Enrollment Management 5 Year Implementation Plan
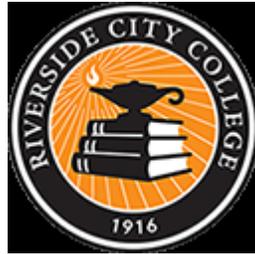
Riverside City College

2015-2020

Purpose of Enrollment Management Plan

The purpose of the Enrollment Management plan is to create a responsive, flexible, educationally and financially sound, research-based approach to enrollment management that recognizes the multiple missions of the college and supports student access and success.

The distribution of the college's FTES to its various programs historically has not shown a clear connection to the educational plan due to "rollover" as the principal schedule development mechanism. However, since 2011/12, the college has been working to develop a responsive, flexible, educationally, and financially sound data-driven enrollment management plan that is guided by the college mission. Part of this planning needs to be an understanding RCC's students in terms of their academic needs and goals. (See Appendix C.1)

The college is shifting its enrollment management to a more results based approach, weighing the overall balance of curricular offerings, department and program plans, certificate and degree requirements and student need (for example the percentages of students needing basic skills), and external factors, including metrics by which the college will be evaluated. The plan outlines principles to guide enrollment management processes and decision making as well as procedures and guidelines that can help the college's divisions, departments, and disciplines maximize student access and success. This plan outlines a coordinated approach among disciplines, departments, deans, and the college as a whole in managing enrollment and implementing Pathways. The plan, as it evolves through this strategic planning cycle, will be continuously monitored, evaluated, and assessed.

Enrollment Management Principles

1. The focus of decision making should be on student access, student success, and the quality and academic integrity of programs and services.
2. The plan must recognize the multiple missions of the college and demonstrate a commitment to a balance of these missions as determined through shared governance.
3. The plan must facilitate students' successful completion of their Pathways by aligning course offerings in schedules that demonstrate efficient use of space and that exhibit a student-centered distribution of courses by time and modality.
4. Any expansion of offerings to facilitate access, for example, offering sections on weekends and expanding evening offerings, must be accompanied by offering students access to full college support services at these times, keeping the focus not on access alone but on the support necessary to facilitate student success.
5. The plan also supports the necessity of front-loading student support prior to enrollment so that students are able to make informed decisions and are provided with information about the academic and other support services available to them at the college.
6. The plan is founded on a commitment to using good qualitative and quantitative data to inform discussions and decisions.
7. The plan must recognize and be responsive to fluctuating fiscal and facilities realities.
8. The plan must strive to achieve efficiency, but in a nuanced way that understands that the efficiency target for the college as a whole is a composite of the efficiency ratio for each discipline, which in turn is based on historical course caps for courses in each discipline
9. The plan must comply with the external demands of accreditation standards and state mandated
10. metrics while also remaining consistent with the RCCD collective bargaining agreement.

Description of Current Pathways—needed

According to the RCC 2015-2020 Strategic Plan, "The principal strategy for improving student success and completion involves the college's Student Success Pathway Initiative. The Student Success Pathway

Initiative uses some of the successful strategies—such as block scheduling, two-year contracts, and integrated academic support—on a larger scale to reduce the amount of time it takes for students to graduate and/or transfer, to complete a certificate, and to prepare for college-level work. This revised plan gradually increases the number of students by approximately 1000 per year for the next five years into clear CTE and degree/transfer pathways and reduces the amount of time for remediation."

"Currently, RCC runs its present system of course offerings and the Pathway Initiative simultaneously. The institutional planning targets below reflect these two systems. Each system has its own targets. "At the end of this five-year planning cycle, the college plans to move 30% of its students into clearly defined transfer, ADTs, and CTE certificate programs.""

