# SAN DIEGO MESA COLLEGE
## Enrollment Management

San Diego Mesa College

Strategic Enrollment Management Plan
2023-2026

May 16, 2023

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# Introduction

The overarching goal of San Diego Mesa College's enrollment management task force was to develop a collaborative, innovative, and student-centered three-year strategic enrollment management plan (SEMP) by May 2023. The SEMP that follows was developed by a cross-functional and collegewide team by analyzing existing data, assessing the effectiveness of current practices, and using best practices to make new recommendations for enrollment management.

It is important to acknowledge that the college has many practices and activities that already contribute to enrollment management and will continue to be facilitated by operational areas of the college such as marketing, outreach, and student services. The enrollment management task force recommended forming a standing governance committee at Mesa College to support the college in meeting or exceeding enrollment management targets set by the San Diego Community College District by increasing overall enrollment and student retention at Mesa College through implementation of the three-year SEMP. The permanent Strategic Enrollment Management Committee will include data analysis, progress monitoring, and suggest improvements and adjustments to the SEMP as needed. Where appropriate, task forces will be formed by and report to the SEM Committee.

As of May 1, 2023, the District enrollment management targets for Mesa College have been provided for 2023-2024:

*FTES – Full-time Equivalent Students:* 12,012
*FTEF - Full-time Equivalent Faculty:*  905
*Productivity (FTES/FTEF):* 13.3

Mesa College's SEMP was presented to the President's Cabinet which includes representation from college constituent groups including employees as well as students. Mesa College's SEMP is centered in the college's mission, vision, values and utilizes our planning framework through Mesa 2030, our educational and facilities master plan, and Guided Pathways.

## San Diego Mesa College's Mission, Vision, Values

**Mission**

San Diego Mesa College is a comprehensive community college committed to access, success, and equity. We honor those commitments as a diverse community of faculty, students, professional staff, and administrators who collaborate to foster scholarship, leadership, innovation, and excellence in an inclusive learning environment. By promoting student learning

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and achievement that leads to degrees and certificates, transfer, workforce training, and lifelong learning, we empower our students to reach their educational goals and shape their future.

**Vision**

To be the leading college of equity and excellence, educating students to shape the future.

**Values**

- Access
- Accountability
- Diversity
- Equity
- Excellence
- Freedom of Expression
- Integrity
- Respect
- Scholarship
- Sustainability

## Mesa 2030

Mesa 2030 is the College's ten-year educational and facilities master plan. The development of document included an analysis of the College's effectiveness in meeting its mission, projected demographics and economic changes, and feedback from college constituencies.

**Mesa 2030 Goals**

Mesa2030 Goals are a call to action that describes what the College intends to accomplish over the coming decade. All other College-wide planning, including unit-level planning in program review, will describe how departments and units will do their part to achieve the Mesa2030 Goals. This integration of short-term planning with long-term planning ensures that the College will direct the investment of its human, physical, and fiscal resources to strategies that promise to advance the Mesa2030 Goals.

Mesa College has a single long-term goal – to take the next steps in being the leading College of equity and excellence. This meta-goal affirms that Mesa College's top priority is to improve the quality of students' experiences by delivering a learning environment characterized by equity and excellence. For Mesa College, equity is beyond access; it is about equity in students' experiences. In the coming decade, this commitment to equity and excellence will be explicitly and intentionally focused on students' race/ethnicity. The College intends to start by removing barriers for Black/African American students, and as those efforts succeed, the changes will benefit all students.

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Mesa College's meta-goal is supported by five subgoals that more fully describe how the College intends to actualize its vision of being the leading college of equity and excellence.



**Mesa 2030 Strategic Plan: Roadmap to Mesa2030.**

The Roadmap to Mesa2030 (2021-2026) represents the priorities of Mesa College for the first five years of the Mesa 2030 plan. All of the Mesa 2030 goals: completion, community, pathways + partnerships, stewardship, and scholarship are integral to enrollment management.

Strategic objectives in the Roadmap to Mesa 2030 directly related to enrollment management are:

- Stewardship SO3: Increase student access and schedule efficiency by coordinating schedules among departments/disciplines.
- Scholarship SO3: Assess impact of prerequisites and corequisites on student success and revise curriculum, as needed.
- Stewardship SO5: Increased campus understanding, communication of and transparency in budget and resource allocation.

## Guided Pathways Framework

Mesa Pathways is a student-centered way of moving forward as an institution that will build our capacity to achieve our Educational Vision as the leading college of equity and excellence. The pathways model is institutionally transformative, calling for Mesa College to center organizational structures and processes around a comprehensive and holistic view of a

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student's journey. All of the College's initiatives are strategies to support one or more aspects of student success.

Mesa Pathways unites the College's multiple initiatives by providing both instructional and student services faculty and staff with clear definitions of students' educational goals and by collaboratively identifying the barriers that may block students' progress toward their goals.

Mesa College is implementing Guided Pathways using an equity-minded, collaborative, and project-based approach, in which teams of faculty and staff from different departments focus on one of the following projects:

> • On-boarding processes to help students enter college easily.

> • Intake processes that assist and encourage students to explore academic and career options.

> • Maps of programs of study, detailing a suggested order of courses to take each semester to complete a degree or certificate.

> • Employment and salary information concerning careers and further education goals that may result from those degrees and certificates.

> • Course sequences that support student schedules enabling them to achieve their goals quickly.

> • Embedded counseling and academic support provided throughout a student's educational journey.

These projects are based on strategies that have proven to increase student success in completing courses, certificates, and degrees, such as setting clear career goals, following prescribed course sequences for the student's chosen major, and completing the program as efficiently and effectively as possible.

