Enrollment Management Plan
2024-2026

Clovis Community College

Enrollment Management Plan 2024-2026

The Clovis Community College Enrollment Management Plan 2021-2024 is a three-year college operational plan that supports the District Strategic Plan, College Educational Master Plan, and College Strategic Plan. The purpose of the Enrollment Management Plan is to articulate planning objectives and strategies to support the college in achieving its vision, mission, and strategic goals.

College Vision Statement

Clovis Community College is the college of choice for academic excellence, innovation, and student achievement.

College Mission/Values

Creating Opportunities…One Student at a Time
- We honor diversity and serve all students of our community.
- We promote opportunities for success and wellness through full access to programs and services, and we provide comprehensive student support to achieve equity.
- We foster critical, creative, and engaged thinking through education based on integrity, generosity, and accountability.
- We support student success along pathways to certificates, degrees, and transfer programs, preparing students for thriving futures.
- We build community partnerships to enhance student learning and success, thereby advancing economic vitality in the community.
- We engage in reflective research and innovation focused on learning and student success.

2021-2025 Strategic Goals

1. Access: Create opportunities and remove barriers
2. Student-Centered Curriculum: Develop and teach equitable and inspiring curriculum
3. Supporting Student Success: Provide equitable and comprehensive services
4. Community and Partnerships: Create, develop, and strengthen relationships
5. Resources and Facilities: Expand and enhance the campus environment
6. Foster a collegial, collaborative, and inclusive college environment

Enrollment Management Planning External and Internal Environmental Factors

Planning and data analysis are conducted by all programs and departments on an annual cycle or on-going basis. The college uses both internal and external data sources to inform planning.

External data that inform enrollment planning include state-level initiatives and new legislation, state Chancellor's office reports, economic forecast reports, community reports, industry reports, and local educational partner reports.

Internal data that inform enrollment planning include unit/program plans, program outcomes assessment, curriculum development (new degrees and certificates), student equity and success data, advisory group input, and budget planning and allocation. Enrollment planning is also informed by college-wide planning, including our Strategic Plan, Facilities Plan, Guided Pathways Plan, Student Equity and Achievement Plan, Strong Workforce Plan, Adult Education Plan, and Technology Plan.

Enrollment Management Planning Assumptions

1. Nationwide Real GDP declined by 3.5% in 2020, with an expected growth rate of 6.3% in 2021, 4.6% in 2022, and 2.7% in 2023. (https://newsroom.ucla.edu/releases/anderson-forecast-anticipates-robust-growth-march-2021)
2. Unemployment is expected to decline from an average of 6.7% in the last quarter of 2020 to 5.2% in the fourth quarter of 2021, 4.1% in 2022, and 3.7% in 2023 as workers who left the labor force begin reentering and looking for work. (https://newsroom.ucla.edu/releases/anderson-forecast-anticipates-robust-growth-march-2021)
3. The local economy will remain flat due to unemployment caused by COVID-19. (CCCCO Budget Analyst projections)
4. Fresno County population growth is relatively flat, with a growth rate of about .72% for the last three years. (https://worldpopulationreview.com/us-counties/ca/fresno-county-population)
5. Community population in our college service area (Clovis and NE Fresno) will continue to grow at about 2-3% per year or about 3.6% over the next 10 years. Clovis population has grown approximately 26% over the last 10 years. (https://worldpopulationreview.com/us-cities/clovis-ca-population; Program Demand Gap analysis, EMSI)
6. Approximately 29-34% of CUSD high school graduates attended CCC in 2019-2020, up slightly from the prior year. Total number of college service area high school graduates attending CCC has remained relatively flat over the last five years. (California Department of Education)
7. Delayed entry student enrollment may increase over the next few years due to high school graduates stopping out due to COVID-19.
8. New and continuing state initiatives will continue to support low/no student fees and provide additional total cost of attendance financial support.
9. Online Education will play a significant role in course scheduling due to the expanding CCCCO Online Education Resource program, the effects of COVID-19, and new state-level funding requirements.
10. Local labor market data, employer needs, and total program financial impact will inform program planning and development.
    - Emerging and re-entry jobs
    - Local employer needs
11. The college will continue to expand and strengthen guided pathways with our K-16 partners.
    - High school dual enrollment pathways will continue to grow.
    - Adult-school partnerships and pathways will continue to grow.
    - Four-year university recruiting efforts will positively effect enrollment.
    - Curriculum alignment with our K-16 partners will ensure that students can complete programs in a timely manner.
12. The College will balance instruction and student services growth or reduction to ensure we provide a balance of outreach, instruction, and support services to maintain student access, retention, equity, and success.
13. Course and program scheduling will be data-driven and will support campus-wide goals.
14. College marketing and outreach strategies will support enrollment goals.

