

CCC Strategic Initiative # 2 and Enrollment Management Plan Contra Costa College 2007-2012

EnrollmtMngt-Strat #2 2007-12 DISTRICTFormat

The college's Enrollment Management Plan is aligned with its college Strategic Initiative #2 – “Develop strategies to increase student enrollment, to improve the college's image, and to create positive public awareness.” This five-year plan has been developed by the college's Enrollment Management Committee which also assigned steward ship of the college's Strategic Initiative #2. The Enrollment Management Committee is a shared governance committee composed of management, classified, faculty and students that meets monthly. The Enrollment Management Committee members represent functional components of the college's enrollment management efforts such as outreach, marketing, student services and instruction. The Enrollment Management Plan/Strategic Initiative #2 intends to meet the college and district mission to meet the needs of the West County community, to maintain educational quality, and to attain the college's FTES goals in a cost effective manner.

The E.M. Plan/Initiative #2 is to integrate marketing, outreach, program development, communications, scheduling, retention, persistence, research, intake, and staff development efforts to increase college enrollment in a cost effective manner. The plan/Initiative #2 is evaluated and updated annually. Enrollment management is the college's effort to provide quality offerings and services for our community while accounting fluctuating levels of resources, state support, and demographics. The intent is to manage FTES until it is 1-2% above the enrollment cap and maximize productivity and educational quality.

The Plan/Initiative #2 has three major categories derived from the objectives of strategic Initiative #2 and eight functional areas of enrollment management. The Plan/Initiative #2 incorporates both annual marketing and outreach activities plans as subsets of the overall plan.

College Strategic Initiative #2

Objective 1. **Increase enrollment by 1%+ until 2012 (updated 2009)**

- Improve Scheduling
- Retention, and Persistence
- Program Development (This is listed under district strategic objective 4.3 at the end of the report.)

Objective 2. Improve the college's image to convey our excellence.

- Marketing
- Communications

Objective #3. Expand and strengthen the college's outreach activities to effectively service our community.

- Outreach
- Student Intake Procedures

District Strategic Direction 1.1: Plan to achieve productive growth that will restore the District funding base.

College Strategic Initiative #2: Develop strategies to increase student enrollment, to improve the college's image, and to create positive public awareness.

College Objective #1: Increase enrollment by 1% + over the next six semesters (2012 (updated in 2009))

Enrollment Strategy	Timeline	Measurable Outcome	Lead Person(s)	Accomplishments
SCHEDULING				2008-2009 YEAR
1a. Expand alternative class and program options; i.e. non-credit, off-campus, high school based, and distance learning courses.	2008-2012 ongoing	FTES will increase 1% per year	M. Pono, D. Floyd, Division Deans, Dept. Chairs, C. Maga	Increased H.S. based offerings and increased online offerings. Reassigned time for online course development coordinator identified. FTES increased 1%+ in 2008-09.
Increase non-credit course offerings especially in basic skills, ESL and CTE	2008-2012	Non-credit offerings will increase by 5%.	M. Pono, D. Floyd	Plan to develop non-credit basic skills ESL and DSPTS courses with a focus on CTE training.
Improve scheduling of classes to optimize student enrollment.	2007-2012 ongoing	FTES will increase 1% per year.	D. Floyd, Division Deans, Dept. Chairs	Afternoon college designed for fall 2009 start. FTES increased 1%+ in 2008-09.
Ensure that classes that meet GE requirements are offered at days and times to optimize student enrollment.	2007-2008 ongoing	FTES will increase 1% per year.	D. Floyd, Division Deans, Dept. Chairs	FTES increased 1%+ in 2008-09. Completed a study of GE courses to ensure they're not offered at conflicting times to optimize students' ability to satisfy multiple GE requirements.
Increase summer school general education offerings.	2008-2012	Summer GE offerings increased by 5%.	D. Floyd	Reduced course offerings during summer 2008 due to budget limits and enrollment decreased. Increased summer 2009 GE offerings by 12%.
Continue block scheduling in summer session and revise fall/spring schedule to	2007-2008 ongoing	Block scheduling is optimized and FTES will increase 1% per year.	Donna Floyd, Division Deans, Dept. Chairs	FTES increased 1%+ in 2008-09. Enrollment increased due