Moving forward, Mesa Pathways plans to facilitate the alignment of current academic and industry requirements with course content and the addition of applied learning experiences, such as group projects and internships, to increase success both in courses as well as in future jobs.

## San Diego Mesa College Strategic Enrollment Management Plan (SEMP) Overview

In the development of the Strategic Enrollment Management plan, broad goals and guiding principles were discussed and agreed upon for a common mission and process for this complex task. The SEMP task force grounded our work using enrollment data to clearly determine our shared issue that needs a shared solution.

Although there have been recent increases in enrollment and productivity, Mesa continues to be in a period of enrollment decline compared to pre-pandemic FTES in 2019-2020. The

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Emergency Conditions Allowance "Hold Harmless" funding for 4,000 FTES the San Diego Community College is not generating (~$20 million) will be ending in 2025. It is critical that Mesa College is proactive with enrollment management and is ready to emerge for a new era.

The following data is from the SDCCD Historical Data Dashboard:
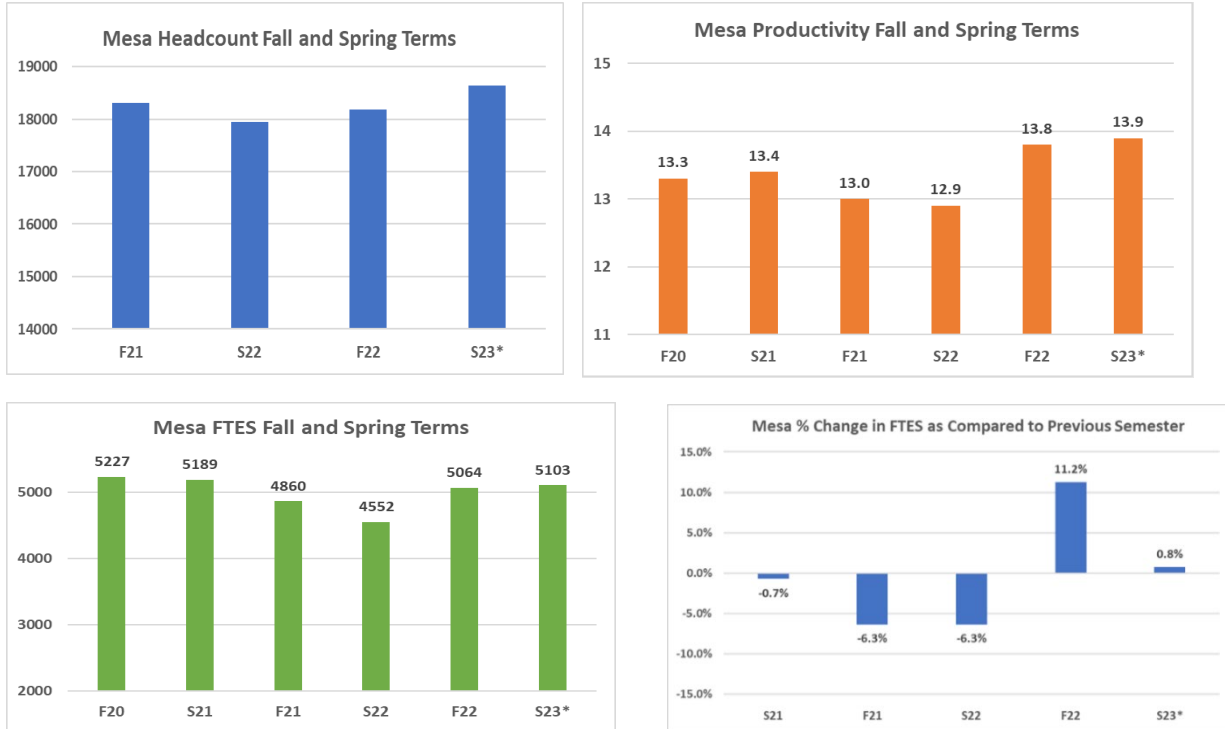


**Broad Goals of the Mesa SEMP**

The overall goal of the Mesa SEMP was not only to increase enrollments but to create a *student-centered schedule* that is predictable, responsive, efficient, and supports student success, completion, and equity outcomes.

**Mesa Strategic Enrollment Management Guiding Principles**

- Equity and excellence guide our work
- Prioritize students' success and retention
- Paradigm shift for new direction with support
- Embrace innovation
- Evidence-based decision-making
- Promote departmental and campus collaboration
- Exhibit fiscal responsibility
- Focus on long-term viability

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The COVID-19 pandemic impacted our most vulnerable populations, contributing to declining enrollments. Our focus over the next few years is to reverse this downward trend by making data-informed decisions that will allow us to identify opportunities to provide students with increased access to resources. Through intentional approaches and in partnership with Student Services, we are making targeted approaches to provide basic needs support, financial aid resources and identifying specific enrollment populations for targeted outreach, retention, and persistence strategies; and promoting student success through enriched professional learning opportunities. By better understanding our students and the effects of the pandemic, we are better positioned to approach enrollment management with an intentional focus on the FTES, Supplemental, and Student Success factors of the Student-Centered Funding Formula (SCFF).

