

Draft Enrollment Management Plan 2013-2016
As of January 14, 2014

Statement on Enrollment Management

College of the Redwoods (CR) understands that enrollment management is an institution-wide, intentional, and comprehensive process that is designed to provide student access and success. While Enrollment Management is a responsibility shared by all at CR, the Enrollment Management Committee (EMC) has been given the primary responsibility for recommending and supporting enrollment initiatives that are aligned with College resources. The purpose of the Enrollment Management Plan is to enhance student learning and college experiences, student satisfaction, and as a byproduct, improve student retention and completion rates. Our ultimate measure of success is determined by the retention and success of our students in achieving their educational goals.

Enrollment Management Primary Goals include:

- Stabilizing enrollments (control growth and plan for fluctuations) keeping in mind the fiscal and physical capacity of the institution
- Linking academic and student development programs
- Establishing effective enrollment management procedures in response to changing fiscal resources and mandates
- Evaluating enrollment management strategies (track what works and change what doesn't work)

Vision

College of the Redwoods is a learning community where lives are transformed.

Mission

College of the Redwoods puts student success first by providing outstanding developmental, career technical, and transfer education. The College partners with the community to contribute to the economic vitality and lifelong learning needs of its service area. We continually assess student learning and institutional performance and practices to improve upon the programs and services we offer.

Values

- **Student Success and Access:** We put students first, ensuring that student learning, advancement, and access are pivotal to all we do.
- **Educational Excellence and Innovation:** We value ongoing and systematic planning and evaluating methods that move us toward excellence.
- **Honoring Diversity:** We value all members of our community and strive to create a diverse, nurturing, honest, and open environment.
- **Participatory Governance:** We value ethical behavior and strive to create a culture where all students, staff, faculty and administrators engage in inclusive, ongoing and self-reflective decision making.
- **Environmental Awareness:** We value the environment and the need to minimize our impacts upon it, utilizing sustainable practices and acting as global citizens.

- **Community Development:** We value the economic and intellectual development of the various communities we serve.
- **Supportive Culture:** We strive to create a supportive, problem-solving culture, and we recognize the proven usefulness of an interest-based approach (IBA) for achieving trust, cooperation and effective problem solving.

Linking Enrollment Management and Academic Programs

College of the Redwoods recognizes that for students to be successful, the quality of CR’s core academic programs and services must be strategically linked to a comprehensive enrollment management effort. Based on these programs and services, students will make the choice whether or not to enroll, to persist, or drop out of CR.

Student-Focused Plan

Since students have the freedom to choose the college they wish to attend, enrollment management should establish early-on a relationship with prospective students, parents and the community. A student’s perspective should always be kept in the forefront when developing and offering services, launching new programs and initiatives, and evaluating enrollment management plans.

Strategic Plan Core Themes

1. College of the Redwoods will employ programs, services, and organizational structures to meet the needs of learners and ensure student success.
2. College of the Redwoods will provide, in partnership with the community, training and education to contribute to the economic vitality and lifelong learning needs of the community.
3. College of the Redwoods will proactively pursue strategies that will lead to fiscal and operational sustainability.
4. College of the Redwoods will develop infrastructure, adopt best practices, and practice analytics, to take advantage of current and emerging technologies to support the learning environment and enhance institutional effectiveness.
5. College of the Redwoods will engage in activities and initiatives to elevate the college’s profile in the community.

Education Master Plan Themes

1. Employ programs, services, and organizational structures to meet the needs of learners and ensure student success.
2. Provide, in partnership with the community, training and education to contribute to the economic vitality and lifelong learning needs of the community.
3. Continually assess student learning and institutional performance and practices to improve upon the programs and services we offer.
4. Support the learning environment through appropriate technology and facilities.
5. Support student success by engaging students in the college environment.

Planning Assumptions

The Enrollment Management Committee members are aware of the responsibility to develop goals, objectives, and activities that are within the context and framework of the Mission and Vision statements, the Education Master Plan and the Annual Plan. There are several assumptions that form the foundation for this updated Enrollment Management Plan:

- Satisfactorily address the Student Success Task Force recommendations.
- Develop objectives and actions that are explicitly aligned with the Education and Annual Plans.
- Positively affect the Institutional Effectiveness Scorecard.
- Support sustainable optimal enrollments.

