

**COLLEGE OF SAN MATEO**  
**ENROLLMENT MANAGEMENT COMMITTEE**

Spring 2006

**Working Plan – March 10, 2006**



COLLEGE<sup>of</sup>  
SAN MATEO

# PLANNING PRIORITY 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.

## A1. Basic-skills students

Objective	Measure	Recommendation	Rationale	Implementation
<p>Increase retention of students who enroll in basic skills courses such as ESL, math and reading.</p>	<p>Monitor successful course completion rates of students who enroll in basic skills courses in ESL, math and reading and subsequently enroll for the next (or a future) term.</p>	<p>Identify a basic skills course to be monitored by a counselor in order to provide immediate intervention for students identified as having academic difficulty.</p>	<p>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.</p>	<ol style="list-style-type: none"> <li>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.</li> <li>2. Effective Spring 2005, the Dean of Counseling, Advising, and Matriculation has drafted a workbook for students to use as they need information.</li> <li>3. Effective Spring 2005, <i>any student</i> (not just those with twelve or more units) may have an appointment with a counselor.</li> <li>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.</li> </ol> <p><b>Lead: Dean of Counseling (Committee contact: Henry Villareal)</b></p>

# PLANNING PRIORITY A (continued)

## A2. Transfer students

Objective	Measure	Recommendation	Rationale	Implementation
Facilitate successful and timely transfer of students who indicate transfer as an educational goal.	Assess annually the success rates of students who identify transfer as a goal.			

# PLANNING PRIORITY A (continued)

## A3. Vocational students

Objective	Measure	Recommendation	Rationale	Implementation
<p>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.</p>	<p>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.</p> <p><b>(Sources: Program Review, Office of Articulation and Research, Admissions and Records, and College Council's notification of programs in PIV status.)</b></p>	<p>Use feedback from local industry and businesses and from economic and business indicators.</p>		

# PLANNING PRIORITY A (continued)

## A4. Concurrently-enrolled students

Objective	Measure	Recommendation	Rationale	Implementation
<p>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.)</p>	<p>Examine data to determine whether needed courses are being offered.</p> <p><b>(Sources: CSM Research Briefs, student survey, mandated constraints on concurrent enrollment).</b></p>			

# PLANNING PRIORITY A (continued)

## A5. Lifelong learners

Objective	Measure	Recommendation	Rationale	Implementation
<p>Define 'lifelong learner' and identify and address the needs of these students.</p>	<p>Examine data for students who, upon completing an Application for Admission, identify their major as self-enrichment or who indicate that their educational goal is educational development.</p> <p><b>(Sources: Admissions &amp; Records and Office of Articulation and Research)</b></p>			

# PLANNING PRIORITY A (continued)

## A6. All Students

### A6a. All Students

Objective	Measure	Recommendation	Rationale	Implementation
		<p>Counseling should develop a five-minute interactive online tutorial.</p>	<p>Students often do not understand the basics of registering for appropriate classes; this brief, simple tutorial will help students select appropriate classes and complete registration.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p><b>Lead: Dean of Counseling (Committee contact: Henry Villareal)</b></p>

# PLANNING PRIORITY A (continued)

## A6b. All Students (except Lifelong learners)

Objective	Measure	Recommendation	Rationale	Implementation
		<p>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.</p>	<p>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.</p>	<ol style="list-style-type: none"> <li>1. Effective Fall 2005, information concerning timelines for educational plans will appear in the <i>Schedule of Classes</i>.</li> <li>2. Effective Fall 2005, relevant pages of the <i>Schedule of Classes</i> will contain updated and more user-friendly content.</li> <li>3. Enrollment Management Committee suggestions: post information about educational plans around campus; prior to November of each year, mail postcards reminding students with expiring educational plans or without educational plans to make an appointment to update/set-up an educational plan before registration; send a letter to students on probation.</li> <li>4. Effective Spring 2005, students can update their education goals on WebSMART.</li> </ol> <p><b>Lead: Dean of Counseling (Committee contact: Henry Villareal)</b></p>

# PLANNING PRIORITY 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.

## B1. LOAD targets

Objective	Measure	Recommendation	Rationale	Implementation
Achieve LOAD targets set by each program (reported in Program Review).	Progress toward targets.  <b>(Source: District LOAD reports)</b>	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.	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.	

