ENROLLMENT MANAGEMENT PLAN
COLLEGE OF SAN MATEO
Submitted to College Council, May 2005

PREFACE

COLLEGE OF SAN MATEO'S MISSION STATEMENT
College of San Mateo, the first community college in San Mateo County, is an open-access, student-focused, teaching and learning institution which serves the diverse educational, economic, social and cultural needs of the community. By offering comprehensive, quality programs and services, College of San Mateo educates students to participate successfully in a changing world.

A CORE VALUE OF THE BOARD OF TRUSTEES, SAN MATEO COUNTY COMMUNITY COLLEGE DISTRICT (FEBRUARY 2004)
Student-Centered Mission: The Board places top priority on our mission of recognizing each individual's right to education, and to provide the occasions and settings which enable students to develop their minds and their skills, engage their spirits, broaden their understanding of social responsibilities, increase their cultural awareness, and realize their individual potential. The Board is committed to maintaining this District's leadership in providing quality education and promoting life-long learning in partnership with its community and surrounding educational institutions.

PLANNING PRIORITIES
Informed by and committed to the above guiding statements, College of San Mateo has established an enrollment management process by which the College can realize its mission of student-centered learning during this current time of fiscal constraint while conserving its choices for the future. The following planning priorities are used to refine, implement, and assess the enrollment management plan.

- Address the universal needs of all students while recognizing and responding to the separate and distinct needs of the following constituencies: students who enter with basic-skills needs, students whose goals are to transfer to a four-year institution, students with vocational goals, students enrolled concurrently in high school, and students who are lifelong learners.

- Ensure that the College operates within its budgetary parameters.

- Target optimal use of the College's physical resources: classrooms, labs, and other facilities.

- Create opportunities for students to meet their educational goals in a timely manner.

- Plan strategically and proactively in order to forecast local industry and business needs and to anticipate demand for instructional programs.

- Engage in ongoing outreach through marketing and public relations.

PART I

OVERVIEW OF THE PROCESS

College of San Mateo's enrollment management is an ongoing, dynamic process overseen by the Enrollment Management Committee, reporting to College Council, the institution's shared governance body. Membership on the Enrollment Management Committee is comprised as follows: two co-chairs from administration (one from Student Services and one from Instruction), three faculty (with representation from both Student Services and Instruction), two classified staff, and two students. The President of the College will appoint the administrators, the Academic Senate will appoint the faculty, CSEA will appoint the classified staff, and the Associated Students will appoint the students. In addition, one staff member from Public Relations/Marketing will always serve on the committee as a resource person. To the extent possible, committee members from each constituency should be appointed to staggered, multi-year terms. Membership for each academic year will be determined by the appropriate constituency and communicated to College Council by May of the preceding year.

In May of each academic year, the committee will submit to College Council an updated, revised Enrollment Management Plan, which will report on the enrollment management recommendations addressed and successfully initiated and will set the objectives, measures, and recommendations for the following academic year. Based on these recommendations and in consultation with the co-chairs of the Enrollment Management Committee, College Council will assign tasks to appropriate persons, departments, and/or divisions. At the beginning of the next academic year, the Enrollment Management Committee will review the previous year's plan and will set its agenda to address the objectives, measures, and recommendations set forth in the plan and to oversee the assigned tasks given to individuals, departments, divisions, and/or offices.

At any time throughout the academic year, College Council may request information from the Enrollment Management Committee and may direct the Enrollment Management Committee to consider issues that College Council deems relevant to the committee's work. If an urgent situation arises when classes are not in session or during the summer, the College's President should request that the co-chairs of the Enrollment Management Committee convene an emergency consultative meeting with available committee members.

PART II

OBJECTIVES AND MEASURES BASED ON THE PLANNING PRIORITIES

A. Address the universal needs of all students while recognizing and responding to the separate and distinct needs of the following constituencies: students who enter with basic-skills needs, students whose goals are to transfer to a four-year institution, students with vocational goals, students enrolled concurrently in high school, and students who are lifelong learners.

Objective: Students who enter with basic-skills needs. [To be completed by the Enrollment Management Committee in 2005-2006 after referring to the Student Equity Plan, scheduled for completion in Fall 2005]

Measure: Student tracking and follow-up.