Evaluation of 2012-13 Planning Activities

The Enrollment Management Plan called for an evaluation of the plan's activities at the conclusion of each academic year. The 2012-13 plan had five overarching goals. Staff assigned to work on the 2012-13 activities that support the five goals completed the following activities:

Goal 1. Increase College Preparedness (StratPlan 1.1, 1.2 / EdMP 1.3)

Objectives:

- 1.1 Improve the academic and college preparedness for students.
- 1.2 Identify barriers to college readiness.

2012-13 Activities completed:

- Developed an assessment awareness initiative for English and math.
- Assessed math jam success data.
- Continued to offer math jam courses.

2012-13 Activities not completed:

- None

Goal 2. Support Basic Skills Programming (StratPlan 1.5 / EdMP 1.3)

Objectives:

- 2.1 Reduce additional burdens faced by basic skills students through alternative initiatives.
- 2.2 Improve student progression through the basic skills sequence.
- 2.3 Develop innovative approaches to basic skills education based on best practices.

2012-13 Activities completed:

- Utilized outcomes from BSC's Program Review to recommend appropriate courses for basic skills students.
- Evaluated the frequency of students placing into each basic skills course, alongside the number of each basic skills courses offered.
- Reviewed the # of repeats
- Ensured sufficient number of basic skills courses (Eng 350, Rd 360, math 372, 376, and 380) are offered every semester.
- Explored feasibility of non-credit basic skills courses.

2012-13 Activities not completed:

- Develop Academic Support Center workshops to support targeted remediation skills.
- Compare placement and course success rates with similar colleges in the state.

Goal 3: Develop Initiatives to Enhance Retention (StratPlan 1.1, 1.4 / EdMP 1.1,1.2)

Objectives:

- 3.1 Develop academic pathways.
- 3.2 Increase participation and completion rates that reflect the growing diversity of our student population.
- 3.3 Improve support for students.

2012-13 Activities completed:

- Established earlier contact between students and advisors in GS1, GS 6 and Guid 8 courses to build education plans
- Built a process to enable students to develop a simplified student education plans
- Investigated integration of E-transcript course equivalencies into Datatel.
- Created a Veterans Resource Center
- First Year Experience (FYE) steering committee developed the framework for curricular and co-curricular FYE program.
- Continued integration of student education plan completion in all college success courses

2012-13 Activities not completed:

- Use degree audit to advise students.
- Collaborate with classroom faculty to encourage students to develop education plans.
- Continued linkage with HE 1 or other general education courses under CSU Area as part of the First Year Experience program.
- Develop an Early Alert System to timely Identify students who may need support services.
- Develop education pathways linked to a student's placement.

Goal 4: Align Resources with Student Success(StratPlan 1.3, 1.6 / EdMP 1.4 1.5)

Objectives:

- 4.1 Increase number of degrees and certificates awarded.
- 4.2 Provide professional development programs focused on improvement of educational effectiveness

2012-13 Activities completed:

- Assessed the efficacy of "101-Corridor" sites with regard to student's educational needs, community needs, and fiscal outlook.
- Assessed TLU allocation framework.
- Reallocated TLUs to support student success and completion
- Collaborated with the BPC to develop a more accurate three year FTES and fulltime and associate faculty TLU projection.

2012-13 Activities not completed:

- Develop student focus groups and/or more detailed surveying to ensure that courses are scheduled at times that are convenient for students.
- Assess student success and retention for students taking over 15 units per semester.

Goal 5: Increase Student Participation in Student Activities (StratPlan 1.4 / EdMP 5.1, 5.2, 5.3)

Objectives:

- 5.1 Improve student engagement among all students
- 5.2 Increase student engagement in the community

2012-13 Activities completed:

- Involve student leaders in planning and implementing co-curricular activities.

2012-13 Activities not completed:

- Develop separate approaches to increase engagement of full and part time students.
- Use marquees in the cafeteria and around campus to publicize upcoming campus and community events.
- Continue to develop community projects with clubs and organizations.