Enrollment Management Planning Goals

Increase Student Access

To meet the access needs of our current and potential student population, we must provide an integrated combination of outreach, instructional programs, delivery options, and student support services.

1. Increase the number of students who attend CCC from each of our college service area high schools with a focus on mirroring our local college service area demographics.
   a. Provide targeted outreach and on-campus events to reach underserved student populations

        b.   Increase the number of students who participate in high school dual enrollment courses
        c.   Provide targeted summer bridging programs
        d.   Conduct research to understand why students choose to attend or not attend CCC

2. Expand access opportunities for adult education
3. Expand access opportunities for students groups outside the K-12 system
4. Expand transfer degree options
    a. Continue to develop new ADTs
    b. Expand general education offerings that support transfer requirements
5. Expand career technical education program options
    a. Continue to develop new CTE curriculum
    b. Provide targeted marketing and participate in community events to increase awareness
6. Expand flexible learning options
    a. Dual Enrollment and Distance Education
    b. Non-credit
    c. Evening and Saturday
7. Expand access to extra-curricular opportunities
8. Provide a variety of student services that support guided pathways options and a smooth transition into CCC

Retention and Completion

Enrollment Planning supports student retention and completion. To increase retention and completion, we must offer the right combination of classes, a balanced level of student service support, and engaging and equity-minded instruction and services.

Incoming/new student info/needs:

1. Analyze course-level data through an equity lens to inform scheduling, instruction, and student service needs:
    a. Registration and withdrawal rates
    b. Fall to spring and Fall to Fall retention and completion rates
    c. Student retention and success gaps based on student demographics
    d. First year enrollment patterns
    e. Student declared majors
    f. Summer, Fall, Spring enrollment patterns
    g. Typical first/second semester general education courses
    h. Student demand for pre-requisite courses to minimize barriers to advancement
    i. Align summer bridging options with K-12 pathway programs
2. Offer dual enrollment courses to assist incoming students in being college-ready
3. Support students to be successful in English and Math in their first year
4. Provide written two-year guided pathways program maps
5. Offer a variety of student engagement activities

Returning/on-going students info/needs:

1. Analyze and monitor two-year course scheduling patterns to eliminate barriers to timely completion
    a. Fall to Fall retention and withdraw patterns
    b. Full vs part-time and average units taken vs completed
    c. Courses with high enrollment and low completion or success rates
    d. Course-level student equity data to uncover specific issues or barriers to success
2. Provide course offerings that:
    a. Align with IGETC and CSU breadth requirements
    b. Meet the greatest overall need (meet several area requirements)

   c. Ensure enough seats available in prerequisite courses to meet student demand

   d. Support day/evening/online scheduling patterns

 3. Provide balanced student services:

   a. Counseling to monitor and support students in following their educational plans and provide accurate, timely transfer information

   b. Tutoring and other support services to meet on-going or specific student needs

   c. Guided pathways curriculum mapping

Near Completion students

 1. Analyze and monitor schedule to ensure:

   a. Capstone classes are offered at least once per two-year cycle

   b. Required, low-enrollment classes are offered at least once per two-year cycle

   c. High demand classes have enough seats for students near completion

Data-Driven Scheduling

To minimize barriers and support timely completion, Deans and Department Chairs analyze a variety of data sources to inform scheduling.

