal: Decrease percentage of redundancy in college-wide marketing efforts					
College Indicators Influenced by Goals: (Refer to College Index and/or Comprehensive Listing of Indicators and Measures)					
3.4 External Community Satisfaction and Perception: Overall Ratings/ Chamber of Commerce 3.5 External Community Satisfaction and Perception: Overall Ratings/ Advisory Group Members 3.6 Marketing, Outreach and Public Relations: Numbers of Marketing and PR Efforts 3.7 Marketing, Outreach and Public Relations: Numbers of High School Outreach Efforts					
Relationship to Other Key Planning Documents or Mandates: <i>Educational Master Plan, Institutional Priorities, District Strategic Plan</i>					
Ed Master Plan Pg 10, 17, 143-148	SMCCCD Strategic Plan (abridged version) 2.1, 2.3	Other [e.g. SMCCCD Tech Plan]	Other	Other	
Objective #1: Utilize one centralized, calendar of all campus marketing and outreach activities.					
Action Steps	Resources Estimated (Human, Fiscal, and Capital)	Outcomes/Deliverables	Proposed Leads	Timeline	
<i>2.1.1: Create inventory of all marketing efforts utilized throughout the various departments and divisions throughout the college.</i>	<i>Current staffing sufficient to accomplish.</i>	<i>2.1.1 Centralized institutional calendar created and used.</i>	<i>Marketing Department, Instructional Deans</i>	<i>Spring 2011</i>	
Objective #2: Use research based methods to evaluate effectiveness of marketing and outreach activities.					
Action Steps	Resources Estimated (Human, Fiscal, and Capital)	Outcomes/Deliverables	Proposed Leads	Timeline	
<i>2.2.1: Conduct focus groups with both internal and external audiences for data collection to determine marketing effectiveness.</i>	<i>Current staffing sufficient to</i>	<i>2.2.1: A collection of findings and recommendations for review and analysis.</i>	<i>PRIE; Marketing Department</i>	<i>Spring, 2011</i>	

Enrollment Management Plan: 2009/10 to 2012/13

Enrollment Management Committee

Initial submission: November 9, 2009

Final submission: April 16, 2010

<p>2.2.2: <i>Compile data from focus groups to determine marketing effectiveness</i></p> <p>2.2.3: <i>Analyze data gathered from focus groups to determine marketing effectiveness.</i></p>	<p><i>accomplish.</i></p>	<p>2.2.2: A documented report of findings and recommendations.</p> <p>2.2.3: Implement and adjust current marketing strategies based on findings (based on administration review and approval.)</p>		
---	---------------------------	---	--	--

Enrollment Management Committee 2010-2013					
Goal #3: – College of San Mateo will establish a comprehensive, responsive recruitment process that responds to the community and the emerging and changing industry needs.					
Institutional Priorities Addressed by Goal: <u>Priority 2</u> : Promote Academic Excellence; <u>Priority 3</u> : Promote Relevant, High-quality Programs and Services					
Evaluation or Assessment of Goal: Track new course offerings through Committee On Instruction generated by environmental scans identified in Education Master Plan.					
College Indicators Influenced by Goals: (Refer to College Index and/or Comprehensive Listing of Indicators and Measures)					
2.1 Transfer Rate 2.1.1 Rate of Transfer (UC, CSU) among at-risk students 2.2 Degrees/certificates awarded rate 2.3 Number of Degrees awarded 2.4 Number of Certificates awarded 2.5 Credential, degree, or certificate rate for occupational programs 2.6 Number of transfers to UC 2.7 Percentage of transfers enrolling in the UC's 2.8 Number of transfers to the CSU's 2.9 Percentage of transfers enrolling in the CSU's					
Relationship to Other Key Planning Documents or Mandates: Educational Master Plan, Institutional Priorities, District Strategic Plan					
Ed Master Plan	SMCCCD Strategic Plan	Other [e.g. SMCCCD Tech Plan]	Other	Other	
Pgs: 10-21, 24, 28-30, 126, 143-148, 203-204, 206-208, 212-214	1.1a, 1.1b, 2.1a, 2.1b, 2.2b, 2.4c, 3.1a, 3.1b, 3.1c, 3.1d, 3.2a		CSM 'Students Speak' Summary of Findings: pg 2-3, 6, 9,		
Objective #1: .Collect and analyze data that identifies student and community needs related to courses and related to course scheduling.					
Action Steps		Resources Estimated (Human, Fiscal, and Capital)	Outcomes/Deliverables	Proposed Leads	Timeline
3.1.1 Develop a "Think Tank" consisting of a faculty/staff/advisory group to evaluate,			3.1.1. Identification of emerging industry needs with	PRIE, Instructional	Spring 2011