Revised 2013-16 Enrollment Management Goals, Objectives, and Activities

The goals and activities of the revised Enrollment Management Plan were developed to support the Strategic Plan, Education Master Plan, Annual Plan, Institutional Effectiveness Scorecard, Basic Skills improvement and the planning activities of the Student Equity Committee. The planning process included solicitation of ideas from the Student Success Leadership Group, the Enrollment Management Committee, as well as review and feedback from the Student Equity Planning Committee, and final approval from the President’s Executive Cabinet.

The 2013-16 general and target enrollment goals and strategies are as follows:

General Goals: The College will adjust enrollment targets in response to the cyclical nature of state funding, student demand, the economy, in the advancement of student success, and in support of building sustainable optimal enrollment for the district.

- FTES targets are to be established within parameters of the base apportionment categories set by the CCCCO and with the college’s fiscal resources.
- Achieve base apportionment during primary terms (fall and spring).
- If state is funding growth, the achieve FTES 2-3% above enrollment growth CAP.
- Achieve growth enrollment CAP and/or earn FTES above enrollment CAP utilizing **only one** summer term.
- Expand opportunities for students to acquire supplemental instruction and academic “foundation” courses (basic skills).
- Implement strategies to assure pathways to needed courses.
- Increase the number of students taking the placement tests.
- Increase the number of students attending orientation.
- Increase the number of students completing student education plans.

- Increase the persistence rates of prepared and remedial students.
- Increase the percent of first time cohorts who complete a certificate, award or transfer related outcome within four years of their initial start.
- Increase the percent of students earning a passing grade across all basic skills courses.
- Increase the number of non-credit courses.

Best Case 2013-16 FTES Scenario

	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>
Resident FTES	4,388.00	4,388.00	4,519.64	4,655.23
Non-resident FTES	205.00	215.25	226.01	237.31
Non credit FTES	30.00	30.90	31.83	32.78
Total FTES	4,623.00	4,634.15	4,777.48	4,925.32
Fulltime Instructional Faculty	77.00	76.00	76.00	76.00
Total Calculated Sections	1,662.12	1,662.12	1,673.94	1,724.16
Total TLUs needed	7,479.55	7,479.55	7,532.73	7,758.72
Total Fulltime Faculty TLUs	3,465.00	3,420.00	3,420.00	3,420.00
Total Fulltime Faculty Reassigned TLUs	300.00	132.00	-	-
Fulltime Faculty Instructional TLUs	3,165.00	3,288.00	3,420.00	3,420.00
Overload Instructional TLUs	181.00	181.00	181.00	181.00
Associate Faculty Instructional TLUs	4,133.55	4,010.55	3,931.73	4,157.72
Total Instructional TLUs	7,479.55	7,479.55	7,532.73	7,758.72
Fulltime Faculty Calculated Sections	703.33	730.67	760.00	760.00
Associate Faculty and Overload Calculated Sections	958.79	931.45	913.94	964.16
Total Fulltime Faculty Costs		\$ 8,231,940.00	\$ 8,231,940.00	\$ 8,231,940.00
Total Associate Faculty Costs		\$ 3,336,773.82	\$ 3,271,202.13	\$ 3,459,219.16

Assumptions/Notes/Calculations

- 1) The final 2013-13 FTES based on the recalc 320
- 2) 3% annual growth in resident FTES from 2014--16
- 3) 5% annual growth in non resident from 2013-16
- 4) 2.64 FTES per section in 2013-14 and 2.7 from 2014-16
- 5) Calculated Sections= 4.5 TLUs per section
- 6) Total Fulltime faculty cost is total fulltime TLUs x average fulltime faculty rate of \$2,407
- 7) Total Associate faculty cost is total associate faculty TLUs x average fulltime faculty rate of \$832

2013-14 Target Goals to achieve FTES target:

1. Schedule to achieve budgeted 4,388 FTES in the primary terms (Fall=2,194; spring 2,194)
2. Maintain summer session FTES 175 (4% above base).
3. Increase nonresident FTES by 5%.
4. Maintain FTES per section at 2.64.
5. Increase persistence rates of prepared students to 71% and remedial students to 64%.
6. Increase the percent of students earning a passing grade across all basic skills courses to 55%.