Enrollment Strategy	Timeline	Measurable Outcome	Lead Person(s)	Accomplishments
optimize block scheduling.				to summer block scheduling in 2008 over 15%. We continued block scheduling for the summer and fall. Some enrollment was lost summer 2009 due to class cuts and lack of C-contract funding.
Provide more short-term scheduling	2008-2012 ongoing	Short-term offerings increased.	D. Floyd	Comparing spring 2008 to spring 2009, short-term courses increased by 7%; comparing fall '08 to fall '09, short-term courses increased by nearly 6%.
Review and possibly increase Friday and weekend offerings.	2008-2012	Scheduling increases offered if needed.	D. Floyd	The change in weekend classes decreased slightly when comparing spring '08 to spring '09; and there were increases for both summer and fall for the same time periods; there was a 4-course increase for summer, or 27%, and a 7-course increase for fall, or 8%.
Offer more classes at high schools in collaboration with high schools and departments.	2007-2012 ongoing	At least one CCC class offered per term in high schools.	D. Floyd, C. Maga, M. Pono, Dept. Chairs	More classes have been offered at more H. S. sites, though not yet one in every high school.
Update and increase the number of 2 + 2 articulation agreements with high schools.	2007-2009	There will be 5% more 2 + 2 agreements	P. Leadon, Division Deans, Dept. Chairs	Developed four more articulation agreements with feeder high schools.
College Objective #2:		Improve the College's image to convey our excellence.		
2a. MARKETING		2008-2009 YEAR		
Revitalize the college website* <ul style="list-style-type: none"> • Improve the information on registration and financial aid 	2007-2009 2007-2009	A renewed college website will be in place. Revised student registration and financial aid information on website.	M. Aldaco, J. Eyestone, C. Maga F. Hernandez, ,M. Aldaco, V. LaMothe	Work on the college website has begun on both the design and the organization of the content. There will be a content management system

Enrollment Strategy	Timeline	Measurable Outcome	Lead Person(s)	Accomplishments
<ul style="list-style-type: none"> • Provide a financial calculator on website. • Revise web pages for college programs and services • Create a webpage for high school/guidance counselors, high school students and parents of potential students 	<p>2007- 2009</p> <p>2008-2010</p> <p>2007-2010</p>	<p>A financial calculator will be created for website.</p> <p>Webpages for programs and services updated</p> <p>Webpages developed for these groups.</p>	<p>M. Aldaco, V LaMothe, F. Hernandez</p> <p>D Floyd, F Hernandez, P.Leadon</p> <p>F. Hernandez, J. Ounjian M. Jackson</p>	<p>and it will incorporate some Clarus marketing recommendations. It is scheduled for completion January 2010.</p> <p>The college is currently undergoing a website overhaul. A committee has been established to create a site entitled "Future Students".</p>
<p>Continue to sponsor CTE events at CCC introducing high school and middle school students to career paths.</p>	<p>2008-2012 ongoing</p>	<p>The college will have at least two CTE events each year for high school and middle school students.</p>	<p>P. Leadon</p>	<p>There were six field trips for Middle College H.S. students, a Career With Cars day at CCC for 300 high school students; and ten workshops at the high schools focusing on specific career sectors. There were two career days for two middle schools at CCC, a Math, Science, and Technology Conference for all middle school girls at CCC, an Expanding Your Horizons conference at CCC for 275 middle school students.</p>
<p>Use internet/social networks to market to students*</p>	<p>2008-2012</p>	<p>My Space page for CCC students in place. CCC web blog in place.</p>	<p>M. Jackson, J. Ounjian, B. Benioff</p>	<p>We are not currently using social networking means for student communication. It was time consuming and the student who was helping graduated. We are reviewing options for future social networking possibilities.</p>
<p>Use college brand to develop awareness of CCC and its choice as a place to attend.*</p>	<p>2008-2012</p>	<p>Develop a college brand</p>	<p>M. Williams, C. Maga, D. Floyd, Mktg. Staff, Clarus</p>	<p>College logo reaffirmed and tag line established.</p>