<mark>Implementing Pathways and Allocation of FTES</mark>

Implementing Pathways / Transitioning the College from the Current Structure to the Pathways Structure

The strength of the Pathways model is the reduction of time to remediation and acceleration to graduation. The important considerations for enrollment management are

- It is a 1+2+2 model
- Completing basic skills in 1 year for students placing at the lowest levels will require creating intensive and accelerated remediation during summer and winter intersessions

Changing the existing structure to a Pathways model is not something that can be done overnight, and implementing it, while minimizing disruption to the college as a whole, is an important consideration. With that in mind, over a five-year period the goal is to take the college to a system where 30% of students will be on a defined pathway. While the college doesn't aspire or intend to be on a 100% Pathways model given the tremendously varied needs of our students, projecting out 15 years, the college anticipates that a significant percentage of students will be on a Pathways model. The college is planning for a gradual but systemic shift that will decongest the system for everyone as well as provide an environment in which integrated academic support services are more available for all students. Careful assessment and monitoring at every step will be necessary to adjust and recalibrate to ensure that the program is accomplishing the goal of increasing student completion and success.

The importance of thinking about course offerings from the perspective of student need rather than primarily from the perspective of faculty preference can't be over-emphasized. Putting all course offerings in disciplines on a rotation helps to create a clear understanding of which core courses are most essential to students' moving through their various Pathways and to better configure the sequence and frequency of offerings of electives—which are integral to the richness, breadth, and depth of RCC's mission. This effort will help the college create a more coherent and student-centered enrollment management plan.

To facilitate the goals of access and completion, the college will create a balanced master schedule that meets the needs of Basic Skills, Transfer, and CTE students and that reflects the priorities of the college initiatives outlined in this Educational Master Plan. Such a schedule needs to be built through the strategically coordinated effort of disciplines, departments, and divisions and needs to maintain the flexibility to adjust to changing demands. Departments will engage in ongoing analysis and conversation about the calibration of course offerings to ensure that essential classes are offered frequently enough and

in sufficient numbers and will place elective offerings on a regular rotation that ensures accessibility to students so they can complete Pathways in a two year time-frame.

(note—I couldn't find the charts that show growth in STEM but know they exist—who has these?)

Academic Year	Annual FTES (Credit) (2.5% growth)	Projected "Old System" FTES	Pathways - Remediation Track FTES	Pathways - College Prepared Track FTES	Total Pathways College Prepared FTES (Progressed from Remediation)	Total Pathways College Level [Prepared + Progressed] FTES
Enrollment Growth -- 2.5% per year _Pathways_ Students are those who are enrolled FULL TIME and have signed a 2 Year Contract						
2013-2014	14,878.9	14,878.9	-	-	-	-
2014-2015	15,204.4	15,204.4	-	-	-	-
2015-2016*	15,732.7	14,474.0	944.0	314.7	566.4	881.0
2016-2017	16,126.0	13,545.8	1,935.1	645.0	1,257.8	1,902.9
2017-2018	16,529.1	12,562.1	2,975.2	991.7	2,082.7	3,074.4
2018-2019	16,942.4	11,520.8	4,066.2	1,355.4	3,049.6	4,405.0
2019-2020	17,365.9	10,419.5	5,209.8	1,736.6	3,907.3	5,643.9

2015-2016 Headcount and FTES is as reported on the State Chancellor's Office Datamart as of September 1st, 2016

Where are Students Placing?