**Mesa Enrollment Management Taskforce Information**

The Enrollment Management (EM) Taskforce was convened in Fall 2022 after a college-wide call for participation at Convocation. The EM taskforce was led by three tri-chairs and seven different subgroups were established with co-leads. Subgroup leads met bi-weekly and included student representation from Pathways Fellows. The subgroups and their charges were as follows:

1. Education: Provide a broader understanding of enrollment management concepts and shared language across the college to foster a broad understanding of enrollment management needs and objectives.
2. Schedule Practices Review: Complete a review of our scheduling practices for the purpose of creating a more student-centered schedule that maximizes FTES and productivity. This will include exploring accounting methods, block schedules, GE patterns, modalities and other aspects of scheduling.
3. Equity and Student Success: focus on curriculum, degree and certificate completion with a focus on disproportionally impacted groups, increasing OER and ZTC, and enhancing Student Support Services.
4. Enrollment Management Tools: review existing tools that track enrollment and explore tools that allow departments to forecast enrollment trends, FTES, and assist with schedule builds.
5. Partnerships and Innovation: focus on in-demand curriculum and programs, continuing ed non-credit to credit pathways, partnerships with transfer institutions, and ideas from sectors outside of higher education with pedagogical excellence.
6. Environmental Scan: review and analyze data on student demographics and our surrounding community, trends in the labor market and the local economy, policies and laws, and how these factors may impact programs and schedules
7. Marketing, Communication, and Outreach: review and revise marketing strategies related to enrollment management, in-reach and outreach communication strategies to different student populations

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Committee members for the Enrollment Management Taskforce included:

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| *Tri-Chairs* <br>• Isabel O'Connor, Vice President of Instruction <br>• Donna Budzynski, Professor of Chemistry <br>• Pearl Ly, Dean of Social/Behavioral Sciences & Multicultural Studies | *Education Subgroup* <br>• Jill Moreno Ikari, Chair, Committee of Chairs, Professor of English (Lead) <br>• Linda Hensley, Dean of Humanities (Lead) <br>• Ailene Crakes, Dean of Student Development (Lead) |
| *Scheduling Practices Subgroup* <br>• Donna Budzynski, Professor of Chemistry (Lead) <br>• Leslie Shimazaki, Dean of Arts and Languages (Lead) <br>• George Ye <br>• Ivonne Alvarez <br>• Laura Mathis <br>• Mary Toste <br>• Michael Brown <br>• Nellie Dougherty <br>• Tina Recalde <br>• Tonya Whitfield | *Enrollment Management Tools Subgroup* <br>• Todd White, Associate Professor of Microbiology (Lead) <br>• Pearl Ly, Dean of Social/Behavioral Sciences & Multicultural Studies (Lead) <br>• Bridget Herrin <br>• Dina Miyoshi <br>• Ian Duckles <br>• Jennifer Synder <br>• Juan Bernal <br>• Michael Harrison <br>• Monica Romero |
| *Equity and Student Success* <br>• Cynthia Rico, Professor and Department Chair of Counseling (Lead) <br>• Denise Rogers, Professor of Art History (Lead) <br>• Leticia Diaz, Acting Dean of Student Success and Equity (Lead) <br>• Amanda Hernandez <br>• Carlynne Allbee <br>• Jennifer Carmichael <br>• Ken Kuniyuki <br>• Lisa Burgert <br>• Mariam Kushkaki <br>• Ruth San Filippo <br>• Sohath Zamira Yusseff <br>• Tasha Frankie <br>• Toni Parsons | *Partnerships and Innovation* <br>• Gabriel Adona, Professor of Counseling and Personal Growth (Lead) <br>• Paula Gustin, Professor of Chemistry (Lead) <br>• Andy MacNeill, Dean of Learning Resources and Academic Support (Lead) <br>• Brian Lesson <br>• Daneila Bruckman <br>• Gina Abbiate <br>• Holly Jagielinski <br>• Howard Eskew <br>• Irena Stojimirovic <br>• Jeaneal Davis <br>• Kristian Secor <br>• Nicholas DeMeo <br>• Robert Pickford <br>• Shane Briggs <br>• Synthia Chang |
| *Environmental Scan* <br>• Nancy Cortes, Research and Planning Analyst (Lead) | *Marketing, Communication, and Outreach* <br>• Danica Moore, Assistant Professor of Chemistry (Lead) |

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| • John Crocitti, Academic Senate President and Professor of History (Lead)<br>• Ryan Shumaker, Dean of Exercise Science, Health Education, Dance, and Athletics (Lead)<br>• Anar Brahmbhatt<br>• Chris Waters<br>• Erica Olmos<br>• Jessica Sardo<br>• Lorenze Legaspi<br>• Marisa Alioto<br>• Pegah Motaleb<br>• Rachel Russell<br>• Todd Curran | • Alex Berry, Associate Dean of Career Technical Education (Lead)<br>• Jennifer Kearns, Director of Communications (Lead)<br>• Christina Sanchez-Volatier<br>• Fatemeh Chadegani<br>• Karla Trutna<br>• Mary Gwin<br>• Michael Fitzgerald<br>• Nathan Resch<br>• Shelee Lyon<br>• Tracy Mumby |

**Glossary**

Mesa College's Institutional Effectiveness maintains a [college glossary](#) and terms related to enrollment management are listed below:

| Term | Definition |
|---|---|
| Capacity | The maximum enrollment capacity for a given course section. Cancelled and tutoring classes are excluded. |
| Enrollment | The number of seats enrolled, sometimes referred to as duplicated headcount. |
| Fill Rate | Enrollments divided by capacity (e.g., 20 students enrolled in a class with a capacity of 25 equals a fill rate of 80%). |
| FTEF – Full-time Equivalent Faculty | Full-time equivalent faculty (equal to one faculty member teaching 15 units of lecture or 20 units of lab per week). |
| FTES – Full-time Equivalent Student | The total number of full-time equivalent students enrolled. Includes non-residents unless otherwise noted (equal to one student enrolling in 15 credit hours) |
| Headcount | The individual counts of students/faculty/employees, or unduplicated headcount. |
| Productivity (FTES/FTEF) | A measure of the productivity of a class or group of classes. Number of full-time students per full-time faculty member (ratio of FTES per FTEF). |
| Sections | The number of valid sections offered. Excludes Tutoring, EXAM, cancelled classes, concurrent sections carrying 0 FTEF, and X sections used for enrollment only. |

