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Desert Community College District

Enrollment Management Plan
2020 - 2025

FINAL ENROLLMENT MANAGEMENT PLAN COLLEGE OF THE DESERT

05/13/20--Due to the uncertainty of the impacts due to COVID-19, this document is subject to change.

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INTRODUCTION

Why Enrollment Management?

Enrollment management is a term used to describe many aspects of community college planning. Depending on the discussion, enrollment management can include any or all of the following:

- marketing programs, particularly new programs and programs with low enrollment, and recruiting students
- managing intake functions of admissions and registration
- managing policies that promote **student success**, particularly retention and persistence, and **completion**
- tracking student data for the purpose of creating more productive schedules, focusing on class fill rates
- scheduling classes in order to meet specific enrollment targets within fiscal parameters

At the heart of all enrollment management challenges is the inherent tension between the college's core value of student access and the harsh reality of fluctuating economic constraints. At what point does the quality of programs for current students become affected in order to meet the incurring demands of students trying to enter the college? At what point does the college shift resources from established programs and services to initiate new and additional programs that are needed by the community?

The Role of Academic Senate in Enrollment Management; A Position Paper Developed by the Education Policies Committee (published by the Academic Senate of the California Community Colleges) Hoke Simpson, Chair; and, Janis Perry, Chair, Fall 1999, provides an excellent definition of enrollment management. *Enrollment management is a process by which students enrolled and class sections offered are coordinated to achieve maximum access and success for students. All enrollment management decisions must be made in the context of the local college mission and Enrollment Management Plan in addition to fiscal and physical considerations.*

When a college experiences a decline in enrollment and it is not able to meet its FTEs growth cap and struggles to make its base apportionment FTEs, then its fiscal stability becomes adversely affected. A focus of its enrollment management plan needs to be on scheduling to meet specific enrollment targets, knowing full well that hitting these targets depends on close collaboration between scheduling, marketing, admissions, tracking, and student success efforts. Integral to this effort is the setting of consistent annual and term (semester and summer) college, school, and department FTES goals.

The overall enrollment management goal should be to have an **integrated system** that maximizes student access **and** student success; creates fiscal stability; and allows the college to anticipate scheduling needs. The most successful models that help to accomplish these goals incorporate outreach (recruiting, marketing), student success (retention and persistence), scheduling (including room utilization), and assessment (measurement and evaluation). Enrollment management is not simply an administrative process. Enrollment management involves the entire campus.

A truly integrated system requires a timely reporting process that measures program/discipline student contact hours, available seats, productivity, and fill rate. The purpose for the reporting would be

improved scheduling for student success. Careful decision making related to enrollment requires accurate projections and consistent scheduling practices. The data also needs to include room utilization, retention, success, and completion trends.

Student **access** and **success** are the priorities of an enrollment management plan. Such a plan calls for the college's policies, procedures, and resources to focus on improving student success.

PREAMBLE

The Enrollment Management Plan and its associated documents are tools developed to assist the college in planning for and managing varying enrollment scenarios. The plan is comprised of general strategies that will provide strategic advisory guidance in planning for course schedule development and coordination, recruitment, retention, service to students, and other aspects of the college. It has been designed to be in accord with the college's policies, procedures, operational best practices, and calls for resources to focus on **improving student success**. Specific activities to implement the strategies are delegated to the de-centralized units (Schools, departments, and administrative units) and should be supportive of and in accord with the college's established governance processes. Student **access** and **success** are the priorities of the plan. Enrollment management is not simply an administrative process; it involves the entire campus. The plan and its supporting documents shall be reviewed and updated each year and be evaluated for its effectiveness. A small enrollment management group should be established to serve in an oversight capacity for this purpose.

ENROLLMENT MANAGEMENT PLAN

Purpose

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

- the achievement of enrollment targets in order to obtain the maximum resources available to the college
- maintenance of the greatest possible student access consistent with educational quality
- a well- balanced and varied schedule, responsive to the needs of students and community
- a comprehensive, well-balanced and varied educational program that is responsive to the needs of our students and community

Basic Principles

- The enrollment management strategies of COD should ensure that the college is as effective as it can possibly be, within the scope of its resources, in meeting the educational needs of the community and serving all of its diverse populations.
- While the college is committed to meeting its enrollment targets in order to ensure the greatest possible revenue for its programs, it should do so in ways that support student learning, student success, and academic standards/quality.
- The college will pursue its enrollment strategies in close cooperation with the faculty to ensure that an appropriate balance is maintained in the curriculum between transfer, occupational, certificate, and “foundation” (“basic skills”) programs. In recognition of the Faculty Senate’s responsibilities, with regard to curriculum, the administration will develop and implement all enrollment strategies that relate directly to the curriculum in consultation with the Senate to ensure that faculty expertise is effectively incorporated.
- The college has a special commitment to the entire K-12 system in the local area and to working with schools at all levels to ensure that students are encouraged to pursue post-secondary education and that they are well prepared to succeed when they do so.
- While specific offices on campus have responsibility for administering aspects of enrollment management, in a more fundamental sense, enrollment management is everyone’s responsibility; administration, faculty and classified staff play a critical role in every interaction they have with students or the public.