<i>assess and anticipate emerging trends based on environmental scan information contained in the E.M.P.</i>	<i>Current staffing sufficient to accomplish.</i>	report to COI, deans, IPC	<i>Deans, IPC and COI</i>	
--	---	---------------------------	---------------------------	--

Objective #2: *Review current outreach plans, processes and resources to determine the most efficient methods of delivery as well ensuring the appropriate outreach audiences are being supported.*

Action Steps	Resources Estimated (Human, Fiscal, and Capital)	Outcomes/Deliverables	Proposed Leads	Timeline
<p>3.2.1 <i>Create a working group to discuss current relationships with middle school and high school students, instructors and parents. Based on review and research determine and confirm needs of the High School and Middle School community.</i></p> <p>3.2.2 <i>Continue to provide President and Faculty speaking engagements for Middle and High Schools.</i></p>		<p>3.2.1 Improved understanding of High School and Middle School relationship and needs. Development of a bridge to college.</p> <p>3.2.2 Increased concurrent enrollment, middle college enrollment and college enrollment.</p>	<i>PRIE, Marketing, Student Services, Instruction</i>	<i>Fall 2010</i>

Enrollment Management Committee 2010-2013					
Goal #4: – Develop responsive strategies to support student retention by encouraging student participation in the matriculation process. in terms of student matriculation follow-up, basic skills and transfer.					
Institutional Priorities Addressed by Goal: <u>Priority #1</u> – Student Success; <u>Priority #2</u> : Academic Excellence					
Evaluation or Assessment of Goal: Summary and program usage reports. Student surveys as appropriate. Increase in % rates for term persistence, successful basic skills course completion, and successful course completion.					
College Indicators Influenced by Goals: (Refer to College Index and/or Comprehensive Listing of Indicators and Measures <u>Indicators</u>: 1.3 Retention Rates 1.4 Term persistence rates 1.5 Annual successful course completion rate for credit basic skills courses 1.5 Progression beyond basic skills 1.6 Student progress and achievement rate 1.7 Numbers of academic advising sessions 1.8 Percentage of matriculated students advised 1.9 Numbers of matriculated students completing SEP's 1.10 Numbers of students completing orientation 1.16 Course completion for all distance ed. 2.1 Transfer rate 2.6 Number of transfers to UC's 2.7 Percentage of transfers enrolling in UC's 2.8 Number of transfers to CSU's 2.9 Percentage of transfers enrolling in CSU's					
Relationship to Other Key Planning Documents or Mandates: Educational Master Plan, Institutional Priorities, District Strategic Plan					
Ed Master Plan Pg 17	SMCCCD Strategic Plan Pg 18 – Goal 2 Objective 5	Other [e.g. SMCCCD Tech Plan]	Other	Other	
Objective #1: Enhance the college enrollment and matriculation process by providing information and support to assist students to define and achieve their educational goals.					
Action Steps		Resources Estimated (Human, Fiscal, and	Outcomes/Deliverables.	Proposed Leads	Timeline
4.1.1 Provide a new orientation model			4.1.1 Systematic and informed	Dean of	Summer/fall

Objective #2: Strengthen transfer success rate at College of San Mateo.				
Action Steps	Resources Estimated (Human, Fiscal, and Capital)	Outcomes/Deliverables	Proposed Leads	Timeline
4.2.1 Increase counselor participation in transfer activities. Offer more Career and Life Planning classes and Focus Groups on transfer.	Use current staffing to cover activities and programs	4.2.1 Increase comprehensive transfer services to support informed educational decision making.	Counseling faculty	Fall 2010
4.2.2 Develop and publish (paper and online) CSU GE, IGETC, and Associate degree worksheets to support student awareness of educational goals and the opportunity to engage in self evaluation of towards completion of requirements.		4.2.2 Enhance student awareness of transfer requirements by using "self help" worksheets (paper and online) with other counseling support.	Articulation Officer	Spring, 2010
4.2.3 Provide workshops that introduce to instructional faculty how course articulation supports transfer.		4.2.3 Improved articulation as a result of faculty awareness.	Articulation Officer and instructional faculty	Spring, 2010
4.2.4 Review and revise information produced from the Basic Skills Committee to support developmental educational opportunities to support the transfer educational goal.		4.2.4 Increase transfer marketing and support to basic skills students to improve retention and persistence and assist basic skills students to become transfer ready.		
Objective #3: Increase utilization of institutional and student support services				
Action Steps	Resources Estimated (Human, Fiscal, and Capital)	Outcomes/Deliverables	Proposed Leads	Timeline
4.3.1: Develop a means to track the effectiveness of the early alert	Use current staffing to cover activities and programs,	4.3.1: Data compiled and used to assess the efficiency of early alerts.	Deans, Lab Staff, Basic Skills Committee	Fall 2010
4.3.2: Develop communication, availability and awareness of centralized labs and		4.3.2: Track number of Students using resources to		

