



Crafton Hills College

Enrollment Management Plan

2016-2023

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Mission, Vision, Values

Mission Statement

The mission of Crafton Hills College is to advance the educational, career, and personal success of our diverse campus community through engagement and learning.

Vision Statement

Crafton Hills College will be the college of choice for students who seek deep learning, personal growth, a supportive community, and a beautiful collegiate setting.

Institutional Values

Crafton Hills College values academic excellence, inclusiveness, creativity, and the advancement of each individual.

Purpose and Plan Alignment

The Enrollment Management Plan provides a detailed, action-oriented approach to supporting several institutional goals, outlined in the Crafton Hills College Educational Master Plan (EMP). These goals are outlined in Table 1.

Table 1: Alignment of Enrollment Management Plan Goals with Educational Master Plan Goals

Enrollment Management Goal	Educational Master Plan (EMP) Goal
Goal 1: Expand and develop partnerships	EMP Goal 1: Promote student success EMP Goal 4: Expand access
Goal 2: Improve College Processes	EMP Goal 5: Enhance value to the surrounding community EMP Goal 4: Expand access
Goal 3: Implement Targeted Recruitments	EMP Goal 6: Promote effective decision-making EMP Goal 4: Expand access
Goal 4: Develop Programs to Meet Community Needs	EMP Goal 7: Develop programs and expand services EMP Goal 4: Expand access

Enrollment Strategies Committee, Charge and Membership

Charge:

Membership

Data Review

The College will:

1. Begin to look at other avenues of course offerings and program demand studies.
2. Review other college's enrollment management plans for effective strategies and components to create an operational enrollment management plan.

Demographics

Labor Market Projections

Enrollment

FTES and Fill Rates, 2015-2017

The College projects approximately 5,029 FTES in 1026-17. Currently, productivity is moderate at 74.5%.

FTES and Fill Rates				
	15-16		16-17	
	FTES	Fill	FTES	Fill
Summer (7/1 & after)	74	67.50%	141	73.90%
Fall	2,144	73.30%	2,050	75.60%
Spring	1,981	69.20%	2,389	TBD
Summer (6/30 & before)	261	80.30%	349	TBD
Audit Adjustment (AB540, Flex Factor, Roster, Drops, PA etc.)	138	NA	100	NA
"Carry Over" from State	250	NA	0	NA
Total	4,848	72.58%	5,029	74.75%

Distance Education

Crafton Hills College submitted a substantive change proposal to the accrediting commission to allow the college to offer 54 degrees and several certificates in an online or hybrid format. Throughout 2016-17, the College will examine environmental scan data to determine which online degrees will meet the greatest need for training and education in our community.

Objective 4.2: Online Offerings

Overview: Expand online offering with full online certificate or AA degree.

Lead(s): Bryan Reece, June Yamamoto, Mark Snowwhite, Sherrie Loewen and Denise Allen

	Target FTES	Actual FTES	Comments
Fall 2016			
Spring 2017			
Summer 2017			
Fall 2017			

Instructional Program Growth Predictions

The EMP Committee examined aggregated trend data of the programs in each department/area. The data demonstrated strong growth in several areas, including the natural sciences, mathematics, English, and athletics. Moderate growth is predicted in the Arts, business, College Success courses, the

Humanities, Public Safety, Tutoring, and the Social Sciences. Areas that have stabilized with regard to enrollments included Allied Health, Kinesiology, and Library Science.