Statement of Commitment

It is the California Community Colleges’ mission to provide the greatest possible access within available resources to educational opportunities for all students who can benefit from higher education. To serve our students with the highest quality of instruction, the College of the Desert faculty and administration is committed to upholding the highest standards of academic excellence and quality. This commitment necessitates the development of an enrollment management plan that provides the greatest possible access and success for all students. To serve our students with the highest quality of instruction, we must continue to earnestly pursue the hiring of highly competent faculty dedicated to institutional excellence and student learning.

As we plan for future enrollments, we believe the college must place primary emphasis on the diverse educational objectives of our students and the comprehensive and quality programs it offers in response to students varied educational needs. We must also maintain our respect for academic integrity and faculty leadership in areas of instruction and learning as it addresses the need for enrollment management.

Enrollment Management Goals

The Enrollment Management Goals have been developed to support student success, maximize College of the Desert's student-centered funding formula allocation, and exceed the Chancellor's Vision for Success goals.

BASE ALLOCATION

- #1 Develop credit targets, CDCP (Career Development and College Preparation) targets, and traditional non-credit target
- #2 Maintain 10,000 FTES in primary terms over a 3-year period (2019-20, 2020-21, 2021-22)
- #3 Maintain FTES above constrained growth cap over a 3-year period.
- #4 Maintain a minimum, 10,000 FTES utilizing winter intercession and one summer session over a 3-year period (2019-20, 2020-21, 2021-22)
- #5 Maintain an average college-wide WSCH per FTES goal of 525 (in 2017-2018 we were at 517) and establish specific school goals through 2020-2021

SUPPLEMENTAL ALLOCATION

- #6 Increase AB 540 students by 10% annually through 2020-2021
- #7 Increase College Promise students by 4% annually through 2020-2021
- #8 Increase Pell Grant recipients by 1% annually through 2020-2021

STUDENT SUCCESS ALLOCATION

- #9 Provide online pathways
 - a. Provide students an opportunity to earn AA degrees exclusively on-line in 2021-22
 - b. In 2019-20 consolidate all online certificates and pathways and market in 2020-21
 - c. Expand distance education course and section offerings and online student support
- #10 Expand opportunities for students to acquire support services to address basic skills on weekends and evenings
- #11 Implement Guided Pathways as the lens to inform Enrollment-Student Success Strategies
- #12 Strategic plan for off-site campus locations
 - a. Pilot Correctional Officer Training at Mecca Thermal in Spring 2020-2022
 - b. Pilot Evening College in Coachella 2020-2021
 - c. Palm Springs: continue to build signature programs
 - d. Desert Hot Springs: create plan
 - e. All Pilot programs will report outcomes to the Enrollment Management Committee

Conclusions

College of the Desert should continue to adjust its enrollments in accord with the state's funding parameters while positioning to accommodate growth. This will become a direct way of increasing revenue for college staffing and operating requirements. The college must have the resources to meet its future challenges.

To grow, the college should maintain its strong general transfer education and occupational programs and continue to develop basic skills, especially in math, and ESL education. New and innovative occupational programs to meet student and job market demands in the region's industries and sub cluster sectors will require more post-secondary training for successful employment. The college will have to be very proactive in linking programs to employer needs in the region. Furthermore, a specific emphasis on computer-related training in all industry sectors as well as human and social services training programs is required to meet labor market projections.

The college should more effectively serve its growing ethnically diverse student populations and expand the integration of international and multi-cultural perspectives into instruction and support programs. These changes should not be viewed as "nice-to-have" add-ons, but critical components for students who will live and work in a highly dynamic and diverse global economy.

The course schedule should reflect comprehensiveness geographically and methodologically with an expansion of "distance education" to meet the needs of adult students who want alternative scheduling options as well as continuing education. Courses should be offered in an easily understood pattern that facilitates both program completion and the needs of working adults with time-compressed schedules.

It is essential for the college to enhance its high school relations and recruitment efforts. The annual percent of high school graduates attending College of the Desert should be increased. This recruitment effort should include a focus on underserved students, in particular Hispanic students, a growing portion of the community's population. The college's marketing efforts should include diverse methods to reach the diverse population in the college's district as well as outside the service area.

The college should continue to improve its retention efforts, particularly among student groups and educational programs with low retention rates. Additionally, in order to meet the diversity of needs, more instruction must be scheduled throughout the afternoons, particularly on Fridays and in the evening. This may call for better utilization of instructional space, as well as providing, as feasible as possible, some office space for adjunct faculty.

Lastly, and most importantly, the college needs to continue with the development of its research capacity and provide accurate and timely data in support of its enrollment management efforts.