2015-2016 Unique Students by Pathway

Transfer Level Courses 10%

Transfer 23%

Other 56%

CTE 11%

B. Skills Math/College Eng (31.4% of all Basic Skills students)

B. Skills Eng/College Math(6.4% of all Basic Skills students)

Basic Skills both Math and English (62.2% of all Basic Skills students)
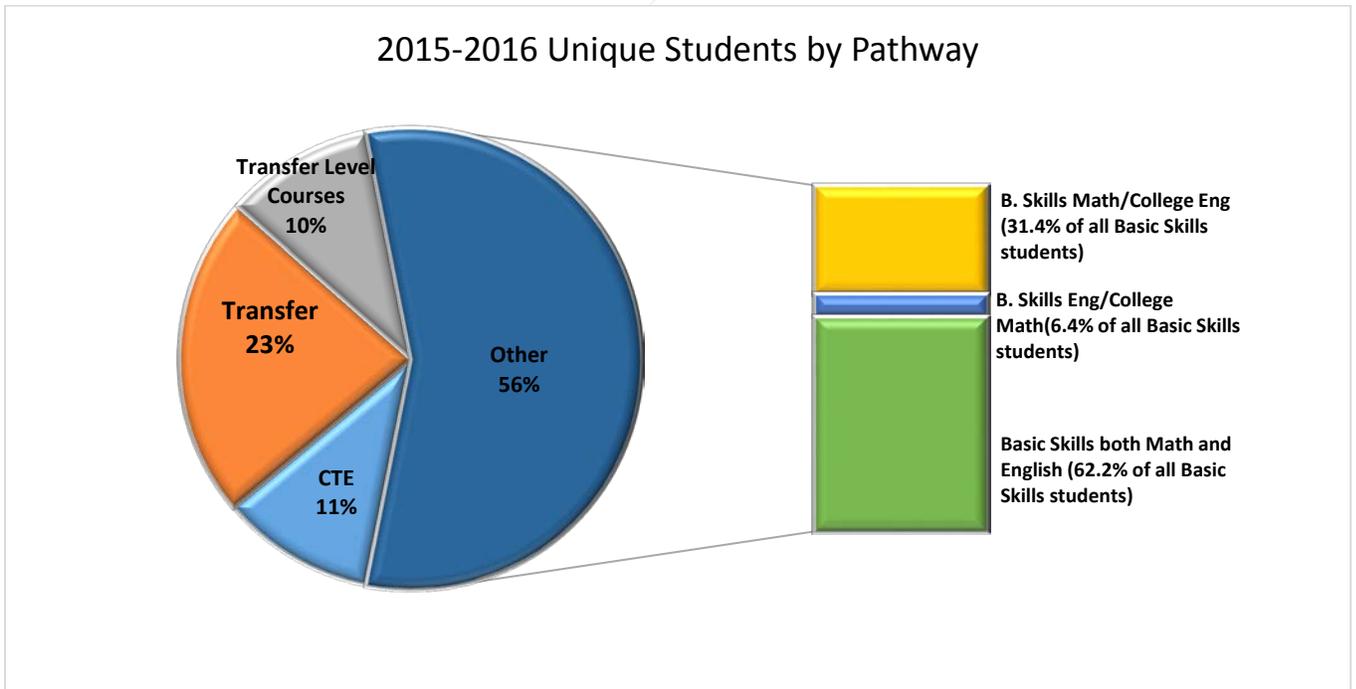
Student Placement and Distribution of Courses

Meaningfully identifying which Pathways RCC's students are on (or even are most likely to be on) is difficult given the college's current system. Students' indication of a major or area of study on applications doesn't always match course taking behavior. Therefore, determining what classes clearly "signal" students are on one pathway or another is problematic. However, moving forward, as new software for SEPs becomes available and as the Pathways Initiative is further implemented and relevant and reliable data become available, it will be essential for those working on enrollment management to gather and analyze this data in order to facilitate conversations about percentages of FTES allocated to each of the Pathways.

For students enrolling as first-time freshmen in the last five years, the tables below show their preparedness based on their first Accuplacer scores.

First-Time Freshmen Math Accuplacer Placement Level										
	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	#	%	#	%	#	%	#	%	#	%
College Level	142	3%	165	4%	135	3%	195	4%	214	3%
Underprepared	1530	33%	1555	35%	1598	35%	1954	39%	1887	31%
Unprepared	2057	44%	2038	46%	2379	52%	2436	49%	2245	37%
No Math / Score	949	20%	643	15%	440	10%	418	8%	1804	29%
Total	4678	100%	4401	100%	4552	100%	5003	100%	6150	100%