Objective: Students whose goals are to transfer to a four-year institution. [To be completed by the Enrollment Management Committee in 2005-2006 after referring to the Student Equity Plan, scheduled for completion in Fall 2005]

Measure: [To be developed]

Objective: Offer degree and/or certificate programs (18 units or more) in vocational areas that meet students' goals while addressing the needs of local industry and businesses.

Measure: Determine the enrollments in degree and/or certificate programs (18 units or more) in vocational areas; track enrollment over a five-year period to determine the percentage of students enrolled in each course; determine which programs have the highest rate of completion; determine the number of degrees and certificates awarded. (Source: Program Review, Office of Articulation and Research, Admissions and Records, and College Council's notification of programs in PIV status). Use feedback from local industry and business and from economic and business indicators.

Objective: Determine the goals of concurrently enrolled students and offer courses that meet the most frequently stated goals. (College of San Mateo will expect the high schools to monitor the mandate that no more than 5% of students from the junior class and from the senior class from one high school may enroll at CSM and to collaborate with CSM to determine the academic priorities of students enrolling concurrently.)

Measure: Examine data to determine whether needed courses are being offered. (Source: *CSM Research Briefs*, student survey, mandated constraints on concurrent enrollment)

Objective: Define *lifelong learner* and identify and address the needs of lifelong learners.

Measure: Examine data for students who, upon completing an Application for Admission, identify their major as self-enrichment or who indicate their educational goal is educational development. (Source: Admissions and Records and Office of Articulation and Research)

B. Ensure that the College operates within its budgetary parameters.

Due to State regulatory constraints and the fact that approximately 90% of College of San Mateo's budget is dedicated to salaries, there is little room for discretionary spending. Therefore, asking the College to develop a long-range financial strategic plan would be only *pro forma* and not feasible at this time.

Objective: Achieve LOAD targets set by each program (reported in Program Review).

Measure: Progress toward targets. (Source: District LOAD reports)

Objective: Ensure continuance of quality programs by allocating sufficient operating funds to support instruction.

Measure: Non-salaried budgetary items should never be allocated less than 10% of the operating budget.

Objective: Support robust programs that fulfill the College's mission and eliminate those programs that are not viable and/or no longer meet the needs identified in Planning Priority A.

Measure: Enrollment in programs. (Source: District WSCH reports, degrees and/or certificates awarded, PIV status of programs, additional information from the Student Equity Plan when it is completed in Fall 2005)

C. Target optimal use of the College's physical resources.

Objective: Utilize classroom space to serve as many students as contractually and pedagogically feasible.

Measure: When renovation and construction occur, where possible, classrooms should accommodate at least 40 students, and some classrooms should accommodate 60 or more students.

Objective: Minimize the times that classrooms are empty during hours of instruction.

Measure: Frequency of classroom use.

Objective: Create a more attractive atmosphere that invites students to attend College of San Mateo.

Measure: Seek student input to determine what non-instructional physical facilities are most important to students. (Source: Student survey)

D. Create opportunities for students to meet their educational goals in a timely manner.

Objective: Offer classes sequentially, periodically, and predictably, at times when students can enroll, and in formats that accommodate the varied and busy schedules of students; and, to the extent possible, avoid last-minute class cancellations.

Measure: Enrollment. **(**Source**:** *Schedule of Classes)*

E. Plan strategically and proactively in order to forecast local industry and business needs and to anticipate demand for instructional programs.

Objective: Offer programs that meet local industry and business needs and student demand.

Measure: WSCH reports, degrees and/or certificates awarded, input and feedback from local industry and business, and economic and business indicators.

F. Engage in ongoing outreach through marketing and public relations.

Objective: Increase enrollment in programs that meet local industry needs and student demand.

Measure: Studies and data from College of San Mateo's Research Office, the number of students enrolling in specific programs that have been developed or enhanced as a result of marketing targeted to industry/business needs and economic trends.