2014-15 Target Goals to achieve approximately 3% growth or 7% if the state is funding growth:

1. Increase primary terms FTES to achieve 4,520 base FTES (Fall=2,260; spring 2,260).
2. Maintain summer session FTES 180 (4% above base).
3. Increase resident FTES by 2.5% and nonresident FTES by 5%.
4. Increase FTES per section to 2.7.
5. Increase persistence rates of prepared students to 72% and remedial students to 70%.
6. Increase the percent of students earning a passing grade across all basic skills courses 56%.

2015-16 Target Goals to achieve approximately 3% growth or 7% if the state is funding growth:

1. Increase primary terms FTES to achieve 4,655 base FTES (Fall=2,327.5; spring 2,327.5).
2. Maintain summer session FTES 186 (4% above base).
3. Increase resident FTES by 2.45% and nonresident FTES by 5%.
4. Maintain FTES per section at 2.7.
5. Increase persistence rates of prepared students to 75% and remedial students to 75%.
6. Increase the percent of students earning a passing grade across all basic skills courses to 57%.

Worst Case 2013-16 FTES Scenario

	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>
Resident FTES	4,388.00	4,000.00	4,080.00	4,161.60
Non-resident FTES	205.00	215.25	226.01	237.31
Non credit FTES	30.00	30.90	31.83	32.78
Total FTES	4,623.00	4,246.15	4,337.84	4,431.69
Fulltime Instructional Faculty	77.00	76.00	76.00	76.00
Total Calculated Sections	1,662.12	1,515.15	1,511.11	1,541.33
Total TLUs needed	7,479.55	6,818.18	6,800.00	6,936.00
Total Fulltime Faculty TLUs	3,465.00	3,420.00	3,420.00	3,420.00
Total Fulltime Faculty Reassigned TLUs	300.00	132.00	-	-
Fulltime Faculty Instructional TLUs	3,165.00	3,288.00	3,420.00	3,420.00
Overload Instructional TLUs	181.00	181.00	181.00	181.00
Associate Faculty Instructional TLUs	4,133.55	3,349.18	3,199.00	3,335.00
Total Instructional TLUs	7,479.55	6,818.18	6,800.00	6,936.00
Fulltime Faculty Calculated Sections	703.33	730.67	760.00	760.00
Associate Faculty and Overload Calculated Sections	958.79	784.48	751.11	781.33
Total Fulltime Faculty Costs		\$ 8,231,940.00	\$ 8,231,940.00	\$ 8,231,940.00
Total Associate Faculty Costs		\$ 2,786,519.27	\$ 2,661,568.00	\$ 2,774,720.00

Assumptions/Notes/Calculations

- 1) The final 2013-13 FTES based on the recalc 320
- 2) 2% annual growth in resident FTES from 2014--16
- 3) 5% annual growth in nonresident from 2013-16
- 4) 2.64 FTES per section in 2013-14 and 2.7 from 2014-16
- 5) Calculated Sections= 4.5 TLUs per section
- 6) Total Fulltime faculty cost is total fulltime TLUs x average fulltime faculty rate of \$2,407
- 7) Total Associate faculty cost is total associate faculty TLUs x average fulltime faculty rate of \$832

2013-14 Target Goals to achieve FTES target:

1. Schedule to achieve budgeted 4,00 FTES in the primary terms (fall=2000; spring 2,000)
2. Maintain summer session FTES 175 (4% above base).
3. Increase nonresident FTES by 5%.
4. Maintain FTES per section at 2.64.
5. Increase persistence rates of prepared students to 71% and remedial students to 64%.
6. Increase the percent of students earning a passing grade across all basic skills courses to 55%.