First-Time Freshmen English Accuplacer Placement Level										
	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	#	%	#	%	#	%	#	%	#	%
College Level	740	16%	728	17%	663	15%	769	15%	681	11%
Underprepared	952	20%	650	15%	454	10%	629	13%	2035	33%
Unprepared	1212	26%	1147	26%	1257	28%	1351	27%	1256	20%
No Math / Score	1774	38%	1876	43%	2178	48%	2254	45%	2178	35%
Total	4678	100%	4401	100%	4552	100%	5003	100%	6150	100%

While the total FTES changes each year, the distribution of course types that are reflected in our three primary Pathways—CTE, Basic Skills, and Transfer—has remained remarkably consistent. As the college further implements Pathways, the vision is to shift more FTES to STEM areas (as warranted by student interest and math readiness) to accommodate projected job growth. For Basic Skills, the initial effort will be to place more emphasis on the under-prepared students who can move very quickly to college readiness and two year Pathways, decongesting the system, while developing accelerated remediation programs for un-prepared students. And all of this must be balance with maintaining robust offerings in the liberal arts where the highest student demand is.

Percent of Total FTES by Course Classification

Course Classification	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
Transfer	55.7%	56.3%	56.0%	56.2%	57.2%	58.1%
Transfer & CTE	18.6%	18.7%	18.4%	18.3%	18.0%	17.1%
CTE	9.7%	9.6%	10.5%	9.9%	8.9%	8.4%
Basic Skills	15.3%	14.5%	14.5%	15.0%	15.3%	15.8%
Not Classified	0.6%	0.7%	0.6%	0.6%	0.6%	0.6%

Source: RCCD Enrollment Management Dashboard

Includes Residential and Non Residential FTES. Extracted on August 24th, 2016

As the college proceeds with implementing the Pathways initiative, these percentages will need to closely reflect the needs of RCC's student population.

Current Distribution of Courses: Mode of Delivery and Time of Day

Mode of Delivery	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
On Campus	81.8%	82.3%	83.3%	83.5%	83.3%	83.6%
Hybrid	7.2%	7.5%	7.4%	8.1%	8.1%	8.0%
Online	11.0%	10.2%	9.3%	8.4%	8.6%	8.4%

Source: RCCD Enrollment Management Dashboard

Includes Residential and Non Residential FTES. Extracted on August 24th, 2016

As most faculty would expect, the On Campus delivery method results in the highest student success rates. Online and hybrid success rates are very similar, although the hybrid rates are slightly higher. Figure 13 shows student retention and success rates by these different delivery methods. At Riverside City College, the delivery of hybrid courses varies from courses which meet on campus only once or twice to courses that meet on campus much more frequently.

Retention and Success by Mode of Delivery

Retention & Success by Delivery Method	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
On Campus						
Average Retention	75.0	76.7	82.0	82.2	81.6	82.0
Average Success	61.4	64.0	68.5	67.5	67.0	67.8
Hybrid						
Average Retention	78.4	78.0	79.2	82.9	80.9	83.2
Average Success	55.2	58.6	58.1	60.0	59.7	63.4
Online						
Average Retention	75.1	75.7	79.4	79.7	79.4	79.5
Average Success	54.5	55.0	58.4	57.7	57.2	59.5

Source: RCCD Enrollment Management Dashboard

Includes Residential and Non Residential FTES. Extracted on August 24th, 2016

Calculating the Cost of Online and Face to Face Instruction

For a typical, three unit, face to face class with a cap of 49, the FTES calculation at census is done as follows:

49 x 3.4 x 16.4 over 525 = 5.204 FTES generated

For the same class taught in the online or hybrid format, the calculation is as follows:

42 (lower class size) x 3.0 (online classes don't get the compression) x 16.4 over 525 = 3.9 FTES generated. Online instruction is funded by unit value rather than WSCH.

The district is funded at about $4,700 per full-time equivalent student. The difference in FTES generated between face-to-face and hybrid/online is 1.304 which means that the district is funded at about $6, 128 less for each online class than it is for face-to-face classes.