PART III

RECOMMENDATIONS FOR THE IMPLEMENTATION OF THE OBJECTIVES STATED IN PART II

PLANNING PRIORITY A

Recommendation 1
Counseling Services should help students to understand the registration process by developing and making available on the College Web site a five-minute interactive tutorial to be completed by students.
Rationale
Students frequently do not understand the basics of registering for appropriate classes; this brief, simple tutorial will help students select appropriate classes and complete registration.
Implementation
Lead(s): Dean of Counseling, Advising, and Matriculation (Committee contact: Henry Villareal)
1. Effective for Spring 2005 registration, Counseling initiated a students-helping-students project that assigns student workers to assist students using computers in the Counseling Center.
2. On December 2, 2004, Counseling launched an updated online orientation that includes an interactive video with a segment on how to use WebSMART to register.
3. Effective Spring 2005, three bulletin boards have been placed across from Admissions and Records in Building 1: one board displays forms and instructions for their use, another board provides information about matriculation and enrollment, and the third board focuses on how Counseling Services works, including specific details about student educational plans.

Recommendation 2
Counseling Services should develop strategies to ensure that basic-skills students receive adequate counseling and develop educational plans (SEP).
Rationale
At-risk students and students enrolled in developmental-skills courses need hands-on advising and a well-focused, step-by-step plan to assist them in achieving their goals.
Implementation
Lead(s): Dean of Counseling, Advising, and Matriculation (Committee contact: Henry Villareal)
1. Effective Spring 2005, Counseling now offers five eight-hour (short) courses that provide "nuts-and-bolts" information on the following: succeeding as a newcomer (recent immigrant), choosing a college major, transferring to a university, achieving an Associate degree or a certificate, and using educational planning.
2. Effective Spring 2005, the Dean of Counseling, Advising, and Matriculation has drafted a workbook for students to use as they need information.

3. Effective Spring 2005, **any student** (not just those with twelve or more units) may have an appointment with a counselor.
4. Effective Spring 2005, in-person orientation is in place for transfer students; older, re-entry students; newcomers (primarily ESL students); and students who have not yet decided on a major; also, there will be daily appointment slots available for small groups.

Recommendation 3
Counseling Services should develop an appropriate statement concerning timelines for educational plans and their relation to registration; this statement will be published with all "important dates" materials.
Rationale
Some students do not know when to see a counselor in order to ensure that they file a current educational plan and, therefore, receive priority registration.
Implementation
Lead(s): Dean of Counseling, Advising, and Matriculation (Committee contact: Henry Villareal)
1. Effective Fall 2005, information concerning timelines for educational plans will appear in the *Schedule of Classes*.
2. Effective for Fall 2005, relevant pages of the *Schedule of Classes* will contain updated and more user-friendly content.
3. Enrollment Management Committee suggestions: Post information about educational plans around campus; prior to November of each year, mail post cards reminding students with expiring educational plans or without educational plans to make an appointment to do an educational plan before registration; send a letter to students on probation.
4. Effective Spring 2005, students can update their education goals on WebSMART.

PLANNING PRIORITY B
Recommendation 1
Each constituency (e.g., faculty, administrators, and classified staff) should adapt flexible, creative strategies for helping the College meet its enrollment management goals. (This method of operation may require modification of existing contractual agreements.)
Rationale
Thinking-outside-the-box strategies are needed to address enrollment management aggressively in a time of budgetary constraint. Faculty and staff who are willing to try unconventional, innovative approaches should be given the opportunity to do so in a fair, equitable manner.
Implementation
1. *CSM Internal* and the Academic Senate called for suggestions from faculty and staff. By the end of April 2005, a number of suggestions had been received by the Enrollment Management Committee; these suggestions will be assessed and

appropriate recommendations for implementation will be made by the committee during the Fall 2005 semester.

Recommendation 2
The College needs to identify accurate, valid, and reliable measurement tools to report its successes and areas for improvement.
Rationale
Currently, the reporting system of measures may be too limited to identify all the ways in which the College is successful. For example, data indicating the number of degrees awarded may underreport the College's success in transferring students.

Recommendation 3
The College should track and tally the number of students meeting transfer, degree, and certificate requirements and notify students of their eligibility to receive associate degrees and/or certificates.
Rationale
Students will be rewarded for their achievements, and the College will have data to support its success.