# PLANNING PRIORITY B (continued)

## B2. Fund allocation

Objective	Measure	Recommendation	Rationale	Implementation
Ensure continuance of quality programs by allocating sufficient operating funds to support instruction.	Non-salaried budgetary items should never be allocated less than 10% of the operating budget.	At least 10% of the College's operating budget should always be spent on non-salaried items.	Expending less than 10% of the budget on non-salaried items risks severely impacting the ability of programs to perform their functions.	

## PLANNING PRIORITY B (continued)

### *B3. Support & examination of instructional programs*

Objective	Measure	Recommendations	Rationales	Implementation
Support robust programs and examine possibility of eliminating those that are not viable.	Enrollment in individual programs.	<p><b>B3a.</b> Identify accurate, valid and reliable measurement tools.</p> <p><b>B3b.</b> Modification/elimination of programs not meeting LOAD/WSCH targets.</p>	<p><b>B3a.</b> Current measures may be too limited.</p> <p><b>B3b.</b> It's inefficient to sustain weak programs.</p>	

# PLANNING PRIORITY C

Target optimal use of the College's physical resources.

## C1. Students per classroom

Objective	Measure	Recommendations	Rationales	Implementation
<p>Utilize classroom space to serve as many students as contractually and pedagogically feasible.</p>	<p>When renovation and construction occur, where possible, classrooms should accommodate at least 40 students, and some classrooms should accommodate 60 or more students.</p>	<p><b>C1a.</b> 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.</p> <p><b>C1b.</b> The Dean of Enrollment 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.</p>	<p><b>C1a.</b> 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.</p> <p><b>C1b.</b> 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.</p>	<p><b>C1a.</b> 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 <i>smaller</i> 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.</p> <p><b>C1b.</b></p>

# PLANNING PRIORITY C (continued)

## C2. Classroom availability

Objective	Measure	Recommendation	Rationale	Implementation
<p>Minimize the times that classrooms are empty during hours of instruction.</p>	<p>Frequency of classroom use.</p>	<p>When available, Athletics/Physical Education facilities should be used for intramural sports.</p>	<p>Students will have an opportunity to develop interpersonal relationships and skills that result from participating in extracurricular activities.</p>	

# PLANNING PRIORITY C (continued)

## C3. Campus atmosphere

Objective	Measure	Recommendations	Rationales	Implementation
<p>Create a more attractive atmosphere that invites students to attend College of San Mateo.</p>	<p>Seek student input to determine what non-instructional physical facilities are most important to students.</p> <p><b>(Source: student survey)</b></p>	<p><b>C3a.</b> An expanded “gathering place” for students should be built in the center of campus.</p> <p><b>C3b.</b> Increased signage is needed so that students can easily find classes, instructional division offices, and Student Services areas.</p>	<p><b>C3a.</b> The existing “Kiosko” does not adequately serve this function.</p> <p><b>C3b.</b> Frequently students spend too much time going from building to building or office to office to find answers to questions or to seek information.</p>	<p><b>C3a.</b></p> <p><b>C3b.</b></p>

# PLANNING PRIORITY D

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

## D1. Class planning

Objective	Measure	Recommendation	Rationale	Implementation
<p>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.</p>	<p>Enrollment. <b>(Source: <i>Schedule of Classes</i>)</b></p>	<p>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, more comprehensive weekend offerings, and additional distance-learning opportunities.</p>	<p>Classes are not regularly scheduled in the afternoon, and opportunities to enroll in weekend and distance-learning courses are limited.</p>	

# PLANNING PRIORITY D (continued)

## D2. Registration information

### D2a. Prerequisites

#### D2a.1

Objective	Measure	Recommendation	Rationale	Implementation
		<p>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.)</p>	<p>Several benefits result from implementing this recommendation:</p> <ol style="list-style-type: none"> <li>1. Student retention, success, and persistency rates increase.</li> <li>2. LOAD for courses and, therefore, departments increases because students remain in classes.</li> <li>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.</li> </ol> <p>(The Dean of Articulation and Research will provide evidence to substantiate the first two claims.)</p>	<p>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 Cañada College and Skyline College to determine whether the prerequisites for PSYC 105 are consistent across the District.</p> <p><b>Leads: Instructional Deans, Math faculty (Committee contact: Committee Co-chair)</b></p>