2014-15 Target Goals to achieve approximately 2% growth or 7% if the state is funding growth:

1. Increase primary terms FTES to achieve 4,080 base FTES (fall=2,040; spring 2,040).
2. Maintain summer session FTES 180 (4% above base).
3. Increase resident FTES by 2.5% and nonresident FTES by 5%.
4. Increase FTES per section to 2.7.
5. Increase persistence rates of prepared students to 72% and remedial students to 70%.
6. Increase the percent of students earning a passing grade across all basic skills courses 56%.

2015-16 Target Goals to achieve approximately 2% growth or 7% if the state is funding growth:

1. Increase primary terms FTES to achieve 4,161 base FTES (fall=2,080.5; spring 2,080.5).
2. Maintain summer session FTES 186 (4% above base).
3. Increase resident FTES by 2.45% and nonresident FTES by 5%.
4. Maintain FTES per section at 2.7.
5. Increase persistence rates of prepared students to 75% and remedial students to 75%.
6. Increase the percent of students earning a passing grade across all basic skills courses to 57%.

Realistic Case 2013-16 FTES Scenario

	<u>2012-13</u>	<u>2013-14</u>	<u>2014-15</u>	<u>2015-16</u>
Resident FTES	4388	4000	4200	4284
Non-resident FTES	205	215	226	237
Non credit FTES	30	31	32	33
Total FTES	4623	4246	4458	4554
Fulltime Instructional Faculty	77	76	76	76
Total Calculated Sections	1662	1515	1556	1587
Total TLUs needed	7480	6818	7000	7140
Total Fulltime Faculty TLUs	3465	3420	3420	3420
Total Fulltime Faculty Reassigned TLUs	300	132	0	0
Fulltime Faculty Instructional TLUs	3165	3288	3420	3420
Overload Instructional TLUs	181	181	181	181
Associate Faculty Instructional TLUs	4134	3349	3399	3539
Total Instructional TLUs	7480	6818	7000	7140
Fulltime Faculty Calculated Sections	703	731	760	760

Associate Faculty and Overload Calculated Sections	959	784	796	827
Total Fulltime Faculty Costs	\$ 8,231,940.00	\$ 8,231,940.00	\$ 8,231,940.00	
Total Associate Faculty Costs	\$ 2,937,466.90	\$ 2,981,160.93	\$ 3,103,950.73	

2013-14 Target Goals to achieve FTES target:

1. Schedule to achieve budgeted 4,00 FTES in the primary terms (fall=2000; spring 2,000)
2. Maintain summer session FTES 175 (4% above base).
3. Increase nonresident FTES by 5%.
4. Maintain FTES per section at 2.64.
5. Increase persistence rates of prepared students to 71% and remedial students to 64%.
6. Increase the percent of students earning a passing grade across all basic skills courses to 55%.

2014-15 Target Goals to achieve approximately 2% growth or 7% if the state is funding growth:

1. Increase primary terms FTES to achieve 4,200 base FTES (fall=2,040; spring 2,040).
2. Maintain summer session FTES 180 (4% above base).
3. Increase resident FTES by 2.5% and nonresident FTES by 5%.
4. Increase FTES per section to 2.7.
5. Increase persistence rates of prepared students to 72% and remedial students to 70%.
6. Increase the percent of students earning a passing grade across all basic skills courses 56%.

Term	FTES	Sections
Summer 2014	193	71.48
Fall 2014	2,000	740.7
Spring 2015	1,811	670.7
Summer 2015	195	72.22

2015-16 Target Goals to achieve approximately 2% growth or 7% if the state is funding growth:

1. Increase primary terms FTES to achieve 4,161 base FTES (fall=2,080.5; spring 2,080.5).
2. Maintain summer session FTES 186 (4% above base).
3. Increase resident FTES by 2.45% and nonresident FTES by 5%.
4. Maintain FTES per section at 2.7.
5. Increase persistence rates of prepared students to 75% and remedial students to 75%.
6. Increase the percent of students earning a passing grade across all basic skills courses to 57%.