Enrollment Strategy	Timeline	Measurable Outcome	Lead Person(s)	Accomplishments
			Consultants, College Council	
Market the quality of our faculty*	2008-2012	Individual faculty excellence showcased. Faculty links to web sites that showcase their accomplishments	Marketing Staff, M. Jackson	Advocate newspaper, CCC To Date Newsletter, and Ed-mail spotlights new faculty hires and special faculty. Website pages identify faculty.
Develop marketing strategies to reach community segments:*\br/>Various age groups – High school to 24 yrs., 25-44 yrs, 45+ yrs, Working adults	2008-2012	Marketing strategies in place.	D. Floyd, M. Jackson,	Established an annual Veterans and Re-Entry students program; placed ads on radio stations with high percentage of female listeners between 25-55 years old.
Develop an annual marketing action plan.	2007-2012	An annual marketing plan is developed.	D. Floyd, M. Jackson, C. Maga, M. Williams	A marketing plan has been developed, implemented, and updated annually.
College Objective #2:		Improve the College's image to convey our excellence.		
2b. COMMUNICATION				2008-2009 YEAR
Improve communication and follow-up with students, high schools, community, making contacts by letter, e-mail, phone:*\br/>1. Send college materials when students ask for information 2. Send acceptance letter to applicants 3. Send letter to H. S. graduates encouraging enrollment 4. Contact students who were enrolled but did not return 5. Contact students who applied but did not enroll 6. Contact students who withdraw 7. Use Constant Contact e-mail for continuing students.	2007-2012 2007-2008 ongoing 2007-2008 ongoing 2007-2008 ongoing 2007-2012 2007-2008 ongoing 2009-2012 2007-2012 ongoing	Branded materials developed and used regularly 1. College branded materials sent to potential students. 2. An acceptance letter is sent to applicants. 3. In spring term, letter sent to encourage high school students to enroll at CCC 4. Sent college branded materials to non-returners 5. Sent college branded materials to non-enrollees. 6. Send college branded materials to withdrawn students	,D. Floyd, M. Jackson, J. Ounjian, Mktg. Staff M. Jackson M Jackson M Jackson M. Jackson, F. Hernandez, J. Ounjian M. Jackson, F. Hernandez, J. Ounjian M. Jackson, F. Hernandez, J. Ounjian	1) The president's letter was sent to all interested students in a timely fashion, a packet was sent out within 24 hours to students inquiring about CCC, and information was sent to students on the prospect list, and this list is growing. 2) With the reduction of marketing and PI officer staff, some of these activities have not been attempted or completed. 3) Marketing team sends requested materials in response to District 'Fulfillment' Listing.

Enrollment Strategy	Timeline	Measurable Outcome	Lead Person(s)	Accomplishments
		7. At least 3 times a term, a Constant Contact email is sent to current students.		4) Follow-up on non-enrollee inquiries by sending college branded materials. 5) A welcome letter is sent to new applicants from the President. 6) A Constant Contact e-mail is sent at least once a month to continuing students apprising them of late-start courses, program deadlines, registration dates, etc.
Use bilingual/multilingual materials	2007-2012 ongoing	More college materials are in multiple languages starting with Spanish	F. Hernandez, Mktg. Staff, Michael Aldaco	The phone greeting is now also in Spanish, <ul style="list-style-type: none"> ▪ Financial Aid Handbook bilingual English/Spanish ▪ Downloadable fee waiver applications available in Spanish and English ▪ FA PowerPoint presentations available in Spanish and English; FA workshops posted on website in Spanish ▪ FA brochures available in Braille ▪ Developing FA workshop materials & flyers in Vietnamese Some of the Website is in Spanish. More needs to be done to offer student multiple language options. A Spanish-language version of the application for admission has been completed and is

Enrollment Strategy	Timeline	Measurable Outcome	Lead Person(s)	Accomplishments
				available online.
Continue the community Ed-Mail Newsletter/schedule	2007-2012 ongoing	The Ed-mail is mailed twice a year to all community members.	D Floyd, Marketing Staff	The college continues to send the Education Newsletter to the community each semester.
Use direct mail – to target specific interest groups.*	2007-2012 ongoing	Direct mail is used twice a year to target specific students, groups, offerings, businesses, ages, etc.	Marketing Staff, D Floyd	Postcards will be sent for fall 2009 and spring 2010 to targeted audiences using enrollment mapping.
Review and improve phone system; ie. after hours messaging, Spanish information, phone directories.*	2007- 2012 ongoing	There is ongoing review of phone answering at least once a term.	M Jackson	Time (of day) specific phone messages in English and Spanish have been created on the phone system; a greeting in Spanish is on the phone system that allows the Spanish speaker to immediately hit an extension for either a Spanish speaking attendant or for a message system to provide options; e.g., ESL programming, admissions, etc.
Expand communication with applicants*	2008-2012 ongoing	Letters from the President, Financial Aid sent to applicants.	Marketing Staff, J. Ounjian, F. Hernandez	<ol style="list-style-type: none"> 1) Students who have applied but did not follow through and these students are invited to our reentry program. 2) The president’s letter was sent to all interested students in a timely fashion, a packet was sent out within 24 hours to students inquiring about CCC, and information was sent to students on the prospect list, and this list is growing. 3) Follow-up with veterans