So in 2013-2014 the district lost nearly $2 million on apportionment with online instruction even though the cost of instruction (FTEF) remains the same. And while there aren't classroom facilities expenses associated with online instruction, there are the costs to the district of maintain the web environment.

Online instruction is a necessary part of RCC's mix of courses to meet the varied needs of its diverse student population. But a sound enrollment management plan also needs to weigh the cost of that

instruction, especially given lower retention and success rates, in determining the college's balance of offerings. Conversations at the discipline and department level that analyze the factors that contribute to the retention and success rates of all courses should be robust, and responses in light of such conversations can take a variety of forms: specific strategies to increase student success, requests for increased student support, rebalancing of offering, re-design of curriculum, etc. The data available through the Enrollment Management Dashboard will facilitate these ongoing conversations.

Efficiency—Virginia and Tammy (with Tom) are responsible for this section

Degrees and Certificates Awarded

Part of enrollment management is looking at program offerings and determining the extent to which they are being utilized by students and are in line with current trends and labor market demand. A cornerstone of enrollment management involves regular analysis and review of programs in light of external demand for the product of that program and the efficiency of the program in moving students through this pathway. This analysis needs to take into account student persistence, retention, and success as well as ultimate award of certificates, especially in the CTE areas where students may achieve what they need to be employable or enhance their earnings or get promotions without earning a certificate from the college (though they may be able to receive industry certifications). The analysis also requires the college to calibrate the requirements of its degrees and certificates to the needs of industry or transfer institutions so that completing the degree or certificate is worthwhile to more students. In particular, the college needs to assess the value of AA/AS degrees in areas of emphasis. These conversations, including data analysis, should take place at the discipline and department level through the process of program review and in collaboration with division deans and then filter up through the strategic planning processes.

The college is aware that many more students transfer than actually earn the AA/AS degree. The college needs to promote completion of the AA/AS and the value of doing so. (See Appendix C.2). Proactive strategies that reach out to students who are within a few units of earning a degree or certificate will help to encourage more students to complete degrees/ certificates.

The college's data show degrees and certificates awarded to the students who have designated Riverside City College as their "home" College. While recognizing that degrees and certificates have been awarded for programs not offered at RCC, these programs are offered at one of the other colleges in the District. Every semester, approximately 10% of the students enrolled in the District are enrolled at more than one college simultaneously. Because of these enrollment patterns, it is very common for students to take a substantial number of credits at a College not declared as their "home" College. Additionally, students can be awarded a certificate or degree with an area of emphasis which is not offered at that College. The college needs to recognize that while it continues to serve the needs, particularly in general education, for students from outside RCC (See Appendix C.2), when problems arise due to space and when competition between RCC students and other students exists, priority must be given to RCC students.

Disciplines and departments will engage in substantive discussions about the outcomes of these programs, their currency and viability in order to determine whether enhancement, revision, better marketing of programs, or discontinuance makes most sense. These conversations also will include discussion of external factors, such as allocation of FTES, which may have impacted outcomes regardless of student interest or demand. Such analysis will be a regular and substantive part of program review so that the college can continue to calibrate its offerings to best serve students. Strategic planning will create, monitor, evaluate, and adjust processes for assessing the college's current offerings in order to streamline where necessary and add in the areas that will best serve students through a coordinated process that involves disciplines, departments, deans, and strategic planning councils.

Degrees Awarded

Despite decreased enrollment, the number of degrees and certificates awarded by the College has remained consistent. Riverside Community College District did not split into three separate colleges until Fall 2010. Thus, the higher 2009-2010 numbers may partially be accounted for because of the difficulty in assigning a "primary" campus for that year.

This chart I think includes targets?