Pre-Schedule Development: Historical Data Analysis

- Pipeline of incoming students
- Declared majors
- Student equity data
- Three-year course enrollment patterns
  - High-demand courses, timing, and location preferences
  - Class fill rate timing, waitlists, course sequencing
  - Program/course enrollment growth or decline
- Course modality patterns
  - Online, hybrid, face-to-face retention and success rates
  - Full semester, late-start class enrollment and completion rates
  - Day, evening, and online enrollment and completion rates
- Program and course retention, and completion rates
  - High vs low enrollment courses
  - High vs low completion and success rates
  - High enrollment/low success rate courses
- Student fall to spring and fall to fall retention rates

Pre-semester or beginning of semester activities:

Four weeks prior to the start of each semester, Deans Council begins to closely monitor course enrollment.

- Student Services Enrollment Push
  - Increased student contact
  - Extreme Registration and Reg-to-Go sessions
  - Market low-enrolled/late-start classes
- Schedule Adjustments
  - Monitor course fill rates and waitlists
  - Monitor college FTES target
  - Add high demand/high waitlist sections
  - Add or adjust late-start/online options
  - Cancel or combine low-enrolled sections
  - Adjust classroom assignments to maximize seat capacity

Schedule Development

Deans and Department Chairs develop the draft class schedule together. The final schedule is approved by the Vice President of Instruction.

- Schedule course offerings to:
  - Meet access, retention, and completion planning (see previous section)
  - Meet college FTES and productivity goals
  - Maximize classroom efficiency at both main campus and Herndon campus
  - Support program size, growth, and efficiency with two-year scheduling plans
    - Larger disciplines allocated more sections than smaller disciplines
    - Programs allocated more/fewer sections based on three-year trends
  - Support degree and certificate requirements
  - Balance transfer and career technical education needs
- Schedule courses to:
  - Align summer/fall/spring sections with historical enrollment patterns
  - Align course start/end time across disciplines to eliminate scheduling gaps and overlaps
  - Align courses with rooms to maximize seat capacity and usage
  - Align number of sections offered with student demand (larger disciplines are allocated more sections)
- Schedule class timing to:
  - Balance morning/afternoon/evening/online/dual enrollment
  - Balance MWF, T/TH, Friday, Saturday
  - Balance regular start, late-start sections

Summary of schedule planning

Class schedules are built to support student need, state requirements, and college goals with a balance between general education, transfer degrees, and career technical education.

Two-year schedules:

All programs follow a two-year schedule for course offerings to ensure students can complete degrees and certificates in a timely manner. The two-year scheduling pattern allows the college to support both large and small programs, while maintaining overall college efficiency.

Schedule timing:

Standard start times maximize room usage and help students build course schedules and reduce barriers caused by overlapping class start/ending times. Standardized start/end times also minimize gaps in classroom usage, thus allowing the college to maximize the number of courses offered on campus each day.

Schedule patterns:

Class schedules follow a timing pattern to support diverse student needs. Depending on the number of sections offered per course, disciplines work to provide a well-rounded schedule of day, afternoon, evening, and online courses.

Modality:

Prior to COVID-19, approximately 10% of course sections were offered online. Based on new funding requirements, the college must plan to offer at least 11% of its course sections online (+10% vs the pre-Covid rate). As we move past restrictions due to COVID-19 and based on student demand, the college will continue to offer a variety of courses online, with an estimated maximum of about 20-25% of total sections.

Dual enrollment:

State and local initiatives both support the growth of dual enrollment courses to meet our student access and equity goals. Guided Pathways will also inform dual enrollment course scheduling for both transfer and CTE pathways. Based on student demand, CCAP (AB 288) dual enrollment classes offered on high school campuses will represent approximately 4-5% of the schedule.

Semester Length:
The majority of courses are offered as regular semester classes. Late-start classes represent approximately 10% of the schedule and play a critical role in enrollment management and student completion. Late start classes assist students in managing their workload and allow students to add classes later in the semester if they need to drop a course. However, some students may be negatively affected by late start classes (Veterans, student-athletes), so these class offerings should be monitored carefully. Counselors provide significant input in determining student need for specific late start classes.

CCC Enrollment Management and Schedule Development Communication Process

Each year the college receives an enrollment target (FTES goal). The college builds a course schedule that will meet the FTES goal and support student enrollment demand.

Spring:

FTES Development:
- o Vice Presidents Council (VPC) and Deans Council provide the president with input on FTES target based on budget, growth, and planning goals.
- o The President makes FTES recommendation to Chancellor's Cabinet.
- o FTES goal (target) approved by the Chancellor.