APPENDIX A

VISION FOR SUCCESS GOALS

The success of California's broader system of higher education and workforce development stands or falls with the California Community Colleges (CCCs). To meet California's needs, the CCC system should strive to achieve the following goals by 2022:

- Increase by at least 20 percent the number of CCC students annually who acquire Associates degrees, credentials, certificates, or specific skill sets that prepare them for an in-demand job.
- Increase by 35 percent the number of CCC students transferring annually to a UC or CSU.
- Decrease the average number of units accumulated by CCC students earning Associate's degrees, from approximately 87 total units (the most recent system-wide average) to 79 total units—the average among the quintile of colleges showing the strongest performance on this measure.
- Increase the percent of exiting CTE students who report being employed in their field of study, from the most recent statewide average of 60 percent to an improved rate of 69 percent—the average among the quintile of colleges showing the strongest performance on this measure.
- Reduce equity gaps across all of the above measures through faster improvements among traditionally underrepresented student groups, with the goal of cutting achievement gaps by 40 percent within 5 years and fully closing those achievement gaps within 10 years.
- Reduce regional achievement gaps across all of the above measures through faster improvements among colleges located in regions with the lowest educational attainment of adults, with the ultimate goal of fully closing regional achievement gaps within 10 years.

In order to reach the ambitious system-wide goals proposed above, each college will need to do its part. Many colleges have already set goals as part of a system-wide or local effort and do not need to start from scratch—they should continue to use their goals as planned. However, every college should ensure their goals are aligned with the systemwide priorities and goals above, to ensure that the entire system is moving in a consistent direction.

APPENDIX B

STUDENT CENTERED FUNDING FORMULA

The Student Centered Funding Formula is all about ensuring community colleges are funded, at least in part, in how well their students are faring. It is upending how California's community colleges receive state money by basing general apportionments – discretionary funds available to community college districts – on three calculations:

- A base allocation, which largely reflects enrollment.
- A supplemental allocation based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant and students covered by AB 540.
- A student success allocation based on outcomes that include the number of students earning associate degrees and credit certificates, the number of students transferring to four-year colleges and universities, the number of students who complete transfer-level math and English within their first year, the number of students who complete nine or more career education units and the number of students who have attained the regional living wage.

The Student Centered Funding Formula's metrics are in line with the goals and commitment set forth in the California Community Colleges' *Vision for Success* and can have a profound impact closing achievement gaps and boosting key student success outcomes. It was created in coalition with organizations such as the Campaign for College Opportunity, Education Trust-West and other key stakeholders.

APPENDIX C GUIDED PATHWAYS

The Guided Pathways framework creates a highly structured approach to student success that provides all students with a set of clear course-taking patterns to promote better enrollment decisions and prepare students for future success.

Guided Pathways is aimed at helping students reach their career and educational goals by creating highly structured, unambiguous road maps that will lead to a defined objective. Done correctly, the Guided Pathways framework can improve student achievement and transfer, cut down on the total number of units while earning a degree, increase career certifications and eliminate achievement gaps.

The Guided Pathways framework rests on four pillars. They are:

- Create clear curricular pathways to employment and further education
- Help students choose and enter their pathway
- Help students stay on their path
- Ensure that learning is happening with intentional outcomes.

The California Community Colleges Chancellor's Office introduced the Guided Pathways framework in the fall of 2017. Today, all 115 California community colleges are actively working on or implementing a Guided Pathways model. Among the myriad support systems currently in place are the Vision Resource Center, Guided Pathways Regional Coordinators, and working with the Institute for Evidence-Based Change in creating the Caring Campus effort to support classified professionals at the college level.

Too many students in the California Community Colleges are not reaching their goals or are taking far too long to earn a degree or credential. Guided Pathways is an integral element in making sure the goals set forth in our *Vision for Success* are reached.

APPENDIX D

SCHEDULING GUIDELINES

The College of the Desert utilizes a very intentional methodology in making decisions regarding its course schedule each term. The schedule is fluid, and courses may be added or removed. The key to a successful schedule is that it is educationally viable, cost conscious and cost effective. Below is a listing of the multiple variables that are considered in making decisions regarding COD's schedule of course offerings.

- Meet the "Mission of the Institution"
- Focus on student access, student success and quality of programs
- Commitment to using qualitative and quantitative data in making decisions
- Maintain the operations of a fiscally sound institution
- Hit institutional targets
- Maintain compliance with state and federal regulations
- Meet institutional goals (Middle College Status, Center Status)
- Offer the courses needed for degrees, certificates, and transfer
- Identify bottlenecks for completion
- Provide the courses needed for student educational plans
- Class size and institutional efficiency
- Classroom availability
- Course sequencing
- Community commitment
- Faculty availability
- Maintain compliance with the faculty contract
- Assisting International Students in getting necessary courses to maintain F1 Visa Status
- Support the College in maximizing Guided Pathways and Vision for Success metrics