Degree, Certificates and Transfer

Degree and Certificate Awards									
Projected AA / AS Degrees from 2014-2015 through 2019-2020 are from the table above "K"									
	2011-2012	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2010**
AA / AS Degrees	1,680	1,536	1,558	1,856	2,185	2,685	3,359	4,208	5,106
Certificates 18 units or >	549	477	435	476	376	395	415	435	457
Local Certificates	664	467	426	331	358	376	395	414	435
(BROAD Metric Definition)*	3,378	3,004	2,855	3,448					

*Transfer Numbers INCLUDE those students who have been awarded a degree and certificate and also transferred to a 4 year institution
"BROAD" Transfer Metric includes all RCC students enrolling for the first time at a 4 year college or university. DOES NOT HAVE A TIME LIMIT (can have last been enrolled at RCC 4 years prior).

Responsiveness to Community and Job Market

According to a June 2013 study by Georgetown University's the Center on Education and Workforce, the need for STEM-related jobs is expected to grow 22% between 2010 and 2020. As the college plans course offerings, certificates, and programs for the next several years, how RCC plans to meet this increased demand should inform conversations about course offerings, certificates, and programs.

(could insert some of the STEM material from the IE section of the ED master plan here—also add language about nevertheless maintaining sufficiently robust offerings in ALL the areas of our college mission)

Projected California Job Growth Projection

Occupation	2010 Jobs	2020 Jobs	Growth Rate (%)
Managerial and Professional Office	2,415,440	2,876,040	19
STEM	790,080	967,510	22
Social Sciences	97,330	119,380	23
Community Services and Arts	868,740	1,019,710	17
Education	903,220	1,074,270	19
Healthcare Professional and Technical	608,250	767,960	26
Healthcare Support	352,750	465,670	32
Food and Personal Services	2,774,240	3,374,460	22
Sales and Office Support	4,302,480	4,917,110	14
Blue Collar	3,000,160	3,332,220	11
Total	**16,112,690**	**18,914,330**	**205**

Source: Carnevale, A.; Smith, N.; and Strohl, J. (June 2013) *Recovery: Projection of Jobs and Education Requirements through 2020.* Center on Education and the Workforce. Georgetown Public Policy Institute

Assessing Demand for Courses

The college will create and evaluate mechanisms for assessing student demand for courses and for determining where the demand is legitimately because of "bottlenecks" and where the demand may be less about the need to offer more sections and more about the need to offer better instructional support for existing sections that have consistently low retention and success rates. Analysis of data available in the Enrollment Management Dashboard will assist disciplines and departments in making these distinctions. Mapping courses on the basis of which are high demand/ high capacity; high demand/ low capacity; low demand/ high capacity; and low demand/ low capacity can also offer a useful tool for assessing demand for courses. All such conversations also need to be informed by the need to offer all courses required to complete all the college's pathways frequently enough (and in sufficient numbers) for students to complete their program of study in two years.

Moreover, when assessing student demand for sections, waitlist data are problematic. The problem with the waitlist as a reliable data point is that students are able to put themselves on as many as 15 waitlists and waitlists are capped at the same of number of student seats available in the class, so for many students being on a waitlist can create an unrealistic expectation about their ability to actually get into a class. Reducing the number of waitlists students can be on and the number of slots available on each waitlist will help generate more meaningful data from waitlists to get a clearer picture of these highest demand courses.   To better capture what the highest demand courses/ bottleneck courses are, the college can also explore looking at how quickly sections/ waitlists fill.

==Need something about Early College High School Programs here as well as concurrent enrollment and ideas about how that might impact our enrollment--Dawn==

Facilities

Facilities also have an impact on the allocation of FTES. The total assignable square footage (ASF) currently available is 548,069 SF, which is about 3.5 times the ASF at each of the other colleges in the

district. The addition of new facilities, such as the Coil School of the Arts; the Culinary Academy; the Student Services/Administration building; the renovation of the old Life and Physical Science buildings;

and a new Cosmetology building, all projected to be completed within this EMP period, should be able to accommodate the enrollment growth. But the college also has load ratio problems that impact enrollment management. A question the college critically needs to plan for is how resources will be allocated as new facilities come online and careful thought needs to be given to how these facilities will be populated (given growth projections), and by which programs. Planning also needs to consider what implications these choices will have for resource allocation, especially given the college's recovery from the recent financial crisis, subsequent course cuts, and the loss of full-time faculty in the academic programs (due primarily to retirement).