Recommendation 4
Excepting those departments that have contractual (e.g., English composition) and regulatory (e.g., Nursing) agreements limiting enrollment, all departments should set a LOAD *target* of 525 at census. Departments governed by contractual or regulatory stipulations should set maximum LOAD targets to conform to regulations. Other programs unable to meet the target of 525 at census should provide documentation substantiating their setting a lower target for their LOAD.
Rationale
By achieving maximum productivity, College of San Mateo will be able to operate at the fullest capacity within the limits of its budget to meet the needs of its students.

Recommendation 5
Working through the appropriate shared governance process, the College should identify and recommend the modification or elimination of those programs whose LOAD and WSCH indicate they are not viable.
Rationale
The College cannot afford to sustain weak programs when resources are needed for essential, vigorous programs.

Recommendation 6
At least 10% of the College's operating budget should always be spent on non-salaried items.
Rationale
Expending less than 10% of the budget on non-salaried items risks severely impacting the ability of programs to perform their functions.

PLANNING PRIORITIES A AND B

Recommendation 1
Instructional departments offering entry-level CSU general education and IGETC courses with prerequisites above MATH 120 or ENGL 848 should investigate the feasibility of implementing computer prerequisite-checking for those courses. (Implementing this recommendation will require agreement and consistency among the same departments across the District.)
Rationale
Several benefits result from implementing the above recommendation:
1. Student retention, success, and persistence rates increase.
2. LOAD for courses and, therefore, departments increases because students remain in classes.
3. The time-consuming administrative burden of determining students' eligibility for a class is removed from the instructor, who can then focus on subject matter beginning on the first day of the semester.

(The Dean of Articulation and Research will provide evidence to substantiate the first two claims.)
Implementation
Lead(s): Instructional Deans, Math faculty (Committee contact: Committee Co-chair)
1. The Dean of the Social Science Division has met with Psychology Department faculty, who agree that PSYC 105, Experimental Psychology, should have computer prerequisite-checking; the Dean is checking with the appropriate deans at Canada College and Skyline College to determine whether the prerequisites for PSYC 105 are consistent across the District.

Recommendation 2
Students should pay all registration fees for the semester in which they are enrolled no later than one week prior to the start of the semester. (The specific date for the current semester will be published in all appropriate printed and online sources.) If students are unable to pay but wish to remain registered, they must go to the Financial Aid Office to complete the Deferred Payment Plan form no later than one week prior to the start of the semester. Failure to pay fees by the designated date or to complete the Deferred Payment Plan form will result in Admissions and Records administratively dropping students from appropriate courses.
Rationale
The College anticipates experiencing impacted classes due to budgetary constraints and students being directed to CSM from the UC and CSU systems. Requiring timely payment is an effort to ensure that students who will be administratively dropped for nonpayment of fees do not hold a place in an impacted class beyond the add/drop date and that waiting eligible students will be allowed to register during the add/drop period.
Implementation
Lead(s): Enrollment Services Council (Committee contact: Henry Villareal), Associated Students (Committee contact: Associated Students committee member)

Recommendation 3
Computer prerequisite-checking for all affected Math courses should be implemented as soon as possible.
Rationale
The general rationale for this recommendation is the same as that for Recommendation 1 in this section. Additionally, the English Department has instituted computer prerequisite-checking for its composition courses, and the Reading Department has implemented computer prerequisite-checking for READ 400 and READ 405. Computer prerequisite-checking ensures the accuracy of class rosters on the first day of class and allows only those students qualified to enroll in a course to do so. As a result, unqualified students cannot reserve a space in a course for which they are not eligible and are not, therefore, denying eligible students an opportunity to enroll. Further, students are directed to the correct courses at the time of registration, thus eliminating the uncertainty of finding space in a section of an appropriate course after the semester begins.
Implementation
Lead(s): Dean, Math/Science Division and Math faculty (Committee contacts: Committee Co-chair and Cheryl Gregory)
1. Effective Fall 2005, computer prerequisite-checking for MATH 120 and MATH 122 will be implemented District-wide.
2. District-wide, the three Math Departments will continue to work toward establishing consistent prerequisites for all Math courses across the District so that computer prerequisite-checking can be used for all Math courses; Fall 2006 is the target date for expanded implementation.