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Additionally, there are relevant terms related to student success and equity that are utilized in Enrollment Management goals:

| Term | Definition |
|---|---|
| Accessibility | The opportunity [for a person with a disability] to acquire the same information and materials, engage in the same interactions, and enjoy the same services as a person without a disability in an equally effective and equally integrated manner, with substantially equivalent ease of use. This includes the intentional design or redesign of technology, policies, products, services, and facilities that increase one's ability to use, access, and obtain the respective item. |
| Course Retention Rate / Course Completion Rate | Percentage of students who do not withdraw from class and who receive a valid grade. The percentage of students who complete a course with a grade of A, B, C, D, F, P, NP, I or RD out of total official census enrollments |
| Course Success Rate / Successful Course Completion Rate | The percentage of students who complete a course with a grade of A, B, C, or P out of total official census enrollments. |
| Equity at Mesa | At Mesa, equity is a student-centered approach to fostering a culture of success for historically marginalized students. In our roles as faculty members, student services practitioners, staff, and administrators, we pursue equity through principles of inquiry and data-informed decision making. We will achieve equity when we see parity in outcomes across racial/ethnic groups and all disproportionately impacted groups within higher education. We work within integrated and equity-minded systems to ensure that everyone has what they need to succeed during their time at Mesa College |
| Persistence Rate/Retention Rate – Annual | The percentage of official census enrolled students in a primary term who received a grade notation of A, B, C, D, F, P, NP, I, W or RD and who enrolled in at least one course in the subsequent like Primary term (Fall 18 to Fall 19 or Spring 19 to Spring 20) and received a grade notation of A, B, C, D, F, P, NP, I, , W or RD. Students who earn a degree during the initial term are excluded. |
| Transfer Rate | The cohort comprises all first-time to college students who complete six units in a three-year period and who attempted any English or math course within four or six years. The rate is the number who transferred to a four-year institution divided by the original cohort |
| Transfer Volume | The total number of students who transferred to a 4-year institution and were enrolled at an SDCCD college at any time within six semesters prior to transferring (including stop outs). The student must also have completed 12 or more transferrable units fromany one of the SDCCD credit colleges within six years prior to transferring to a 4-year institution. |

**Environmental Scan**

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With the Enrollment Management Taskforce's commitment to reviewing and utilizing data to make recommendations, a detailed environmental scan was conducted and included as an appendix with data sources. The environmental scan included regional context, college-level data, survey data, labor market trends, as well as legislation and fiscal considerations for enrollment management planning. A summary of key findings from the environmental scan follows:

The student population for Mesa College is predicted to change in age and diversity in review of population data trends:

- By 2030, District wide population is projected to experience steady ~1% annual growth and 16% overall growth over the 2020-2035-time horizon (SANDAG series 14 regional growth forecast).
- There is a projected decrease in SD County high school students, ~5% by the 2025-2026 academic year, which serves as a major student pipeline for community colleges.
- Growth in the 25-29 age demographic is expected to increase by 28% through 2030 and the 20-24 age growing at ~16%.
- Latinx and Asian populations are projected to increase in the service area for the next 5-25 years.

Trends at Mesa College were reviewed and disaggregated student headcounts to better understand students.

- **Enrollment:** From 2017/18 to 2021/22 enrollment (unduplicated headcount) has declined by 21.4%, and Total FTES declined by 26.5%.
- **Ethnicity:** The majority of students at Mesa College identify as non-white. In the 2021/22 academic year, 68.3% of students identified as non-white, a 2.5 percentage point increase from five years ago. Latinx students are the largest group at Mesa College, followed by White, and Asian.
- **Age:** The majority of Mesa's students belong to the 18 to 24 age group, followed by the 25 to 29 age group. From 2017/18 to 2021/22 enrollment of students age under 18 has increased due to increased concurrent enrollment of high school students. At the same time, the percent of students age 18 to 24 and students age 25 to 29 slowly declined by 2.7 percentage points each. Enrollment of students age 30 or older remained relatively constant.
- **Gender:** Over half of students at Mesa identify as female. There appears to be a growing gap between female and male students. Over the past five years, the percent of male students at Mesa has declined by 2.4 percentage points.
- **Financial Aid:** The percent of Mesa students who receive need-based aid seems to be declining from over half (52.0%) in 2017/18 to 46.9% in 2020/21.
- **Course Retention and Success Rates:** Across all Mesa courses, 87% of students completed their courses during the past five academic years, with 73% of our students

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successfully passing their courses.  These rates (both retention and success rates) have relatively remained constant from 2017/18 to 2021/22. The largest variance occurred in 2019/20 where course retention rates declined by 2 percentage points, and bounced back up to 88% in the subsequent year.

- **Transfers:** Between 2017/18 and 2021/22 total transfers have fluctuated. According to Mesa's Transfer Volume Dashboard, Mesa's top transfer institution is San Diego State University, followed by University of California-San Diego.
- **Awards Conferred:** The number of awards conferred at Mesa College declined by 6.6% in 2019/20, compared to the previous academic year, a drop that could be attributed at least in part to the beginning of the pandemic. In the subsequent year (2020/21) awards conferred bounced back, only to drop again to 1,855 in 2021/22, the lowest number of awards conferred at Mesa in the last five years. Most degree types appear to be in decline, with the exception of associate degrees of science (AS) and associate degree of science for transfer (AS-T). There were more AS and AS-T awards conferred in 2021/22 than in 2017/18.
- **Employment Outcomes:** In addition to educational achievements, Mesa graduates experience real economic benefits in the form of increased wages. The wages of Mesa College students averaged $19.00 before schooling and $29.25 after schooling. Interestingly, wages before and after schooling were slightly higher for non-transfer students than for transfer students. Wages increased from $17.15 to $28.85 for transfer students, and from $20.00 to $30.00 for non-transfer students.

