LONG BEACH COMMUNITY COLLEGE DISTRICT
LONG BEACH CITY COLLEGE

GROWTH ENROLLMENT MANAGEMENT STRATEGIES/INITIATIVES
AND
EFFICIENCY STRATEGIES
2006-2007
and
2007-2008

TABLE OF CONTENTS

ENROLLMENT MANAGEMENT TASKFORCE:

Co-chair Don Berz, Interim Vice President, Academic Affairs

Co-chair David Morse, Academic Senate President; English Department Head

ADMINISTRATORS:

Michael Tuitasi, Dean, Counseling/Student Support Services

Bobbi Villalobos, Dean, Language Arts

Fred Trapp, Dean, Institutional Research/Academic Services

FACULTY:

Dick Carroll: Department Head, Speech Communication

Cathy Crane-McCoy: Department Head, Theatre, Dance, Film

Lee Douglas: Department Head, Learning & Academic Resources

Scott Fraser: Department Head, Electronics/Electricity

Sigrid Sexton: Instructor, Registered Nursing

Javier Villaseñor: Department Head, Counseling (LAC)

PREAMBLE

The Enrollment Management Plan and its associated documents are tools developed to assist the college in planning for and managing varying enrollment scenarios. The plan is comprised of general strategies that will provide strategic advisory guidance in planning for course schedule development and coordination, recruitment, retention, service to students, and other aspects of the college. It has been designed to be in accord with the college's policies, procedures, operational best practices, and calls for resources to focus on improving student success. Specific activities to implement the strategies are delegated to the de-centralized units (Schools and departments) and should be supportive of and in accord with the college's established governance processes. Student access and success are the priorities of the plan. Enrollment management is not simply an administrative process; it involves the entire campus. The plan and its supporting documents shall be reviewed and updated each year and be evaluated for its effectiveness. An enrollment management task force shall be established to serve in an oversight capacity for this purpose.

INTRODUCTION

Enrollment management is a term used to describe many aspects of community college planning. Depending on the discussion, enrollment management can include any or all of the following:

- marketing programs, particularly new programs and programs with low enrollment, and recruiting students
- managing intake functions of admissions and registration
- managing policies that promote student success, particularly retention and persistence
- tracking student data for the purpose of creating more productive schedules, focusing on class fill rates
- scheduling classes in order to meet specific enrollment targets

At the heart of all enrollment management challenges is the inherent tension between the college's core value of student access and the harsh reality of fluctuating economic constraints. At what point does the quality of programs for current students become affected in order to meet the incurring demands of students trying to enter the college? At what point does the college shift resources from established programs and services to initiate new and additional programs that are needed by the community?

The Role of Academic Senate in Enrollment Management; A Position Paper Developed by the Education Policies Committee (published by the Academic Senate of the California Community Colleges) Hoke Simpson, Chair; and, Janis Perry, Chair, Fall 1999, provides an excellent definition of enrollment management. *Enrollment management is a process by which students enrolled and class sections offered are coordinated to achieve maximum access and success for students. All enrollment management decisions must be made in the context of the local college mission and educational master plan in addition to fiscal and physical considerations.*

When a college experiences a decline in enrollment and it is not able to meet its FTEs growth cap and struggles to make its base apportionment FTEs, then its fiscal stability becomes adversely affected. A focus of its enrollment management plan needs to be on scheduling to meet specific enrollment targets, knowing full well that hitting these targets depends on close collaboration between scheduling, marketing, admissions, tracking, and student success efforts. Integral to this effort is the setting of consistent annual and term (semester and summer) college, school, and department FTES goals.

The overall enrollment management goal should be to have an **integrated system** that maximizes student access and student success; creates fiscal stability; and allows the college to anticipate scheduling needs. The most successful models that help to accomplish these goals incorporate outreach (recruiting, marketing), student success (retention and persistence), scheduling (including room utilization), and assessment (measurement and evaluation). Enrollment management is not simply an administrative process. Enrollment management involves the entire campus.

A truly integrated system requires a timely reporting process that measures program/discipline student contact hours, available seats, productivity, and fill rate. The purpose for the reporting would be

improved scheduling for student success. Careful decision making related to enrollment requires accurate projections and consistent scheduling practices. The data also needs to include retention, room utilization, and success trends.