We need something about room utilization here

Enrollment Management Guidelines

Concurrent with planning for the strategic implementation of the Pathways model, this Enrollment Management plan also recommends broad guidelines for enrollment management. For the divisions, departments, disciplines, the following guidelines offer overarching parameters for developing a schedule of offerings to best support student access and success. These guidelines are meant to facilitate collaborative discussions between and among discipline faculty, departments, and division deans.

1. If courses offered at a particular time of day or in a particular mode of delivery reveal consistently low fill ratios, retention and/or success patterns, discipline and department faculty, along with division deans, should engage in collaborative discussions about the balance of offerings. The program review process offers a structure to facilitate these conversations and plan for changes and adjustments based on ongoing review of data. Such conversations should focus on course level data, not data for an individual faculty member's course (for example, for English 50 as a whole rather than for a particular section of English 50 or online sections of Sociology 1 as a whole rather than individual sections of the course).
2. When adding sections (or cutting), data about how courses fit into completion of Pathways should be a major consideration: CTE Pathways/ degrees and certificates, remediation, transfer. If a course hasn't been in a rotation because of budget cuts and is needed to complete a pathway or ensure the integrity of programs, this needs to be considered. Historical fill ratios for courses should also be considered.
3. In order to facilitate maximum student access, disciplines, departments, and the college as a whole must consider mode of delivery and time of day when adding sections so that offerings are balanced and appropriate pedagogically.
4. When considering which courses to offer in the online mode, articulation as well as access needs to inform the decision.
5. Using data on WSCH and FTES rather than primarily numbers of sections will facilitate conversations about growth and cutting back when necessary.
6. Shadowing can be used as a strategy for making sure any added sections will be filled.
7. Sections that have fill ratios below 70% are eligible to be cut unless they are courses that are essential to completing a degree or certificate pathway, are tied to existing industry partnerships, or are impacted by facilities constraints. Exceptions might also be made for courses that are part of a newly developed program that is just getting underway or an existing program that is rebuilding. Consultation with department chairs and faculty who would be able to explain the nuances and circumstances that warrant an exception is essential. Another consideration might be that there is no more space for prime time offerings, but the college needs to offer more sections to accommodate student demand, even if enrollments, say in late afternoon, would be softer.
8. To minimize adverse impact on students, decisions to cut courses will be made a week before the start of term if possible and feasible, but will always be completed no later than the first day of the course.

Planning for Contraction and Growth

Effective enrollment management depends on being responsive—rather than reactive—to periods both of contraction and growth. Planned growth can allow for planned cuts—and a systematic, coherent, student need centered mechanism for balancing the multiple missions of the college during times of contraction is essential.

Conversations about which courses should go in which tier (see the chart below) also need to take place at the discipline and department level and in collaboration with Deans overseeing these areas. Such discussions should consider the importance of maintaining balanced offerings over time of day to preserve access, the curricular impacts of grants and new initiatives (e.g. AB 86), and the need to honor partnerships with high schools and local industries.