## Reasons Affecting Students Enrollment Decisions

Having to prioritize work was one of the main reasons affecting the decisions of enrolled students to drop out of class or to re-enroll at Mesa College. Having to prioritize work was also the main reason affecting prospective students' decision to attend Mesa College. The college needs to schedule courses with this in mind. Affordability, modality, mental health, and dependent care were other areas of concern.

## LEGISLATION & FISCAL CONSIDERATIONS

The California Community College (CCC) system was created with the primary focus of the institutions being open access to higher education. As the system has progressed and evolved the mission of the system has also shifted. Today there is a much more intentional approach to student success, especially in the areas of degree and certificate completion, and transfer. This shift is clear and seems to be the way of the future, considering the adoption of a state-wide funding model that includes and considers success metrics in the calculation of apportionment to each college. This new model is a huge shift from the past funding models that are based, in large part, on enrollment numbers.

More recently, the CCC has partnered with our California State University (CSU) system and University of California (UC) system partners to create clear and concise pathways to

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transfer. These pathways come in many forms including Associate Degrees for Transfer (ADTs), and Transfer Admission Guarantees (TAG). In addition to these formal pathways, there have also been improvements and enhancements to the communication between the three partners (CCC, CSU, UC) in regard to expectations, requirements, and proactive approaches to serving the CCC students and practitioners in ways that help foster a culture of transfer.

Additionally, there have been recent legislative changes that have stemmed from the focus on completion and transfer. Assembly Bill 928 (AB 928) and 1111 (AB 1111) have been adopted and promise to have a significant impact on the way the CCCs do business.

AB 928, entitled The Student Transfer Achievement Reform Act of 2021, streamlines the process by which California community college students may transfer to a four-year university. The act establishes an Intersegmental Implementation Committee to facilitate coordination for the Associate Degree for Transfer (ADT) and focuses on improving student transfer outcomes from the CCC system. The act also requires the Intersegmental Committee of Academic Senates to establish one lower division general education pathway, of no more than 34 units, that meets admission requirements for both the CSU and UC systems.

Furthermore, AB 1111 was also recently legislated and included under Section 66725.5 of the California Education Code. Under this legislation, the California Community Colleges must adopt a common course numbering system for all required general education courses and transfer pathway courses no later than July 1, 2024. In developing the common course numbering system, the bill requires the system be student facing and must ensure comparable courses across all community colleges have the same course number. The objective of this bill was to streamline transfer from the CCC to the CSU and UC systems.  One additional byproduct of the bill is a more uniform experience for students that engage in academic courses at institutions across multiple campuses and/or districts within the CCC system.

California Community Colleges continue to face heightened challenges as they continue to move forward in a post-pandemic environment. In 2022/23, CCC districts are facing greater pressure to increase employee salaries, given the high levels of inflation in our current economy; cover scheduled increases in their employer pension contributions, partly due to expiring state pension relief; and adjust to the expiration of federal relief funds. Consistent with nationwide trends, CCC as a system also has experienced significant enrollment declines since the beginning of the pandemic. The Student-Centered Funding Formula (SCFF) is designed to shift funding from a strictly enrollment-based formula to a formula which rewards districts for serving low-income students and student outcomes.  In addition, a number of districts face a "fiscal cliff" in 2025/26 when a key hold harmless provision related to SCFF is scheduled to expire.

The SCFF apportionment model was adopted in the 2017/18 Budget Act and went into effect July 1, 2018. The SCFF consists of three primary calculations. The California Community Colleges State Chancellor's Office Defines as follows:

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- A **base allocation**, which largely reflects enrollment.
- A **supplemental allocation** based on the numbers of students receiving a College Promise Grant, students receiving a Pell Grant and students covered by AB 540.
- A **student success allocation** based on outcomes that include the number of students earning associate degrees and credit certificates, the number of students transferring to four-year colleges and universities, the number of students who complete transfer-level math and English within their first year, the number of students who complete nine or more career education units and the number of students who have attained the regional living wage.

Enrollment management has impact on each category of the SCFF.

Higher Education Emergency Relief Funds (HEERF), the college has received ~$16 million in federal relief funding since May of 2020. This funding will expire June 30, 2023. For state student retention funding, Mesa will receive ~$8 million one-time funds with no expiration date. The college must identify and prioritize which enrollment management activities to continue into the out years.

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# Mesa Strategic Enrollment Plan SMART Goals

*Note: The abbreviations in the Mesa 2030 column below correspond to the Goals: Completion (Comp), Pathways and Partnerships (PP), Community (Comm), Stewardship (St), Scholarship (Sc ); the number is the SO# of that goal. The numbers in the Mesa Pathways column below refer to the Four Pillars of Guided Pathways: 1. Clarify the Path; 2. Enter the Path; 3. Stay on the Path; 4. Ensure Learning.