Enrollment Strategy	Timeline	Measurable Outcome	Lead Person(s)	Accomplishments								
				<p>also occurs.</p> <p>4) Financial Aid</p> <ul style="list-style-type: none"> • FA in-reach via telephone campaign to students that did not follow through with FAFSA process • Utilized e-mail to send out FA newsletters and fast blasts regarding FA deadlines • Staff email available on website for student Q&A • Student notification of FA status via mail and WebAdvisor • Exploring option of text messaging for urgent FA notification 								
Recruit more international student enrollment	2008-2010	International students increased by 5% by 2010. International student enrollment reviewed annually.	A. Ilich	<p>International Student Numbers (F-1 only):</p> <table data-bbox="2072 938 2322 1078"> <tr> <td>F 07</td> <td>116</td> </tr> <tr> <td>Sp 08</td> <td>121</td> </tr> <tr> <td>F 08</td> <td>137</td> </tr> <tr> <td>Sp 09</td> <td>146</td> </tr> </table> <p>For 2008-09, a new recruiter/consultant has been hired and we have instituted a Memo of Agreement with a number of agencies in Asia to promote our international program. Our recruiter has done promotion for us in China, Japan, Vietnam and Thailand this year. We expect to see increases in the number</p>	F 07	116	Sp 08	121	F 08	137	Sp 09	146
F 07	116											
Sp 08	121											
F 08	137											
Sp 09	146											

Enrollment Strategy	Timeline	Measurable Outcome	Lead Person(s)	Accomplishments
				of students in 2009-10 as a result (possibly into fall 2010) and will evaluate the results at the end of the next fiscal year to determine whether to continue this effort.
Let businesses know that CCC supports specific industries with graduates, etc.*	2007- 2012	CTE events, outreach, and Website address business interests	P. Leadon	<p>CCC has formed an effective partnership with Chevron, Richmond Refinery, to assist them with well qualified candidates for the high wage careers in the Maintenance and Operations Group of Chevron by:</p> <ul style="list-style-type: none"> • Developing a 26-unit certificate entitled: “Preparation for Industrial Plant Operators” made up of selected “existing” classes that will prepare students to pass the RHB test that all applicants must pass in order to qualify for an interview with Chevron. • Hosted two (2) “Careers at Chevron Night” with over 150 attendees who participated in a joint presentation that covered all the career opportunities at Chevron and the

Enrollment Strategy	Timeline	Measurable Outcome	Lead Person(s)	Accomplishments
				<p>classes they should take in order to prepare themselves for those careers.</p> <p>CCC has also formed an effective partnership with PG&E to make presentations and provide other services to:</p> <ul style="list-style-type: none"> • their employees, put on by the CTE Counselors, to understand the courses offered at CCC that can help them qualify for future management positions by attending classes on evenings and weekends • their employees that need “on site” English and Math assessments with recommendations by college personnel (College Assessment Center) on which classes to take to help them develop a stronger foundation in these areas to help them be more successful with on-the-job training and in taking college classes necessary for promotions

District Strategic Direction 1.3 Enhance services to meet the needs of an expanding, diverse student population.

College Strategic Initiative 2: Develop strategies to increase student enrollment, to improve the college's image, and to create positive public awareness

College Objective #3: Expand and strengthen the college's outreach activities to effectively service our community.

Enrollment Strategy	Timeline	Measurable Outcome	Lead Person(s)	Accomplishments
1d. OUTREACH				
Offer assessment testing at high schools sites.	2007-2009	High schools with computer labs have CCC assessment software.	J. Ounjian, F. Hernandez, K. Tribble, EOPS Staff, Outreach Staff	<p>2008-2009 YEAR</p> <p>The COMPASS Assessment has been installed in the Career Center as well as a larger lab at El Cerrito H.S. However, administrative access is being resolved for CCC personnel. An attempt was made to install at Hercules H.S. but the computers in the Career Center did not have enough memory to allow us to install. Richmond H.S. is scheduled for installation in April and requires installation of an upgraded internet browser prior to COMPASS installation. We are still planning to install in DeAnza, Pinole Valley, Kennedy High Schools in fall 2009.</p>
Coordinate outreach efforts to employers.*	2008-2012	Outreach plan that includes employer outreach.	P. Leadon, F. Hernandez, PACE Coordinator, J. Cox	<p>An outreach committee meets monthly strategically targeting outreach to local employers, community agencies and faith-based organizations (such as: RYSE, Chevron, East Bay One Stop, Richmond Rescue Mission, Kaiser Richmond, WC Social Security, local churches).</p> <p>Regular contact is made to local employers by the Job Placement</p>