Growth/ Contraction Guidelines

Adds ↑	↓Cuts	General Ed. & Transfer	Career and Technical Education	Basic Skills Developmental English, Math, ESL and Reading	Academic and Career Success and Counseling
Add sections after tier one and two **Tier Three Adds** ↑	↓**Tier One Cuts** Maintain enough so that students have elective choices	1. Sections that are unrestricted electives, where other options are available	Courses that are unrestricted electives within CTE certificates/programs where other choices are available.	Courses that may be useful and supplemental to the primary Pathways but are not absolutely critical (these would be special topic courses or courses focused on a singular skill)	Courses that are useful and supplemental but not absolutely critical
Add these after tier one ↑**Tier Two Adds**	↓**Tier Two Cuts** Cut Judiciously	Restricted elective sections that are required for general education, degrees, and certificates but multiple sections are typically offered, some of which can be cut	Sections of courses required for CTE certificates/programs, but multiple sections are offered, some which can be cut.	Sections of courses in the primary pathway where multiple sections are typically offered, some of which can be cut. *When adding, bring back the lower level courses that meet the needs of the students and provide them with an entry point into the Pathways	Sections of courses where multiple sections are typically offered, some of which can be cut, and still maintain balanced offerings.
Grow these sections first **Tier One Adds** ↑	**Tier Three Cuts**	Degree or certificate requirements with few sections offered. Critical GE areas where only a few courses meet the GE area.	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	English, ESL, Reading and Math pathway courses culminating in college-level skill. Higher level courses leading directly into college-level or CTE Pathways.	Career development, transfer planning, college success courses, especially those that are connected to existing programs.

			mandated by regulatory agencies.		

*Restricted elective means a student has choices, but specific courses are named. An unrestricted elective just says you must take x number of units in the discipline.

Recommendations

Over the life of this Educational Master Plan, through the cycles of strategic planning, the college will implement, monitor, adjust, and assess the following recommendations:

- **College Community**: The College will create a master schedule that schedules a year out and will distribute courses based on student needs/ access rather than relying on roll-over, thus facilitating the transition to the Pathways model. Division deans working closely with faculty chairs/ departments shall create this master schedule for each division, also taking into consideration how courses in related disciplines need to be integrated so students can navigate through course sequences and pre-requisites.   This involves a major paradigm shift, but to truly facilitate student access to and successful navigation through their Pathways, the emphasis must first be on what needs to be offered, how (in what mode), when, and how often. The rollover simply does not accomplish this.
- **Each Discipline**: Put courses needed to complete all Pathways, degree, and certificate patterns in all disciplines on a clear rotation so that students can anticipate when courses will be offered and plan accordingly. Several disciplines have already done this, but many have not—a clear rotation of course offerings is essential to help students plan and navigate their Pathways. This document should help to frame conversations during the program review process.
- **Admissions and Records/ Student Services**: Restrict the number of waitlists students can put themselves on and the number of students per waitlist so that the college can more meaningfully capture demand data and help ensure that students are making clear progress on their Pathways and so that we encourage students to have realistic expectations about courses they can get into and encourage them to consider non-prime time offerings that are often slower to fill.
- **Departments and the office of Institutional Effectiveness**: Discuss which courses are clear gateway/ threshold courses that allow the college to determine which Pathways students are on. And related to this, departments and the office of institutional Effectiveness should work together to determine which courses belong to which Pathways. These will be important for future conversations about how to allocate FTES among the Pathways.
- **Admissions / Student Services**: Implement a much more robust system of orienting and advising students before they enroll in classes. Students need to be able to make informed decisions and be more aware of the support services available to them.
- **Counseling/ Student Services**: Increase the number of students completing a full SEP, and with the automation of this process, departments/ disciplines will be better able to project demand for particular courses in a given semester.
- **Disciplines**: Encourage Faculty Advising as part of enrollment management in so far as this will help the college both more clearly understand students' needs/ enrollment plans and so that the college can assist students in navigating their paths of study efficiently
- **Disciplines/ Division Deans**: Through the process of program review, engage in frank discussions about the reasons for poor retention and success in online and hybrid courses, strategies to improve retention and success in these courses, and the right balance of online/hybrid and face to face courses, particularly in areas where as part of a the general education requirements, demand for a course is particularly high and the college may be artificially restricting access to the course through an imbalance in face to face and online

offerings. These conversations should also include discussion of consistency of course caps for online courses.

The changes proposed in this plan and the action plans with specific objectives, activities, and targets listed below and the impact of them on the college goals related to student access, completion, and success need to be continuously monitored, evaluated, and assessed so that they can be recalibrated in response to an ongoing analysis of what strategies are working and which need further refinement.

<mark>We also need an section on marketing/ recruitment and an action plan for that!</mark>

Action Plans