## A) Strategic Scheduling of Classes

| Actions | Alignment with Existing Plans/Initiatives | | Responsible | Goals/ Deliverables/Assessments | Year | | |
| | *Mesa 2030 | *Mesa Pathways | | | 23-24 | 24-25 | 25-26 |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Form a focus group for Review of Scheduling Time Blocks | St 3 | 1, 3 | District, Enrollment Management Work Group | Gather data on time block usage. Update scheduling time block document (previous document is over 10 years old). | | x | x |
| Coordination of class schedules within and between departments | St 3 | 1, 3 | Deans, Chairs | Identify which depts could/should work on schedule coordination. Formation of workgroups with representatives from those dept. | x | x | x |
| Increase short-term courses where pedagogically appropriate and where student demands are | St 3 | 1, 3 | Deans, Chairs | Increase the number of short-term courses in the schedule. Increase scheduling flexibility. | x | x | |
| Increase number of Dual Enrollment courses with SDUSD partners | PP 2 | 1, 3 | Dual Enrollment dean, Dean, Chairs | Coordinate with high schools to design intentional pathways leading to certificates. Increase the number of college credits completed while in high school. | x | x | x |
| Conduct campus survey regarding scheduling practices/tools; evaluate survey feedback and develop evidence- | Comp 1,2 St 3 | 1,3 | Full group | Administer survey regarding use and effectiveness. Develop a list of evidence-based, best practices/recommendations. Implement needed scheduling changes. | x | | |

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| based, best practices for campus scheduling | | | | | | | |
|---|---|---|---|---|---|---|---|
| Review practices that maximize FTES by maximizing weekly contact hours. | St 3 | 1, 3 | Deans and Chairs | Develop a class schedule that maximizes weekly contact hours. Evaluate effectiveness by calculating resulting FTES increases. Provide professional development for all schedulers about FTES generation. | x | x | x |
| Review Room Prioritization | St 3 | 1 | VPI, Deans, Chairs | Room prioritization based on enrollment and current scheduling practices such as modalities, course and dept needs, equipment and specialization.<br><br>Annual review with deans and chairs for effectiveness and revision if needed. | x | x | x |
| Conduct a scheduling audit to see if our Pathways are completable in 2 (or 3) years. | Comp 1,3 | 1,3 | Enrollme nt managem ent team or sub team | Assessment of scheduling practices and the accessibility of our programs to our students.<br><br>Based on results of the audit, develop strategies for implementing complete pathway for timely completion. Coordinate with Pathways Mapper implementation. | | x | x |
| Annually review regional demographic forecasting, specifically changes in the age of Mesa's service area population. | St 3 | 1,2 | Strategic Enrollme nt Manage ment Body, Deans & Chairs, Marketin g | Targeted marketing campaigns and strategic scheduling.<br>Marketing campaigns and enrollment management conducted with service area population in mind. | X | X | X |

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**B)** Strategic Outreach

| Actions | *Mesa 2030 | *Mesa Pathways | Responsible | Goals/ Deliverables/Assessments | 23-24 | 24-25 | 25-26 |
|---|---|---|---|---|---|---|---|
| Development of an adult learner recruitment strategy | PP 3, Comm 1,3,5 | 1, 2 | Outreach | Adult Learner strategy developed | x | x | x |
| Development of Continuing Education recruitment for related credit programs | PP 4 | 2 | Outreach, Curriculum Chair, Deans | Conduct Mesa visits for CE students. Increase curriculum coordination between Mesa and CE faculty. Build seamless pathways from CE to Mesa which are reflected on our website. | x | x | x |
| Increase coordination to communicate faculty opportunities within the community for partnerships with four-year schools or businesses. Improve existing communication between outreach and faculty. | PP 2,4 | 1 | Work based Learning Group; Chairs; Deans; EM group | Clear document of who is involved in partnership development & scheduled meetings with faculty/Chairs | x | x | x |

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## C) Strategic Marketing

| Actions | *Mesa 2030 | *Mesa Pathways | Responsible | Goals/ Deliverables/Assessments | 23-24 | 24-25 | 25-26 |
|---|---|---|---|---|---|---|---|
| Digital & social media marketing targeting adult learners and BIPOC (Black, Indigenous, and People of Color). | Comp 3, PP 3, Comm 1,3, 5, Sc 2 | 1, 2 | Marketing and Communications | Increase online traffic and thereby registration among student groups which have declined in recent years. Assess with registration numbers and click data. | x | x | x |
| Press and media: increasing visibility of non-traditional student groups and programs that are currently underutilized. | Comp 3, PP 3, Comm 1,3, 5, Sc 2 | 1, 2 | Marketing and Communications | Registration of non-traditional students and increased registration for targeted programs. | x | x | x |
| Establishment of cross-functional Mesa Marketing and Outreach governance committee | Comm 3 | 1, 2, 3 | Marketing and Communications | Establish institutional marketing committee | | | |
| Promote competitive certifications for high-growth occupations in San Diego | PP 3 | 2 | Communications/Marketing | Effective advertising campaign. Assess by # of targeted campaigns, # number of students enrolled before and after marketing campaign | | X | |

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## D) Student Services

| Actions | *Mesa 2030 | *Mesa Pathways | Responsible | Goals/ Deliverables/Assessments | 23-24 | 24-25 | 25-26 |
|---|---|---|---|---|---|---|---|
| FAFSA and CADAA Step-by Step Support/Work shops available every week throughout the year | Comp 1,4 | 2 | Student Services/Financial Aid | Increase the number of applications. Increase the number of students that receive financial aid which will then impact the Funding formula. | X | X | X |
| Promote degree completion by sharing employment outcomes for their area of study. | Comp 2 | 1,2,3 | Counseling, Mapper, Guided Pathways. | Map of programs to employment outcomes for counselors to share with student | | X | X |
| Educational Gala/Registration Days. | Comp 1,2,3 | 1,2,3,4 | Counseling, Chairs, Dean of Student Development, VPI, VPSS, Faculty | In-Reach Scheduled Event that is planned and institutionalized for each year. Computer set up in high traffic areas (Student Services, Quad, MS Building). Faculty from instruction and student services available to help students select classes and register early. | x | x | x |
| Increase the number of Student Support Services that participate in Welcome Week. | Comp 1,2,3 | 2 | Student Affairs | Increased student participation in Student Support Services. | x | x | x |
| Increase the amount of outreach, workshops and promotions for Mesa Foundation Scholarships | Comp 4 | 3 | Student Affairs & Mesa College Foundation | Increase in the number of applicants that apply for scholarships | x | x | x |
| Work with outreach to coordinate pre-reg | PP 2, Comp 2,3 | 2 | Counseling, Outreach, and EOPS | Increase the number of students who are ready to register on their assigned date. Increase the number of | x | x | x |