# PLANNING PRIORITY D (continued)

## D2a.2

Objective	Measure	Recommendation	Rationale	Implementation
		<p>Computer prerequisite-checking for all affected Math courses should be implemented as soon as possible.</p>	<p>The general rationale for this recommendation is the same as that for D2a1. Additionally, the English Department has instituted 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.</p>	<p>1. Effective Fall 2005, computer prerequisite-checking for MATH 120 and MATH 122 will be implemented District-wide.</p> <p>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.</p> <p><b>Leads: Math/Science Division Dean and Math faculty (Committee contacts: Committee Co-chair and Cheryl Gregory)</b></p>

# PLANNING PRIORITY D (continued)

## D2a.3

Objective	Measure	Recommendation	Rationale	Implementation
		<p>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 email and/or letter through the Office of the Dean of Articulation and Research.</p>	<p>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).</p>	<p>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.</p> <p><b>Lead: Information Technology Services (Committee contacts: Henry Villareal and Committee Co-chair)</b></p>

# PLANNING PRIORITY D (continued)

## D2a.4

Objective	Measure	Recommendation	Rationale	Implementation
		<p>At the time of registration, students should see a link to an appropriate PDF file showing detailed information about the prerequisite(s) for the courses.</p>	<p>Many students do not see a counselor/academic advisor and/or do not read the printed <i>Schedule of Classes</i> 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.</p>	<p>1. ITS proposes to provide a link from courses listed on WebSMART to their <i>Catalog</i> descriptions, thus providing students with immediate information about prerequisites as well as other course information.</p> <p><b>Lead: Information Technology Services (Committee contact: Committee Co-chair)</b></p>

# PLANNING PRIORITY D (continued)

## D2b. Open classes

Objective	Measure	Recommendation	Rationale	Implementation
		<p>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.</p>	<p>This process increases the College's ability to meet the needs of students in an efficient manner.</p>	<p>1. ITS will post a generic message that will tell students to check back periodically to see whether new sections have been opened.</p> <p><b>Leads: Information Technology Services, Instructional Deans (Committee contact: Committee Co-chair)</b></p>

# PLANNING PRIORITY D (continued)

## D2c. Special classes

Objective	Measure	Recommendation	Rationale	Implementation
		<p>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.</p>	<p>Specialized offerings need to be listed in multiple places in order to boost enrollment.</p>	<p>Honors program courses, Learning Communities, and distance learning courses are now identified on the online searchable schedule.</p> <p><b>Lead: Information Technology Services (Committee contact: Committee Co-chair)</b></p>

## PLANNING PRIORITY D (continued)

### *D2d. Track, tally and notify students*

Objective	Measure	Recommendation	Rationale	Implementation
		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.	Students will be rewarded for their achievements, and the College will have data to support its success.	

# PLANNING PRIORITY E

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

## E1. Program planning

Objective	Measure	Recommendations	Rationales	Implementation
<p>Offer programs that meet local industry and business needs and student demands.</p>	<p>WSCH reports, degrees and/or certificates awarded, input and feedback from local industry and businesses, and economic and business indicators.</p>	<p><b>E1a.</b> 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.</p> <p><b>E1b.</b> All programs serving vocational needs of students should establish advisory boards.</p> <p><b>E1c.</b> All non-vocational, academic programs need to assess how their programs provide the skills and knowledge needed by employees in San Mateo County.</p>	<p><b>E1a.</b> Division deans and faculty do not have valid, reliable information in order to develop curriculum designed to meet existing and anticipated needs.</p> <p><b>E1b.</b> 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.</p> <p><b>E1c.</b> Students enrolled in non-vocational, academic courses need to acquire skills and knowledge that will serve them in their future employment.</p>	

# PLANNING PRIORITY F

Engage in ongoing outreach through marketing and public relations.

## F1. Target marketing

Objective	Measure	Recommendations	Rationales	Implementation
<p>Increase enrollment in programs that meet local industry needs and student demand.</p>	<p>(Sources: 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.)</p>	<p><b>F1a.</b> 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.</p> <p><b>F1b.</b> 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).</p> <p><b>F1c.</b> 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).</p>	<p><b>F1a.</b> This process will ensure a coordinated effort between research/forecasting and CSM’s marketing efforts.</p> <p><b>F1b.</b> The College’s marketing efforts need to be coordinated.</p> <p><b>F1c.</b> The College’s marketing efforts need to be coordinated.</p>	

# PLANNING PRIORITY G

Seek creative strategies from all College constituents.

## G1.

Objective	Measure	Recommendation	Rationale	Implementation
		<p>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.)</p>	<p>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.</p>	<p><i>CSM Internal</i> 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.</p>