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Subject	Area	CHC - FALL WSCH BY COURSE TYPE							
		Ratio Lec:Lab	Growth	2014	2015	2016	2021	2026	2031
Allied Health (AH) Radiologic Technology (RADIOL) Respiratory Care (RESP)	ALLIED HEALTH	57:43	Stable	3,595	3,017	3,033	3,113	3,180	3,245
Art (ART) Dance (DANCE) Music (MUS/MUSIC) Theater Arts (THART)	ARTS	30:70	Moderate	3,872	3,306	3,352	3,585	3,790	4,003
Kinesiology Team/Sport & Skill (KINS)	ATHLETICS	0:100	Strong	255	404	413	460	502	548
Accounting (ACCT) Business Administration (BUSAD)	BUSINESS	100:0	Moderate	1,330	1,432	1,452	1,553	1,642	1,734
College Life (CHC)	COLLEGE SUCCESS	100:0	Moderate	572	403	409	437	462	488
English (ENGL) Reading & Skills Study (READ)	ENGLISH	100:0	Strong	10,296	10,454	10,689	11,892	12,998	14,188
Arabic (ARAB/ARABIC) American Sign Language (ASL) Communication Studies (COMMST) Humanities (HUM) Japanese (JAPN) Journalism (JOUR) Philosophy/Religious Studies (PHIL) Religious Studies (RELIG) Spanish (SPAN)	HUMANITIES	100:0	Moderate	6,034	6,274	6,361	6,803	7,192	7,596
Health Education (HEALTH) Kinesiology(KIN) Kinesiology Dance (KIN/D)	KINESIOLOGY	39:61	Stable	3,788	3,512	3,530	3,624	3,701	3,778

Subject	Area	CHC - FALL WSCH BY COURSE TYPE							
		Ratio Lec:Lab	Growth	2014	2015	2016	2021	2026	2031
Kinesiology Fitness (KINF)									
Library Science (LIBR)	LIBRARY	0:100	Stable	0	87	87	90	92	94
Mathematics (MATH)	MATH	90:10	Strong	9,964	10,299	10,531	11,715	12,805	13,978
Anatomy (ANAT) Astronomy (ASTRON) Biology (BIOL) Chemistry (CHEM) Computer Information Systems (CIS) Computer Science (CSCI) Environmental Science (ENVS) Geography (GEOG) Geology (GEOL) Microbiology (MICRO) Oceanography (OCEAN) Physics (PHYSIC)	NATURAL SCIENCE	60:40	Strong	13,272	12,600	12,883	14,333	15,666	17,101
Emergency Medical Services (EMS) Public Safety & Services (PBSF) Fire Technology (FIRET)	PUBLIC SAFETY	77:23	Moderate	4,710	4,224	4,282	4,580	4,842	5,114
Anthropology (ANTHRO) Child Development (CD) Economics (ECON) Education (EDU) History (HIST) Multicultural Studies (MCS) Political Science (POLIT) Psychology (PSYCH) Sociology (SOC)	SOCIAL SCIENCE	100:0	Moderate	8,901	8,737	8,858	9,474	10,016	10,578

Subject	Area	CHC - FALL WSCH BY COURSE TYPE							
		Ratio Lec:Lab	Growth	2014	2015	2016	2021	2026	2031
Learning Resources (LRC)	TUTORING	10:90	Moderate	1,162	1,210	1,227	1,312	1,387	1,465
Grand Total				67,751	65,959	67,106	72,969	78,274	83,909

Long-Term and Short-Range Growth Strategies

The enrollment growth strategy is primarily developed by the Enrollment Strategies Committee. The plan has been in development since fall 2015. To reach the college's goal of becoming a comprehensive community college, Crafton Hills College must generate significant growth over the next five years. Short-term growth strategies are detailed below.

Goal 1: Expand and Develop Partnerships

- High School Partnerships: Partner with high schools to offer dual enrollment on high school campuses.
- Regional Fire Training: Develop regional fire training for local, county and state agencies.
- CSUSB Bottleneck Courses: Partner with CSUSB to offer bottleneck courses for their students.
- ESRI Partnership: Partner with ESRI on professional development and training for customers.
- Redlands University: Teach their basic skills and possibly some GE courses.
- Early, Middle, Online College: Partner with YHS (Middle), Inland Leaders (Early) and RUSD (Online).
- EDCT: Develop programs with EDCT to jump start non-credit programs and contract education.
- Workforce Readiness Credential: Partner with EDCT to jump-start workforce readiness certificate.
- Pre-Apprenticeship for Construction Trades: Partner with EDCT to jump-start apprenticeship program.
- Cooperative Work Experience Program: Partner with EDCT to restart work experience program.