Recommendation 4
The date on which Admissions and Records will remove students who have not satisfied prerequisites will be posted online as part of the registration process. Students may enroll for a course if they are currently enrolled in the prerequisite course; failure to achieve the required grade in the prerequisite course will result in students' being administratively dropped from the successive course requiring successful completion of the prerequisite. All students administratively dropped for this reason will be notified via e-mail and/or letter through the Office of the Dean of Articulation and Research.
Rationale
Posting this date will notify those students wanting to enroll in a filled class of the date when a space may become available. Also, the posting will alert students to the fact that they will not be allowed to remain in a class for which they become ineligible by failing to pass the prerequisite course(s).
Implementation
Lead(s): Information Technology Services (Committee contact: Henry Villareal and Committee Co-chair)
1. ITS does not have software to indicate to students that they will be administratively dropped from a class if they do not satisfactorily complete a course; however general information that defines a prerequisite will be available for students who receive the "prerequisite error" online when they register.

Recommendation 5
At the time of registration, students should see a link to an appropriate PDF file showing detailed information about the prerequisite(s) for courses.
Rationale
Many students do not see a counselor/academic advisor and/or do not read the printed *Schedule of Classes* and, therefore, do not understand the "prerequisite error" message when it is shown online. If students who are ineligible for a course are immediately directed to information concerning prerequisites for the course, they may choose whether or not they wish to enroll in the appropriate prerequisite course(s) at the time they are registering online.
Implementation
Lead(s): Information Technology Services (Committee contact: Committee Co-chair)
1. ITS proposes to provide a link from courses listed on WebSMART to their *Catalog* descriptions, thus providing students with immediate information about prerequisites as well as other course information.

Recommendation 6
Information about the process for opening new sections of high demand courses will be readily available online to students so that those who cannot find space in impacted courses will be able to follow a procedure for registering for a newly opened class.
Rationale
This process increases the College's ability to meet the needs of students in an efficient manner.
Implementation
Lead(s): Information Technology Services, Instructional Deans (Committee contact: Committee Co-chair)
1. ITS will post a generic message that will tell students to check back periodically to see whether new sections have been opened.

Recommendation 7
Sections of courses listed as Honors, Learning Communities, distance learning, and other special designations should also appear in the relevant Department's listing in the searchable schedule and on WebSMART.
Rationale
Specialized offerings need to be listed in multiple places in order to boost enrollment.
Implementation
Lead(s): Information Technology Services (Committee contact: Committee Co-chair)
1. Honors Program courses, Learning Communities, and distance learning courses are now identified on the online searchable schedule.

PLANNING PRIORITY C

Commendation
The Enrollment Management Committee welcomes the proposed one-stop resource center for students.

Recommendation 1
When major renovation and construction of buildings occur, the College should consider creating classroom space for classes with enrollment limits of 40 students and for classes with limits of 60 or more students.
Rationale
Currently the College has difficulty accommodating some Learning Community classes and double sections of courses scheduled concurrently. Further, there should be an opportunity to enroll enough students at the beginning of the semester to ensure that courses remain filled at census.
Implementation
1. Because of regulations set forth in the California Building Code, many of CSM's classrooms' occupancy cannot be set at 40 students. Instead, based on the type of furniture selected for each room, the occupancy for the *smaller* existing classrooms will range from approximately 25 to 35 students. In renovated Building 18, due to the removal of walls, there will be two classrooms with a capacity of over 60 students.

Recommendation 2
When available, Athletics/Physical Education facilities should be used for intramural sports.
Rationale
Students will have an opportunity to develop interpersonal relationships and skills that result from participating in extracurricular activities.

Recommendation 3
An expanded "gathering place" for students should be built in the center of campus.
Rationale
The existing food deli does not adequately serve this function.

Recommendation 4
Increased signage is needed so that students can easily find classes, instructional division offices, and Student Services areas.
Rationale
Frequently students spend too much time going from building to building or office to office to find answers to questions or to seek information.