Enrollment Strategy	Timeline	Measurable Outcome	Lead Person(s)	Accomplishments
				Coordinator for the annual job fair as well as job opportunities for CCC students and alumni.
Increase visibility and accessibility of college outreach staff in high schools.	2007-2012	Bi-weekly CCC staff will be in our service area High Schools.	P. Leadon, J. Ounjian, J. Cox	CCC is losing some CTE outreach support in the high schools this year; however, a new outreach plan has been developed. This plan includes visits to local public and private high schools on a monthly set schedule and bi-weekly visits during the application period in preparation for the annual High School Senior Connection.
Coordinate CCC student outreach activities.	2007-2012	Outreach committee meets regularly to coordinate activities.	J. Ounjian, J. Cox	An outreach committee meets monthly, strategically targeting outreach to our local feeder public and private high schools, as well as community agencies. For the high schools the committee has planned venues allowing high school seniors to complete the application, in-person, orientation, assessment, registration and a new student workshop.
Coordinate with faculty to assist with outreach efforts.	2007-2008	Faculty representatives participate monthly in outreach.	J. Ounjian	The outreach staff concentrated on one division each month to ensure the divisions' participation in events.
Consider creating an off-campus center to host classes at a community location to reach a new population of students.*	2008-2012	A location for an off-campus site is identified or an off- campus site is in operation.	C. Maga, D. Floyd, Division Deans	Off campus center in El Cerrito is starting Fall 2009. One is being planned for Hercules. Assessment has been installed at the established ECHS off-campus center.

Enrollment Strategy	Timeline	Measurable Outcome	Lead Person(s)	Accomplishments
Develop an annual Outreach Plan	2007-2008	Outreach Plan Developed	J Ounjian	CCC has an outreach plan as a subset of the enrollment plan.
1e. RETENTION & PERSISTENCE				2008-2009 YEAR
Track identified student cohorts (EOPS, CTE, Matriculated Students, Athletes, African American Males) for retention and persistence rates	2008-2011	Determine successful retention and persistence strategies or make improvements to cohort intervention.	Research & Planning	EOPS student retention and persistence increased by ~17%. Increased outreach/inreach efforts, hosting technology/academic probation workshops, and student accountability are strategies used for EOPS. A baseline is being set and R& P is tracking students who completed the initial matriculation steps (application, orientation, assessment, and meeting with a counselor).
Strengthen the First Year Experience and High School Connection	2007-2012	An integrated FYE and High School Connection developed and implemented.	J. Ounjian, J. Cox	The First Year Experience and High School Connection events were merged to better serve senior high school students. Students receive prizes for participating in activities, and a part-time FYE counselor has been hired. FYE scholarships have been established and to date two students have been awarded. Additionally, several FYE workshops have been held, such as Math Anxiety in which over 100 students were in attendance.
Survey entering students to identify their needs.	2007-2008	Survey completed.	J. Ounjian	Implemented in 07-08 for small groups of incoming students through FYE program. Results of survey tabulated, ranked, and

Enrollment Strategy	Timeline	Measurable Outcome	Lead Person(s)	Accomplishments
				used to direct students to personalized services and also to develop FYE workshops around high ranking topics. Process cumbersome. Survey needs refinement and process to institutionalize.
Consider a student ambassador program to connect with potential students	2007-2012	Program reviewed and decision made.	J. Ounjian	On Hold
Enhance METAS and Pyramid programs to prepare students for college success.	2007-2012	Improved retention and persistence.	J. Wade, F. Hernandez	Metas increased enrollment for both non-credit classes: Fall '07 LARAZA 805N 34 students & 806N 36 students. Fall '08: 805N 70 students & 806N 37 students. Sp. '08 805N 41 & 806N 35. Sp. '09, 805N 68 & 806N 34. A second section of 805N was added Sp. '09 to address need.
Provide departments term by term research data on persistence and retention.	2007-2012	Following metrics presented in report in descending order by department: Retention, Successful Retention, Failure, and Withdrawal	T. Clow	Completed – This is done every year.
Promote job placement services to provide students access to part-time employment while at CCC.	2007-2012	10% more students use job placement services. A realistic goal would be a 1-2% annual increase.	J. Christensen, F. Hernandez	There was a 23% increase in the number of student assistance with resumes and an 11% increase in the students' use of the online job board from 07-08 to 08-09. From 7/1/08 to date, 403 students have been served by job placement overall; during the same period the previous year (7/1/07 to 4/9/08), Job Placement served 486 students based on SARS data. We attribute this decline to the move to the new Student Services building and reduction in allocation of Federal College Work Study funding resulting in