Actions (linked to planning indicator, strategic/educational/annual plan)

Curriculum and Instructional Programs

Linkage to Institutional Plans	Actions to be taken	Responsible Persons	Semester Complete
EP.1.2.1 SP.1.4.1	Develop initial three year (2013-16) worst case and best case FTES scenarios.	Keith Snow-Flamer	Fall 2013
EP.1.2.1 SP.1.4.1	Explore using “clicking on to courses viewing” to determine demand.	Keith Snow-Flamer	Fall 2013
EP.1.2.1 SP.1.4.1	Work with deans/directors to finalize three year (2013-16) worst case and best case FTES scenarios, using program level FTES data, for BPC consideration.	Keith Snow-Flamer	Spring 2014
EP.1.2.1 SP.1.4.1	Work with deans/directors to develop three year FTES targets by division (using final reorganized division breakdown).	Keith Snow-Flamer	Spring 2014
EP.1.1.1 SP. 1.4.1 AP 1.1	Develop degree plans with course pathways based on student entering at various placement levels	Keith Snow-Flamer	Spring 2014
EP.1.1.1 SP. 1.4.1 AP 1.1	Implement pathways program (pre-enrollment through graduation)	Keith Snow-Flamer	Fall 2015
SP.1.5.1	Implement alternative basic skills curriculum (non-credit, accelerated, etc.)	English department faculty, Math department faculty and Counseling department faculty	Spring 2014/Fall 2014
SP.2.3.1 EP.2.5.1	Develop job readiness non-credit classes.	Keith Snow-Flamer, Julia Peterson	Spring 2014
SP.3.3.1	Implement dual enrollment program in Mendocino, Del Norte, Northern Humboldt areas.	Keith Snow-Flamer, Tracey Thomas, Erin Wall, Joe	Fall 2014

		Hash	
SP.3.3.1	Expand Dual Enrollment Program to Eureka and Klamath Trinity	Keith Snow-Flamer, Tracey Thomas, Erin Wall, Joe Hash	Fall 2015
SP.2.2.1	Review business and industry and economic development survey data to inform program alignment and identify potential partnering opportunities.	Julia Peterson, Associate Dean (CTE)	Spring 2014
SP.1.5 EP 1.6.2	Develop a plan to articulate students completing the ESL course sequence into English 1A	Basic Skills Subcommittee	Spring 2014
EP.1.1.1 SP. 1.4.1 AP 1.1	Explore Weekend College concept for implementation in Spring 2015	Jeff Cummings	Fall 2015
EP.1.1.1 SP. 1.4.1	Explore alternative distance education delivery	Distance Education Coordinator	Fall 2014

Enrollment Services

Linkage to Institutional Plans	Actions to be taken	Responsible Persons	Semester Complete
EP.1.2.1 SP.1.4.1	Analyze the matriculation process with focus on implementing Student Success and Support Program regulations	Sheila Hall, Lynn Thiesen	Summer 2013, continue for Fall 2013
EP.1.2.1 SP.1.4.1	Implement MIS and other system changes to support Enrollment Priorities for Fall 2014	IT	Fall 2013
EP.1.2.1 SP.1.4.1	Implement MIS and other system changes to support mandated services for first time students for Fall 2015	IT	Spring 2015
EP.1.2.1 SP.1.4.1	Notify students of SSSP requirements	Keith Snow-Flamer	Spring 2015

Counseling/Advising, Student Retention, Intervention, FYE

Linkage to Institutional	Actions to be taken	Responsible Persons	Semester Complete
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Plans			
EP.1.2.1 SP.1.4.1	Implement the First Year Experience (FYE) program.	Sheila Hall	Fall 2013
EP.1.2.1 SP.1.4.1	Develop student focus groups and more detailed surveying to ensure that courses are scheduled at convenient times for students.	Sheila Hall, Angelina Hill	Spring 2014
EP.1.2.1	Offer peer mentoring/supplemental instruction	MaryGrace McGovern	Fall 2013
AP 1.1	Research approaches to adult student retention programs	Sheila Hall	Fall 2014
EP.1.2.1 SP.1.4.1 AP 1.1	Use degree audit to advise students	Sheila Hall with district-wide counseling/advising faculty & staff. Special Programs, DSPP.	Fall 2013
EP.1.1.1 SP. 1.4.1 AP 1.1	Create new and transfer existing SEP's into the WebAdvisor educational planning tool	Sheila Hall	Fall 2014
EP.1.1.1 SP. 1.4.1 AP 1.1	Identify undeclared students and develop intervention strategies to assist them in selecting education and career goals	Sheila Hall	Fall 2014