Goal 1: Expand and Develop Partnerships				
	FA16	SP17	SU17	FA17
Objective 1.1: High School Partnerships	20	25	10	35
Objective 1.2: Develop Continuing Education for Fire Agencies	0	10	10	15
Objective 1.3: Develop CSUSB Partnership	0	0	0	0
Objective 1.4: University of Redlands Partnership	0	0	0	5
Objective 1.5: Workforce Readiness Certificate	0	200	200	500
Objective 1.6: Middle College, Early College, Online HS-College	0	0	0	0
<i>Subtotal</i>	<i>20</i>	<i>235</i>	<i>220</i>	<i>555</i>

Objective 1.1: High School Partnerships

Overview: Partner with high schools to offer dual enrollment on high school campuses.

Lead(s): Bryan Reece, Rebecca Warren-Marlatt and JoAnna Quejada

	Target FTES	Actual FTES	Comments
Fall 2016	20		
Spring 2017	25		
Summer 2017	10		
Fall 2017	35		

Objective 1.2: Develop Continuing Education for Fire Agencies

Overview: Develop regional fire training for local, tribal, county and state agencies.

Lead(s): Robert Levesque and June Yamamoto

	Target FTES	Actual FTES	Comments
Fall 2016	0		
Spring 2017	10		Not sure if this is a correct target
Summer 2017	10		Not sure if this is a correct target
Fall 2017	15		Not sure if this is a correct target

Objective 1.3: Develop CSUSB Partnership

Overview: Partner with CSUSB to offer bottleneck and or remediation courses for their students.

Lead(s): Wei Zhou

	Target FTES	Actual FTES	Comments
Fall 2016	0		
Spring 2017	0		
Summer 2017	0		TBD
Fall 2017			TBD

Objective 1.4: University of Redlands Partnership

Overview: Working on MOU to teach basic skills at UofR campus. Developing MOU for admissions guarantee and \$10,000 scholarship.

Lead(s): Rebecca Warren-Marlatt

	Target FTES	Actual FTES	Comments
Fall 2016	0		
Spring 2017	0		
Summer 2017	0		TBD
Fall 2017	5		Need to clarify this target as project develops

Objective 1.5: Worforce Readiness Certificate

Overview: Senate passed approval of certificate. Denise is working on the curriculum. Working on collaborative approach with Valley.

Lead(s): Richard Galope and Kenny George

	Target FTES	Actual FTES	Comments
Fall 2016	0		
Spring 2017	200		Should generate 100 FTES/mo starting March
Summer 2017	200		Should generate 100 FTES/mo starting March
Fall 2017	500		

Objective 1.6: Middle College, Early College, Online HS-College

Overview: Senate agreed to move forward with an implementation plan.

Lead(s): Wei Zhou

	Target FTES	Actual FTES	Comments
Fall 2016	0		
Spring 2017	0		
Summer 2017	0		TBD
Fall 2017	0		This project may take up to 18 month to launch.

Goal 2: Improve Course Scheduling, Productivity, and Student-Centered Processes

The college has selected several strategies to ensure that CHC students can get the courses they need, when they need them, to improve course productivity, and to improve student service processes.

Goal 2: Improve College Processes and Services

	FA16	SP17	SU17	FA17
Objective 2.1: Department Targets	0	5	5	10
Objective 2.2: 9-Week Scheduling	0	0	0	5
Objective 2.3: Fall Registration	0	0	0	0
Objective 2.4: 24-Hour Drop	0	25	0	75
<i>Subtotal</i>	0	30	5	90

Objective 2.1: Department Targets

Overview: Set growth and efficiency targets at the department level.