Enrollment Strategy	Timeline	Measurable Outcome	Lead Person(s)	Accomplishments
				only 42 students being awarded in 08-09 compared to about 70 in 07-08.
Institutionalize ACES early warning system for academic skills students and consider expanding its use to other student populations.	2007-2012	ACES continues to be used in academic skills and is expanded as appropriate.	J. Berner, R. Webster, Basic Skills Committee, Division Deans, Counselors, Faculty, D. Floyd	A utilization plan for ACES is being developed. It was concluded that ACES still needs more work.
Continue to institutionalize supplemental instruction and support tutoring.	2007 – 2012	Supplemental instruction and tutoring resource allocation reviewed to ensure institutionalization.	J. Berner, Basic Skills Committee, C. Maga	Supplemental Instruction has continued and tutoring has been expanded.
<p>Develop mechanisms to internally promote our academic support services more effectively.*</p> <ol style="list-style-type: none"> 1. Student Services should have tables during HS Connection 2. Include learning support resources in student information/materials 3. Review and ensure learning supports services' visibility in the schedule and website 4. Have faculty include tutoring on their syllabi 	2007-2010	<ol style="list-style-type: none"> 1. Student Services information available for new students, especially to HS and FYE students 2. Learning Support Services well known to students 3. Learning Support Services well known to students 4. Syllabi include learning resource information 	<p>F. Hernandez, D. Floyd, M. Aldaco, J. Ounjian</p> <ol style="list-style-type: none"> 1. J. Ounjian, M. Aldaco, F. Hernandez 2. K. Tribble, F. Hernandez, D. Floyd, Mktg. Staff, Counseling Dept., J. Ounjian, J. Berner 3. J. Berner, F. Hernandez, K. Tribble 4. Academic Senate President, Dept. Chairs, Division Deans 	<ol style="list-style-type: none"> 1) Student Service Offices tabled during the HSSC and will continue to do so for future HSSCs and the Re-entry Connections, Foster Youth and Veterans events. 2) Students were provided the Student Handbook and catalog containing information about learning support services and this information is covered in the new student orientation online and in-person. 3) Website revisions are in progress and expected to roll out in 2010. Financial aid is doing more classroom visits and DSPS is more active and doing outreach. <ul style="list-style-type: none"> ▪ Financial Aid Inreach/Outreach <ul style="list-style-type: none"> • FA workshops available for FA 101 and What Happens Next for April FA Awareness Month

Enrollment Strategy	Timeline	Measurable Outcome	Lead Person(s)	Accomplishments
				<ul style="list-style-type: none"> • Participated with Cash for College campaign at feeder high schools • Announcing workshops on I Can Afford College website • Conducted FA flex workshop for faculty/staff • Foster youth and Veteran's financial aid resources events in May • Regular Financial aid lab hours available; posted schedule, newsletters, flyers, website; bilingual assistance in Spanish available • FA presentations offered at Division meetings • Students utilize WebAdvisor to gather financial aid award information and download documents & instructions • Students utilize SARS Grid to schedule appointments • Financial Aid TV spots available on FA website; to be set-up on computer lab ▪ Measure of FA effectiveness <ul style="list-style-type: none"> • # of R2T's decreased • Relating to SAP, number of academic suspensions decreased by 18% • FA '08 loan default cohort showed significantly less students withdraw or drop below HT; rate usually at 10%