Student access and success are the priorities of an enrollment management plan. Such a plan calls for the college's policies, procedures, and resources to focus on improving student success.

ENROLLMENT MANAGEMENT

Purpose

The purpose is to create a responsive, flexible, educationally and financially sound, research-based approach to enrollment management, which will protect the college and its educational programs not only during periods when state funding mechanisms and demographic trends are supporting enrollment growth, but also during periods when they are discouraging growth. Long Beach City College's growth enrollment efforts should help to ensure the following:

➢ the achievement of enrollment targets in order to obtain the maximum resources available to the college
➢ maintenance of the greatest possible student access consistent with educational quality
➢ a well balanced and varied schedule, responsive to the needs of students and community
➢ a comprehensive, well-balanced and varied educational program that is responsive to the needs of our students and community

Basic Principles

➢ The enrollment management strategies should ensure that the college is as effective as it can possibly be, within the scope of its resources, in meeting the educational needs of the community and serving all of its diverse populations.
➢ While the college is committed to meeting its enrollment targets in order to ensure the greatest possible revenue for its programs, it should do so in ways that support student learning, student success, and academic standards/quality.
➢ The college will pursue its enrollment strategies in close cooperation with the faculty to ensure that an appropriate balance is maintained in the curriculum between transfer, occupational, certificate, and "foundation" ("basic skills") programs.
➢ The college has a special commitment to the entire K-12 system in the local area and to working with schools at all levels to ensure that students are encouraged to pursue post-secondary education and that they are well prepared to succeed when they do so.
➢ While specific offices on campus have responsibility for administering aspects of enrollment management, in a more fundamental sense, enrollment management is everyone's responsibility; administration, faculty and classified staff play a critical role in every interaction they have with students or the public.

Statement of Commitment

It is the California Community Colleges' mission to provide the greatest possible access to educational opportunities for all students who can benefit from higher education. To serve our students with the highest quality of instruction, the college is committed to academic excellence and will continue to earnestly pursue the hiring of highly competent faculty and staff dedicated to institutional excellence and student learning.

A focus of Educational Master Plan should be an emphasis on the diverse educational objectives of Long Beach City College students and the comprehensive and quality programs it offers in response to students' varied educational needs. The college must also maintain its respect for academic integrity and high standards in areas of instruction and learning as it addresses the need for accommodating growth.

Statement of Faculty Commitment

As demonstrated in the goals developed at the Academic Senate's Spring 2005 Retreat, the faculty of Long Beach City College is committed to upholding the highest standards of academic excellence and quality. This commitment necessitates the development of an enrollment management plan that assures the greatest possible access to educational opportunities for all students who can benefit from higher education. To serve our students with the highest quality of instruction, we must continue to earnestly pursue the hiring of highly competent faculty dedicated to institutional excellence and student learning.

As we plan for future enrollments, we believe the college must place primary emphasis on the diverse educational objectives of Long Beach City College students and the comprehensive and quality programs it offers in response to students' varied educational needs. It must also maintain its respect for academic integrity and faculty leadership in areas of instruction and learning as it addresses the need for enrollment management.

TRENDS

External Trend Summary

It is clear from the Educational Master Plan that the college's service area is undergoing change. There are major changes in population demographics and labor market demands that will create additional public expectations of the college. The increasing use of technology, both in business and personal activities, will continue to have a key influence.

Population growth is forecast in the college's service area, particularly under the age of 25. Although the job market is positive, workforce labor is essentially under skilled and unskilled. Sixty percent of the youth in Long Beach between the ages of 18-24 are not in any educational setting. There is a surplus available workforce in Long Beach, albeit unskilled. Regional industry clusters in the Long Beach area that require new and higher level skills include advanced transportation and logistics, international trade, healthcare (nursing and allied health), technology related service sector jobs and business development in the small business sector. Employment opportunities exist in retail, but the wages are low and career paths limited. There is a demand for technology related jobs in general and logistics related jobs for transportation. Technology will continue to evolve rapidly and the college will have to use its technological expertise to develop new programs for the job market. The continued integration of technology into the education process and the subsequent funding and training needs will be essential.

Student demand for transfer education will continue and there will be a need for close ties to four-year institutions. However, there will be increased competition from private and public post-secondary education providers.