Marketing and Outreach

Linkage to Institutional Plans	Actions to be taken	Responsible Persons	Semester Complete
SP.5.1	Collaborate with Academic Senate, Instruction and Student Development and local area high school leadership to establish routine visits with faculty for Spring 2014.	Paul DeMark Sheila Hall	Fall 2013
SP.5.1 EP.2.4.1	Establish relationships with CR faculty and high school teachers Include community schools like Zoe Barnum, eureka city Schools, and town School, Fortuna Union high School District.	Paul DeMark Sheila Hall	Fall 2013/Spring 2014

SP.5.1	Use High School Counselor day as an opportunity to communicate with H.S. counselors about the assets or CR. Build relationships. Include tours of new buildings with faculty available for talks or demonstrations as well as AT building and CTE faculty. Invite faculty to the HS counselors luncheon to network with the counselors.	Sheila Hall, Paul DeMark	Fall 2013
SP.5.1	Use current students to develop marketing strategies	Chris Gaines, Michael Dennis, Paul DeMark	Spring 2014
AP, Goal 5, SP .5.7.3	Promote 50 th Anniversary of CR (Science Night/50 th , Book of the Year, Portugal Award, Visiting Writers)	Paul DeMark	Fall 2014
EP 1.6.2	Collaborate with appropriate groups to recommend strategies to increase the number of Latino/Latina high school graduates who may enroll at CR.	Paul DeMark	Spring 2014
EP 1.6.2	Develop a system to consistently identify and promote our accomplishments	Paul DeMark	Spring 2014
EP 1.6.2	Develop marketing for concurrent enrollment	Paul DeMark	Fall 2015

Scheduling Guidelines

In developing the course schedule for students and instructors, the following goals must be balanced:

1. TLUs must be allocated to allow student access and we schedule approximately 50 % of the associate faculty allocation in the fall and 50% in spring.
2. We schedule high FTES generating courses based on the Keppner/Cummings/Anderson course prioritization model developed spring 2012 (<http://inside.redwoods.edu/strategicplanning/enrollmentmanagement/documents/EMCTLUAllocationtoCabinet3212.pdf>).
3. We continue to prioritize transfer, vocational and basic skills course scheduling that aligns with student needs.

4. We use the course cancellation framework to strategically cancel low enrolled classes without sacrificing student access.
5. We reallocate TLUs from low efficient courses/areas to areas that can generate FTES/FTEF.
6. We set a goal of less than 10 percent cancellation rate for credit courses programming for the College. It is important that the deans/directors and course scheduler review trend data by section basis during the planning process. Examining the historical trends will ensure that the same sections are not scheduled and cancelled for multiple semesters in a row.
7. We should try to maintain an overall 80% fill rate. For the courses with one section, courses with a fill rate of less than 70 percent should perhaps be offered less often – not every semester. For the courses with multiple sections, the appropriate administrator should examine all courses with less than 70-80 percent fill rate to determine if there are too many sections being offered by course at comparable times.
8. The Scheduling Coordinator should track and account for overload in the associate faculty budget.
9. The Schedule Coordinator, assisted by the deans/directors, has responsibility for and authority in addressing class-scheduling priorities and problems. In the instance of a course being scheduled in a classroom that cannot be accessed by a student with a disability, the Schedule Coordinator works with DSPS and the deans/directors to relocate the course in an accessible classroom.
10. All changes to the “final” schedule must be approved by the appropriate Associate Dean, Executive Dean and/or Vice President.
11. Upon notification from Administration, the Eureka admissions office is responsible for notifying students of a cancelled class at the Eureka area. Del Norte administrative staff is responsible for notifying students at the Del Norte Center. The KT staff will contact student registered at the KT site. The Mendocino administrative office is responsible for notifying students at the Mendocino Center and the Southern Humboldt site. The Scheduling Coordinator, working with the Associate Faculty coordinator notifies associate faculty if their class is cancelled.