Enrollment Strategy	Timeline	Measurable Outcome	Lead Person(s)	Accomplishments
				<ul style="list-style-type: none"> ▪ May be attributed to default management, new loan process that is student initiated & emphasizes student accountability and responsibility, also increased staff training and availability 4) Faculty include “tutoring is available” on the syllabus.
Continue to develop a student friendly and welcoming college environment	2007-2012	College staff identify themselves and engage students	College staff and Managers	Ongoing
Build a college focus on teaching and learning supported by professional development.	2007-2009	<p>Teaching and Learning activities in staff development calendar</p> <p>Integration of a teacher mentor program</p> <p>Integration of a Toastmasters program to facilitate leadership training</p> <p>Multiple workshops involving program review SLO and validation training</p> <p>Increased participation in state plenary academic Senate</p> <p>Increased Academic Senate participation in Area B meetings</p>	E. Geringer, M. Williams, Academic Senate President, C. Maga	<ul style="list-style-type: none"> ○ Faculty attend reading institute in SU 2008 and 2009. ○ Developed a mentor/teacher program for the first year faculty. ○ College has a Classroom Assessment Group (CAG) for faculty and an active WIKI. ○ The college offers a FLEX training for new faculty ○ Faculty will attend the 2009 and 2010 Student Success Conference. ○ Started a Toastmaster’s group
Apply for grants to support developing students from pre-collegiate to college level success.	2008-2012	A Title V grant application submitted and a CAHSEE grant.	L. Cherry, Appropriate Division Deans and Faculty	CAHSEE grant was awarded a third time.
1f. INTAKE PROCESSES				2008-2009 YEAR
Provide faculty and staff training on the registration system and process	2008-2012 ongoing	Registration training provided with new faculty orientation and updates communicated to current	M. Aldaco, F. Hernandez	New faculty orientation offered, A & R director meets regularly

Enrollment Strategy	Timeline	Measurable Outcome	Lead Person(s)	Accomplishments
		faculty and staff in a variety of ways.		with the Deans and the Council of Chairs.
<ol style="list-style-type: none"> 1. Teach students about registration and intake procedures in print and electronically (website)* 2. Make student enrollment forms available on the website 3. Make student refund information on website 4. Create Fast Track Enrollment 	<p>2007-2012 ongoing</p> <p>2008-2009 ongoing</p> <p>2008-2012 ongoing</p> <p>2008-2012 ongoing</p>	<ol style="list-style-type: none"> 1. Web-based information about enrollment will be in place and updated regularly. 2. Enrollment forms such as pre-requisite forms are on the website for student use. 3. Student refund information available on the website. 4. A simplified registration process will be complete and promoted. 	<p>M Aldaco, F. Hernandez, V. LaMothe, K. Tribble</p> <p>M. Aldaco, F. Hernandez</p> <p>M. Aldaco, F. Hernandez</p> <p>M. Aldaco, F. Hernandez,</p>	<ol style="list-style-type: none"> 1. Web information being redesigned and will be updated with new website design in 2010 and will include online versions of appropriate forms and refund information that will match that published in the catalog. 2. Admissions & Records-related text in the Schedule of Classes has had a substantial rewrite; catalog text is currently being reviewed for 09-10. <ul style="list-style-type: none"> • Matriculation Office publishes a New Students' Steps to Success flyer quarterly. • A detailed in-person orientation includes a hands-on "How to register using WebAdvisor" component. • Financial Aid to collaborate on FA portion to be included in Student Steps to Success 3. Web information being redesigned and will be updated with new website design in 2010 4. Web information being redesigned and will be

Enrollment Strategy	Timeline	Measurable Outcome	Lead Person(s)	Accomplishments
				updated with new website design in 2010
Coordinate staffing more effectively during peak registration times to ensure that students get assessment, counseling and other student services that they need.	2007-2008 ongoing	Counseling and A & R coordinated to provide student service staffing to meet student needs.	F. Hernandez,	Counseling and A & R coordinated staffing during peak registration times to accommodate the needs of students.
Consider providing a help desk/call center to handle student inquiries	2007-2008	A student worker hired to answer phones during peak registration times.	F. Hernandez, M. Aldaco	<p>Students were hired to answer questions. Hiring someone to answer extension 7550 during registration is being explored. Additionally, a new extension 7550 was established alleviating the busy signal customers heard if the previous extension was in use. This line is accessible by all A&R staff.</p> <p>A&R has upgraded the phone system such that calls to the general A&R number (7500, which replaced 4212) roll to available staff. If staff are on another call, the incoming call is placed in a queue and rolls to the next available person.</p>
Create a complete registration process in Spanish	2008-2012	Registration information in Spanish provided	F. Hernandez, District I.T., ESL Dept., M. Aldaco	<p>The application is now in Spanish but the schedule is not; however, a Spanish page has been added to the schedule with pertinent application and registration instructions as well as a listing of the ESL classes being offered for the upcoming semester.</p> <p>Additionally, the assessment and registration lab is staffed by bi-lingual staff nearly 80% of the time. Students say that</p>

Enrollment Strategy	Timeline	Measurable Outcome	Lead Person(s)	Accomplishments
				registration is more organized and easier this year and there are fewer complaints. Students have said they want a hard copy, paper schedule.