Lead(s): Bryan Reece, June Yamamoto, Mark Snowwhite, Sherrie Loewen

	Target FTES	Actual FTES	Comments
Fall 2016	0		
Spring 2017	5		
Summer 2017	5		
Fall 2017	10		

Objective 2.2: 9-Week Scheduling

Overview: Offer more 9-week courses instead of 18-week courses.

Lead(s): Bryan Reece, June Yamamoto, Mark Snowwhite, Sherrie Loewen

	Target FTES	Actual FTES	Comments
Fall 2016	0		
Spring 2017	0		
Summer 2017	0		
Fall 2017	5		

Objective 2.3: Fall Registration

Overview: Move fall registration up to April or May.

Lead(s): Wei Zhou and Rebecca Warren-Marlatt

	Target FTES	Actual FTES	Comments
Fall 2016	0		
Spring 2017	0		
Summer 2017	0		
Fall 2017	0		This will not be implemented until Spring 2018

Objective 2.4: 24-Hour Drop

Overview: Remove 24 hour drop for non-payment.

Lead(s): Wei Zhou and Rebecca Warren-Marlatt

	Target FTES	Actual FTES	Comments
Fall 2016	0		
Spring 2017	25		CHC is working on a phased approach for spring
Summer 2017	0		
Fall 2017	75		Full implementation starts with Fall 2017

Course Scheduling

The College recognizes that the quality of course scheduling impacts student success and completion. To build on the current scheduling process, and to ensure that students can complete all CHC degrees within two years, the college will engage in the following actions:

- The College will hold training for Department Chairs about course caps and enrollment limitations in disciplines other than their own. Because chairs create the schedule, an awareness of the complete picture is necessary in the development of a well-rounded schedule.
- Department chairs will develop comprehensive two-year rotations for their courses to ensure scheduling is optimized both for the institution as well as the students who are attempting to complete a degree. This can help the College achieve a more robust section enrollment by offering courses when the students are ready *and* need the courses.
- The College will ensure degree audit is built and ready for evaluators and graduation technicians have technology to speed up processes.
- The College will create and use the data from educational planning to predict course scheduling needs
- The College will develop timelines and processes for sharing student placement, student major/program of study, enrollment data (place in program) with instruction for schedule to build Noncredit.
- The College will begin planning a two-year schedule with a guarantee of completion in two years.
- Increase and offer sections at non-traditional times (i.e. online, night, Friday's, and weekends.
- Develop a comprehensive degree, certificate, and/or transfer program in online, evening, Friday, and weekend formats that allows completion within two years.

Productivity

The College will increase FTES generation by increasing course productivity.

- Divisions, departments, and disciplines will be given growth and efficiency targets in advance of the semester
- Productivity will be monitored monthly by the Enrollment Management Committee
- An intervention plan will be developed for programs with a three-year trend of decreasing productivity.

Process Revision

Retention is an important component of enrollment management. The following actions will be undertaken to improve student retention and to support them as they matriculate into the college.

The College will identify opportunities to capture positive attendance, for instance, in Tutoring and other service areas, as appropriate.

Goal 3: Targeted Outreach, Recruitment, and Marketing

The College will increase outreach, recruitment, and marketing to under-represented groups, including military veterans, working adults, and individuals with disabilities.

Under-represented Groups

The most recent equity audit showed disproportionate impact with regard to access for the following groups: working adults, military veterans, and individuals with disabilities. In order to reach the college's enrollment targets for each of these groups, the following actions are proposed.

- Develop and implement a re-entry program.
- Veterans: Recruit and register veteran students.
- Working Adults: Recruit working adults.
- Develop pathway options that include courses on career choice, college re-entry, parenting skills, and family financial planning.
- Develop a working adult cohort program that includes an end date for completing a specific program.
- Conduct outreach with Special Education Local Plan Areas, Resource Special Programs, Adult Education providers and community organizations serving qualified individuals with disabilities

Additionally, the College will use researched-based scheduling to provide the appropriate courses for students within 15 units of completion.