Recommendation 5
The Dean of Enrollment Management Services, in consultation with the Enrollment Management Committee, should notify the appropriate Division Dean and affected faculty about courses that are consistently overenrolled by more than 10% at census. Based on this notification, the Division Dean and department faculty should adjust enrollment limits for each semester's registration based on enrollment patterns reflected previously.

Rationale
Having enrollment limits that reflect past practice (that is, instructors' having regularly enrolled during the add/drop period at least 10% more students than the set enrollment limitation) eliminates administrative overhead and serves students more efficiently.

PLANNING PRIORITY D

Recommendation 1
Through the Committee on Instruction, the Office of the Vice President, and the instructional divisions, the College should create a schedule of classes that allows students to complete their educational goals in an efficient, timely manner. The College should consider promoting an Afternoon College, a more comprehensive weekend offering, and additional distance-learning opportunities.
Rationale
Classes are not regularly scheduled in the afternoon, and opportunities for enrolling in weekend and distance-learning courses are limited.

PLANNING PRIORITY E

Recommendation 1
All programs serving vocational needs of students should establish advisory boards.
Rationale
Community, business, and industry leaders will provide knowledgeable, practical input concerning business and economic trends and relating to the skills and knowledge students (potential employees) need.

Recommendation 2
All non-vocational, academic programs need to assess how their programs provide the skills and knowledge needed by employees in San Mateo County.
Rationale
Students enrolled in non-vocational, academic courses need to acquire skills and knowledge that will serve them in their future employment.

Recommendation 3
The College should practice more comprehensive, direct outreach to industry and businesses in its service area. Recognizing this need, the College should establish a study group to investigate and identify specific needs of local industry and business and to communicate their findings to the larger College community so that curriculum, scheduling, etc., can be adjusted to meet the needs the research suggests.
Rationale
Division deans and faculty do not have valid, reliable information in order to develop curriculum designed to meet existing and anticipated needs.

PLANNING PRIORITY F

Recommendation 1
The Public Relations and Marketing Office should be kept informed about advisory boards' and study groups' findings that identify local industry/business needs and economic trends relating to skills and knowledge needed by potential employees.
Rationale
This process will ensure a coordinated effort between research/forecasting and CSM's marketing efforts.

Recommendation 2
The Public Relations and Marketing Office should create marketing materials specific to the audience addressed in the planning priority, should continue the establishment of CSM branding within the community, and should keep the message and aesthetic image of these pieces consistent (within the constraints of limited resources).

Rationale
The College's marketing efforts need to be coordinated.

Recommendation 3
The Public Relations and Marketing Office should provide appropriate materials to designated outreach officers and CSM "ambassadors" and should support the training of these ambassadors (within the constraints of limited resources).
Rationale
The College's marketing efforts need to be coordinated.

5/2/05

RECOMMENDATIONS FOR IMPLEMENTATION
OF THIS ENROLLMENT MANAGEMENT PLAN

As soon as The Enrollment Management Plan for 2005-2006 is approved by College Council, the following recommendations should be immediately implemented:

- Planning Priority A: Recommendation 2 (ongoing)

- Planning Priority B: Recommendations 2 through 6 (ongoing)

- Planning Priorities A and B: Recommendations 1 through 7 (ongoing)

The Enrollment Management Committee will continue to monitor progress on the following recommendations:

- Planning Priority C: Recommendations 1 through 5

- Planning Priority D: Recommendation 1

- Planning Priority E: Recommendations 1 through 3

- Planning Priority F: Recommendations 1 through 3

The Enrollment Management Committee recommends that College Council, in consultation with the Enrollment Management Committee, identify persons, departments, divisions, or offices to continue discussion focusing on the above recommendations and to monitor planning of the above recommendations.

ENROLLMENT MANAGEMENT COMMITTEE MEMBERS
2004-2005

Susan Estes, Co-chair (Instruction)
Henry Villareal, Co-chair (Student Services)
Laura Demsetz
Cheryl Gregory
Josh Osequeda
Laura Skaff
Adela Swinson
Lilya Vorobey
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