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| workshops at the high schools and SDCCE students prior to priority deadline and implement REG-FEST for New High School Students, Affinity Groups, and by Academic Career Pathways | | | | abbreviated education plans of incoming high school students and SDCCE. | | | |
| Counseling Liaisons Work with Instructional Programs to discuss curriculum/program modifications t | Comp 1,2,3, PP 1 | 3 | Instructional and Counseling Faculty | Decrease the number of Petition for major modifications need by students for submission improving timely degree completion. | x | x | x |
| Sustain the delivery of Counseling Hotspots via remote and face-to-face | Comp 1,2, Comm 1 | 3 | General/TCE Counseling Department Classified Professionals and Counseling Faculty | Increase the number of student contacts in various parts of the campus. Improve students' pathways to educational completion as defined by the student. | x | x | x |
| Increase the awareness around the process of Applying for Graduation with Apply for Graduation Workshops, email communications, and classroom presentations | Comp 1,2,3 | 1,2,4 | Evaluations staff, counseling faculty, peer advisors | Increase the number of students earning a degree and/or certificate of achievement. Assess by graduation survey, commencement surveys, faculty feedback. | x | x | x |

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| Simplify process for clearing prerequisites for incoming freshmen (HS graduates) | PP 5 | 2,3 | Admissions, Counseling, Assessment, Math and English Faculty, District | Process developed. Assessed by data on successful enrollment of transfer level Math and English. | x | x | |
| Reduce processing time for approval of Veterans worksheets | Comp 1, Comm 1 | 2,3 | Veteran Services Team | Assessed by monitoring data on processing times. | x | | |
| Revitalization of the in-person Veterans Orientation | Comp 2, 3, Comm 2 | 1 | Veteran Services Team | Availability of in person veterans' orientation. | x | x | x |
| Increase the frequency of requesting a data pull of currently enrolled DEI Mesa students who do not have a Comprehensive Education Plan on file. And outreach to the students to complete a plan in the current semester. | Comp 1,2,3 | 3 | General Counseling Faculty | Increase time to completion so student enroll in courses need to complete education goal and increase student enrollment during their appointment registration period. Increase the number of education plans and increase graduation and transfer rates for Mesa's DEI students. | x | x | x |
| Strengthen the collaboration with Financial Aid and General Counseling to outreach students on FA appeals to complete or update their | Comp 1,2,3,4, PP 1 | 3 | General Counseling faculty, Financial Aid | Increase the number of approved student financial appeals. Increase the persistence, retention and completion rate of those students whose financial aid appeals are approved. | x | x | x |

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| comprehensiv e education plan | | | | | | | |
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| Increase number of Transfer Center Classroom Visits and develop Transfer Hot Spots | Comp 1,2 | 1,2,3 | Transfer Center | Increase the number of contacts with faculty and students to educate both groups on the transfer process. Increase the number of students who connect with the transfer center by meeting them where they are. | x | x | x |

## E) Equity Minded Practices

| Actions | *Mesa 2030 | *Mesa Pathways | Responsible | Goals/ Deliverables/Assessments | 23-24 | 24-25 | 25-26 |
|---|---|---|---|---|---|---|---|
| Continue making Phone Calls to students (ex. Dropped classes, outstanding balance, holds) | Comp 1,2,3 | 3 | Student Services, Guided Pathways Student Success Teams | Keep track of the number of phone calls made. Evaluate with data demonstrating how many students enrolled after the phone calls. | X | X | X |
| Bookstore Requests ZTC/OER. Streamline Bookstore requisition process. | Comp 4, Sc 5 | 2 | Bookstore personnel, OER Librarian, Reminders from: Dean, Dean's Asst., Department Chairs | Effectively use available funding for faculty to convert current textbook to OER/ZTC<br><br>Upgrade bookstore website to include clickable links to choose same book as last semester/ OER/ZTC textbooks automatically rollover from prior semester | X | X | X |
| Marketing Campaign for faculty textbook orders | Comp 4, Sc 5 | 2 | Reminders from: Dean Dean's Asst. Chair Departments | Identify all textbooks in schedule prior to registration. Emphasize requisitions must be submitted for all sections. Goal: 80% Compliance<br><br>Link to Scheduling – notify when assigned classes | X | X | X |
| Automated messaging to students at critical momentum points on the journey (I.e. 45 units). | Comp 1,2,3 | 1,3 | Counseling, Pathways committees and student success guides | Goal: Messaging system and identification of key momentum points.<br><br>Assessment by tracking whether this messaging leads to lower units/time and more students applying for certificates and degrees. | | x | x |
| Bolster outreach to EOPS, DSPS, Foster Youth, and CalWORKs students, so | Comp 1,2,3 | 1,2,3 | EOPS, FAST Scholars, Borderless Scholars, DSPS, CalWORKs | Increase EOPS, DSPS, and Foster Youth, Dreamers and CalWORKs student enrollment during enrollment priority period. | x | x | x |