Goal 3: Implement Targeted Recruitments				
	FA16	SP17	SU17	FA17
Objective 3.1: Applied-to-Registered	25	100	25	100
Objective 3.2: Veterans	0	25	10	40
Objective 3.3: Close to Graduating	0	5	2	5
<i>Subtotal</i>	25	130	37	145

Objective 3.1: Applied-to-Registered

Overview: Convert ~3,000 “applied but did not enroll” students into registrations

Lead(s): Rebecca Warren-Marlatt and Donna Hoffmann

	Target FTES	Actual FTES	Comments
Fall 2016	25		
Spring 2017	100		
Summer 2017	25		
Fall 2017	100		

Objective 3.2: Veterans

Overview: Recruit and register veteran students

Lead(s): Rebecca Warren-Marlatt

	Target FTES	Actual FTES	Comments
Fall 2016	0		
Spring 2017	25		
Summer 2017	10		
Fall 2017	40		

Objective 3.3: Close to Graduating

Overview: Contact “close to graduating” students and offer bottleneck courses

Lead(s): Donna Hoffmann and Keith Wurtz

	Target FTES	Actual FTES	Comments
Fall 2016	0		
Spring 2017	5		
Summer 2017	2		
Fall 2017	5		

Goal 4: Develop Programs to Meet Community Needs**Credit**

In order to meet the needs of the community, the College will need to strategically implement FTES-generating programs, and must endeavor to become a comprehensive community college. In the long term, the College will develop and offer a BA Degree and make courses available.

Short-term plans for program enhancement include capturing positive attendance, increasing online course and program offerings, launching the new CHC Athletics initiative, and offering credits for work experience. The tables below show the approximate FTES generation for each category.

Goal 4: Develop/Expand Programs

	FA16	SP17	SU17	FA17
Objective 4.1: Positive Attendance	10	10	5	15
Objective 4.2: Online Offerings	0	10	5	15
Objective 4.3: Athletics	5	15	0	5
Objective 4.4: Work Experience	0	100	10	100
<i>Subtotal</i>	<i>15</i>	<i>135</i>	<i>20</i>	<i>135</i>

Objective 4.1: Positive Attendance

Notes: 1) "Letters Tutoring" expanding with DLAs and Counseling workshops. 2) Science and Math tutoring expanding with new faculty, new Center, SI and CIS lab tracking. 3) Other tutoring expanding with Music and Theater.

Lead(s): Sherrie Loewen; Patty Quach and New Tutor Center Coordinator (TBD after Hiring)

	Target FTES	Actual FTES	Comments
Fall 2016	10		
Spring 2017	10		If CIS lab included, this number may jump significantly.
Summer 2017	5		
Fall 2017	15		

Objective 4.2: Online Offerings

Overview: Expand online offerings generally. Offer online AA (need math and lab science for psych)

Lead(s): Bryan Reece, June Yamamoto, Mark Snowwhite, Sherrie Loewen and Denise Allen

	Target FTES	Actual FTES	Comments
Fall 2016	0		
Spring 2017	10		
Summer 2017	5		
Fall 2017	15		

Objective 4.3: Athletics

Overview: Rollout athletics programs. Meeting to discuss Women's tennis.

Lead(s): Mark Snowwhite

	Target FTES	Actual FTES	Comments
Fall 2016	5		
Spring 2017	15		
Summer 2017	0		
Fall 2017	5		

Objective 4.4: Work Experience

Overview: Restart Cooperative Work Experience (General, CIS).

Lead(s): Kirsten Colvey and Trinette Barrie

	Target FTES	Actual FTES	Comments
Fall 2016	0		
Spring 2017	100		
Summer 2017	10		
Fall 2017	100		

Non-Credit

The College researched the option to offer non-credit courses and programs in fall 2016. After considerable dialogue involving multiple constituencies, the College decided to move forward with a short-term non-credit certificate of completion in Workforce Readiness.

The anticipated gain in FTES is demonstrated in Table X.

The College will continue to explore noncredit offerings to meet community and workforce needs.

Appendix

Detail, Enrollment History and Labor Market Needs