Informing the College about the FTES goal:
- o The President reviews district and college FTES goals with Vice President's Council and President's Council.
- o The Vice President of Administrative Services (VPAS) reviews district and college FTES targets with College Council.
- o The Vice President of Instruction reviews the college FTES target with Deans Council and Department Chair Council.
- o College Council representatives share the college goals with their constituent groups.

Developing the Schedule to achieve the FTES goal:
- o Following discussion at Deans Council, VPC develops a recommendation to the president on how to divide the FTES target by Summer, Fall, and Spring semesters. They also consider any push/pull required from the summer session. The president reviews the recommendation from VPC and accepts or adjusts the plan.
- o Based on the FTES goal, the VPAS allocates an annual budget for instruction each semester and an estimated budget allocation for full- and part-time faculty load to ensure scheduling aligns with budget allocations.
- o Deans Council discusses campus-wide enrollment management goals, productivity goals, program development goals, and any changes related to scheduling since the prior year.
- o Deans and Department Chairs analyze a variety of historical data and work together to build an initial schedule based on enrollment goals, student demand, and program needs.
- o Counselors and student services provide input on student needs, transfer requirements, etc.
- o Deans review the draft schedule with Department Chairs.
- o Deans Council reviews the full draft schedule together. They analyze enrollment and FTES by division and program and make schedule changes to resolve productivity, staffing, rooming, and other issues to ensure a well-balanced schedule.
- o If the schedule requires more courses than originally planned, or has other changes that affect the budget, prior to finalizing the schedule the VPI discusses the potential cost increase with the VPAS and President to ensure the college can afford the changes and budgets accordingly.

Appendix A

Clovis Community College's 2021-25 Strategic Goals and Objectives

Access: Create Opportunities and Remove Barriers

- Build and sustain guided pathways that support seamless transition from K-12 and Adult Education to CCC for career and transfer readiness
- Expand academic programs and student support services to support student enrollment growth
- Expand equitable and flexible learning options for non-traditional learners
- Provide targeted, discipline specific outreach activities to historically underserved populations
- Develop targeted marketing and communication to support college goals
- Expand access to the college campus

Student-Centered Curriculum: Develop and Teach Equitable and Inspiring Curriculum

- Maintain focus on providing a quality education
- Increase student completion rates for degrees and certificates
- Continue to explore and support innovative ideas and projects
- Expand and enhance college readiness, transfer, and career options

Supporting Student Success: Provide Equitable and Comprehensive Services

- Enhance collaboration between student services and instruction
- Expand student services support programs to promote diversity, equity, and inclusion, and retention
- Utilize technology to expand and enhance student services
- Expand student activities to support student engagement and inclusion

Community & Partnerships: Create, Develop, and Strengthen Relationships

- Enhance Community Relations
- Strengthen partnerships with K-12 and universities
- Foster relationships with local businesses
- Expand community presence

Resources & Facilities: Expand and Enhance the Campus Environment

- Plan and build new college facilities supported by the Measure C Bond
- Plan and develop athletic facilities as outlined in the District Facilities Master Plan
- Maintain the beautiful college facilities as the college expands and ages
- Utilize technology to improve college processes and support student learning
- Provide adequate staffing to support increased student enrollment and expanding facilities
- Support professional development for all employees
- Maintain stable fiscal base and sound fiscal practices
- Generate revenue to support the goals of the college

Institutional Effectiveness: Foster a Collegial, Collaborative, and Inclusive College Environment

- Use data to support dialogue, planning, and decision-making
- Continue to monitor and evaluate college planning processes to improve equity and student success
- Continue to foster the long-standing culture of collegiality, collaboration, and inclusion

The Enrollment Plan 2022-2024 is expiring, and there was a request to the College Council at their March 7th, 2024, meeting for an extension of the existing plan. The extension is because there are no changes to the existing plan and to continue working on the new plan next year. Also, in doing so, the plan will align with the upcoming Strategic Plan revision. At the March 7, 2024, meeting, the College Council came to a consensus and agreed on the extension of the existing plan for 2024-2026.