District Strategic Direction 4.3: Assess student/community needs and offer innovative, outstanding programs and services to meet those needs.

College Strategic Initiative #2: Develop strategies to increase student enrollment, to improve the college's image, and to create positive public awareness

College Objective #1: Increase enrollment by 1 to 5 percent over the next six semesters

Enrollment Strategy	Timeline	Measurable Outcome	Lead Person(s)	Accomplishments
4a. PROGRAMS				2008-2009 YEAR
Develop new instructional programs to meet community needs.	2007-2012	At least one new program a year developed.	D. Floyd, P. Leadon	CCC & LMC collaboratively offer Fire Technology and Process Technology in CCC service area.
Review programs with low enrollment and revise programs to more effectively serve student needs.	2007-2012	In accordance with program review, low enrolled programs are revised.	Division Deans, Dept. Chairs, D. Floyd, C. Maga	1) Developed a Digital Art & Design Certificate to increase enrollment in the Graphics program. 2) In Fall 2008 dental enrollment increased.
Create a community service-learning program.	2007-2012	A Service learning program is in place.	T. Elliott	In fall 2007, created a peace and non-violence approach as a way to inform the college community about service-learning. In spring 2008, CCC participated in community events to discuss peace and non-violence solutions; the Foundation Director led discussions on how to implement and integrate service-learning in departments and courses. Fall 2008, dean of

Enrollment Strategy	Timeline	Measurable Outcome	Lead Person(s)	Accomplishments
				<p>Economic Development and director of Richmond Build facilitated meetings with Youth Academy, Youth Works and WCCUSD to further discuss the integration of service-learning. In spring 2009, the first course was developed and approved based on service-learning; the class, Environmental Health & Justice will be taught in summer 2009. In fall 2009 a Political Science course will be taught and will incorporate the service-learning model; Biotech and Math departments are interested in implementing service learning class projects; a service-learning survey is being developed to gather data on the attitudes and perceptions of faculty and service-learning by the Research & Planning and NSAS deans; continue to garner support from the administration for service-learning across college programs and services.</p>
<p>Collaborate with community-based organizations to offer courses.*</p> <ol style="list-style-type: none"> 1. Develop pre-employment training with employers on basic skills and work ethics 2. Develop for-profit workforce training for county employers 	<p>2008-2012</p> <p>2007-2012</p>	<ol style="list-style-type: none"> 1. More courses offered. 2. More contract education offered 	<p>P. Leadon</p> <p>P. Leadon</p> <p>P. Leadon</p>	<p>In cooperation with community based organizations, like Richmond Build, and other community colleges, we provide pre-employment training with employers on basic skills and work ethics:</p> <ul style="list-style-type: none"> • We offer “small learning

Enrollment Strategy	Timeline	Measurable Outcome	Lead Person(s)	Accomplishments
				<p>community” training cohorts with preparation in career specific basic English and basic math courses for the construction and automotive technology fields so that students will be successful when they undertake additional training in these fields.</p> <ul style="list-style-type: none"> • We fund the services of a Workforce Consultant that works with local business and industry to provide “contract education” classes for employers to meet their specific needs. We have provided on-site training for: Simms Metal, The 23rd Street Merchants Association, and many others. We are currently working with Kaiser to provide computer training for their lab technicians.
Assist faculty with online course development and instructional technology use in the classroom.	2007-2008	Orientation for distance education students developed. Online and clicker training offered.	J. Eyestone, E. Geringer, CTE Dept. Chairs	Temporary instructional technology coordinator offered training, met with departments, developed an online course

Enrollment Strategy	Timeline	Measurable Outcome	Lead Person(s)	Accomplishments
				template on Web CT, and developed an online orientation for students using Web CT. A reassigned faculty position for online course and service development will be in place Fall 2009.

Note: * Clarus study noted these items.

EnrollmentManagementPlan.2007-12.DISTRICTFormat.doc