Enrollment Management Plan: 2009/10 to 2012/13

Enrollment Management Committee

Initial submission: November 9, 2009

Final submission: April 16, 2010

<i>centers</i>		maintain progress towards educational goals.		
----------------	--	--	--	--

Enrollment Management Committee 2010-2013					
Goal #5: – Utilize research based methods to evaluate scheduling patterns					
Institutional Priorities Addressed by Goal: <u>Priority #1</u> - Student Success; <u>Priority #2</u> - Academic Excellence; <u>Priority #5</u> - Institutional Dialogue					
Evaluation or Assessment of Goal: Progress toward development of the necessary instruments and processes, administration of instruments, analysis of resultant data, and summary report with recommendations. (% complete at each phase of process or each action step)					
College Indicators Influenced by Goals: (Refer to College Index and/or Comprehensive Listing of Indicators and Measures)					
1.3 Term persistence rates. 1.23 Number of developmental ed. sections offered. 1.24 Percentage of sections offered that are developmental ed. 2.1 Transfer rate 2.3 Number of degrees awarded 2.4 Number of certificates awarded 3.8 Program and service enhancements: numbers of new or modified courses 3.9 Program and service enhancements: Number of distance ed. courses offered 3.10 Program and service enhancement: Number of online courses offered 3.20 Number of distance ed. enrollments 3.21 Number of new distance online courses 3.22 Number of new degree programs 6.1 Enrollment 6.2 Enrollment: County penetration rate					
Relationship to Other Key Planning Documents or Mandates: Educational Master Plan, Institutional Priorities, District Strategic Plan					
Ed Master Plan	SMCCCD Strategic Plan	Other [e.g. SMCCCD Tech Plan]	Other	Other	
Pgs: 101, 173, 175, 176	Pgs: 13, 18, 20				
Objective #1: Integrate into the schedule planning process a mechanism to determine the number of courses each hour/each term that meet the same transfer/degree categories, by discipline, by sequence level and use that information to better allocate classes early in the schedule development process.					
<i>Action Steps</i>		<i>Resources Estimated (Human, Fiscal, and</i>	<i>Outcomes/Deliverables</i>	<i>Proposed Leads</i>	<i>Timeline</i>

5.1.1	Develop a mechanism to determine the number of courses each hour/each term that meet the same transfer/degree categories, by discipline, by sequence level.	<p>Capital)</p> <p>Human</p>	5.1.1	Develop a mechanism by which deans/faculty leads can acquire this information before round two corrections in the scheduling process	PRIE/ IT	
5.1.2	Run a BETA model for schedule development for Fall-2011		5.1.2	Use the mechanism	Deans/Lead Faculty PRIE	
5.1.3	Evaluate and modify the process as needed		5.1.3	Collect and react to user feedback	Deans/lead Faculty	
5.1.4	Collect user feedback		5.1.4	Process fully integrated into schedule making process		
5.1.5	Deans/department leads evaluate and modify schedule pattern to ensure adequate program offerings prior to final Banner input					

Objective #2: Identify gaps in degree/certificate offerings both day and night and compile a college wide plan for the offering of such courses.					
	Action Steps	Resources Estimated (Human, Fiscal, and Capital)	Outcomes/Deliverables	Proposed Leads	Timeline
5.2.1	Collect from departments a list of transfer/certificate requirements not offered day and night every semester.	Human	5.2.1: List developed and analyzed to ensure a student's "time to degree" appropriate.	Deans EM/VPI	June 2011
Objective #3: Determine whether or not full-time students, entering at one level below transfer can complete AA/GE transfer requirements in a 3 year cycle.					
	Action Steps	Resources Estimated (Human, Fiscal, and Capital)	Outcomes/Deliverables	Proposed Leads	Timeline
5.3.1	Develop an annual matrix to evaluate a student's "time to degree"	Human	5.3.1: Develop replicable mechanism for testing AA/GE path to completion in a three year cycle. Work with I.T. to	PRIE District I.T.	June 2011

		implement a method by which Banner scheduling information can be populated into an excel format.		
--	--	--	--	--

Objective #4: Assess online degree completion timeframe				
<i>Action Steps</i>	<i>Resources Estimated (Human, Fiscal, and Capital)</i>	<i>Outcomes/Deliverables</i>	<i>Proposed Leads</i>	<i>Timeline</i>
<p>5.4.1: Develop an annual matrix of online course offerings to evaluate "time to degree" in an online format</p> <p>Need to add an implementation plan (action step) for the 5.2.1., 5.31 and .5.4.1</p>	Human	5.5.1: Comprehensive online course offering availability compiled and published	Distance Ed. Committee, Deans, VPI, District I.T.	June 2011