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| they can successfully enroll by their enrollment priority date. | | | | | | | |
| Establish a proctoring center that serves all students | Comp 4 | 3 | SSE, DSPS | Provide an inclusive testing environment and flexible testing options for all Mesa college students by establishing a College Wide Proctor Center. Increased flexibility may lead to better completion rates. | x | x | x |
| Earlier and more intentional outreach to feeder high schools for special populations where priority enrollment is a needed academic accommodation | Comp 1,2,3, Sc 2, Comm 3, PP 4 | 1,2,3,4 | DSPS | Using the DSPS Transition Tool Kit to guide. | x | x | x |
| Offer Summer 2023 DSPS Camp | Comp 1,2,3, Sc 2, Comm 3, PP 4 | 1,2,3 | DSPS | Provide a 3-day specialized orientation workshop for DSPS students new to Mesa College | x | x | x |
| CalFresh Peer Ambassadors will coordinate campaign to increase awareness and support students in applying to CalFresh<br><br>Establish Fresh Success Program | Comp 4, PP 1, Comm 2 | 3 | The Stand | Increase in number of students applying for and receiving CalFresh benefits. And increase direct support for CTE Students enrolled in CalFresh resulting in increased retention and persistence.<br><br>CalFresh participants gain education and training that will lead to better employment and a path to economic self-sufficiency. | x | x | x |

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## F) Professional Development

| Actions | Mesa 2030 | Mesa Pathways | Responsible | Goals/ Deliverables/Assessments | 23-24 | 24-25 | 25-26 |
|---|---|---|---|---|---|---|---|
| Provide a broader understanding of enrollment management concepts and shared language across the college | Comm 1,3 | 1, 2, 3, 4 | Education Sub Group | Creation of an Enrollment Management Glossary consistent with other integrated plans on campus; Present at meetings and provide trainings. Summary report to the campus each semester | x | x | x |
| Training for faculty, classified professionals, and other employees for marketing and outreach tools and support | Comp 3, Comm 1, 3, 4 | 1, 2, 3, 4 | Marketing and Communication, Outreach, LOFT | Increase Professional Development offerings to help support faculty and classified employees learn about promotional tools and support. | x | x | x |
| Develop and offer training for deans and chairs for EM tools andhow they can be used for schedule builds to maximize FTES | Comm 1,4 | 3 | District, VPI, Deans, Chairs, IE | Develop and implement Trainings. Assess via training participant feedback. | x | x | x |
| Faculty, Schools, Depts inform Professional Learning opportunities as relevant to course content and student success | Sc 1,4 Comm 2,3,4 | 3,4 | LOFT Each School FPLC CEL | New Faculty participation Faculty, Chair, Dean self-reporting Faculty work with LOFT to development specific Prof. Learning opportunities | x | x | x |
| Classified Professional Development for Retention of students | Comm 4 | 1,2,3 | New Classified Professionals Institute | Address role classified professionals play in student retention and success. Include in ClassiCon session. | x | x | x |

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# Mesa and SDCCD Collaboration Opportunities

- Sister colleges (credit and non-credit) coordination for scheduling and curriculum planning.
- Technology enhancements for enrollment management such as degree audit, evaluations, retention software, predictive analytics.
- Collaboration on year-around or multi-year scheduling
- Identifying and removing barriers for student enrollment, retention, and learning
- Impacts of legislation (CalGETC, Common Course Numbering, etc.)
- CE Pathways to Credit

| Actions | Mesa 2030 | Mesa Pathways | Responsible | Goals/ Deliverables/Assessments | 23-24 | 24-25 | 25-26 |
|---|---|---|---|---|---|---|---|
| Review procedures for students with minor class time schedule overlaps. | St 3 | 1,3 | District, VPI, Admissions | Develop procedure that would allow students to register for classes with minor overlap or overlap in passing periods. | x | | |
| Collaborate with the District to develop predictive EM tools that forecast enrollment trends, FTES, and assist with schedule builds. | Comm 1,5 St 3 | 2, 3 | VPI, Deans, Chairs, IE | Discuss and address this at district EM group meetings. | x | | |
| Provide key scheduling personnel (VPI, deans, directors, chairs) access to additional enrollment data (I.e., daily, longitudinal enrollment by section level) | Comm 1,5 St 3 | 3 | District, VPI, IE | Data availability in new or augmented dashboard.<br><br>Annual review with deans and chairs for effectiveness and revision if needed. | x | | |
| Evaluation of college and district-college level marketing | Comm 1, 3, 5 | 1, 2, 3 | Marketing and Communications | Utilize previous evaluation of current district-college level marketing coordination to forge novel approaches to | x | | |

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| | | | (district committee) | district-college level marketing campaigns and funding distribution | | | |
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| Clear and accessible Credit for Prior Learning practices | Comp 1,2,3 | 2 | CPL leadership on campus and at district, Counseling | Simple and clear process for students applying and accessing CPL<br>Assess with data on courses approved for CPL and students applying for CPL. | x | | |
| Develop new job aides and/or videos for existing EM tools that track enrollment, FTES, productivity, and other metrics | Comm 1,4,5 St 3 | 3 | District, IE | Job aides, Videos.<br>Annual review with deans and chairs for effectiveness and revision if needed. | x | x | x |

| Tools | Responsible | 23-24 | 24-25 | 25-26 |
|---|---|---|---|---|
| Follow up, intervention, and early alert system. | VCES, VPSSs, Student Services, District IT | x | x | x |
| PeopleSoft Degree Audit: Utilize PS delivered module for degree audit and conferral | VCES, VPSSs, Student Services, District IT | x | x | x |
| Automation of unlinking parent and child courses for learning communities | VCES, VPSS, Student Services, District IT, Admissions, Student Services Deans | x | x | x |

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