Federal and state governments have emphasized the community college's role in workplace learning and economic development. However, as they attempt to fill these new roles, Long Beach City College and other community colleges will remain under-funded because of the state's structural problems. While the state now provides community college growth incentives, funding is likely to fluctuate. During economic downturns, community college budgets and enrollments will be restricted.

Future Long Beach City College students will need more vocational training and job preparation as well as basic skills and ESL education. There will be a significant increase in ethnic diversity, especially Hispanic and African American students.

Enrollments are affected by the percentage of local high school graduates who attend. While LBCC could do more in recruiting, this percentage seems to be increasing but at a slower rate than in the past. Over a ten year period, the growth in high school graduates from the Long Beach Unified School District is expected to be 7%. When the number of high school drop-outs is added to the calculation the expected growth reaches 10%

Conclusions

LBCC needs to focus on a growth enrollment agenda while the State is funding FTES growth and the growth incentives are available. This is a direct way of increasing revenue for college staffing and operating requirements. The college must have the resources to meet its future challenges.

To grow, LBCC should maintain its strong general education and occupational programs and continue to develop basic skills and ESL education. New and innovative vocational programs to meet student and job market demands in the region's industries and sub cluster sectors will require more post-secondary training for successful employment. The College will have to be very proactive in linking programs to employer needs in the region. Furthermore, a specific emphasis on computer-related training in all industry sectors as well as human and social services training programs is required to meet labor market projections.

LBCC should more effectively serve its growing ethnically diverse student populations and expand the integration of international and multi-cultural perspectives into instruction and support programs. These changes should not be viewed as "nice-to-have" add-ons, but critical components for students who will live and work in a highly dynamic and diverse global economy.

The course schedule should reflect comprehensiveness geographically and methodologically with an expansion of "distance education" to meet the needs of adult students who want alternative scheduling options as well as continuing education. Courses should be offered in an easily understood pattern that facilitates both program completion and the needs of working adults with time-compressed schedules.

It is essential that the college enhance its recruitment efforts. The annual percent of high school graduates attending LBCC should be increased. This recruitment effort should include a focus on underserved students. The college's marketing efforts should include diverse methods to reach the diverse population in the college's district as well as outside the service area.

The college should continue to improve its retention efforts, particularly among student groups and educational programs with low retention rates. Additionally, in order to meet the diversity of needs, more instruction must be scheduled throughout the afternoon, evening, and weekend hours as well as prime times, both day and night. This will call for more instructional space, as well as additional office space for faculty and staff.

Lastly, LBCC needs to continue with its good research about its students, including but not limited to accurate FTES projections and information regarding student-scheduling preferences.

GENERAL STATEMENT

GOAL: The plan will enhance enrollment, recruitment, and retention at Long Beach City College.

GENERAL STRATEGIES – SUMMARY

1. Information Systems

The college should

> ➢ continue to develop the necessary information infrastructure to provide *direct* access to information regarding curriculum, scheduling, room utilization, staffing, enrollment, student records, and budget information;
> ➢ continue to redesign its enrollment information system to provide increased access to more comprehensive, accurate*,* and user-friendly information about enrollment trends and projections;
> ➢ develop regular reports in a standard format measuring enrollment trends;
> ➢ continue to systematically track and report information related to enrollment, K-12 attendance, high school graduation rates, college participation rates, demographics, program completion rates, retention and success rates, and progress through basic skills;
> ➢ systematically track and report information regarding transfer rates and the success measures of students who transfer;
> ➢ systematically track and report information on student performance in order to monitor connections between performance and enrollment trends or scheduling factors;
> ➢ systematically track and report information regarding follow up of occupational program completers;
> ➢ implement software to optimize placement of classes into rooms (such as Schedule 25);
> ➢ develop a standardized user friendly non manual intake system for all open entry/exit TBA laboratories to optimize the collection of positive attendance FTES;
> ➢ redesign the architecture of the college's website to generate a more user friendly information system.

2. Curriculum and Educational Programs

The college should

> ➢ ensure that it has an adequate process to initiate, review, and revise programs in a timely and responsive manner in order to meet the changing needs of students and or the labor market;
> ➢ continue to provide for multiple instructional delivery systems to meet the needs of both traditional and non-traditional students;
> ➢ continue to integrate multi-cultural and international perspectives into its teaching and learning environments in order to continue to attract a diverse student body and to prepare graduates for the "global village";
> ➢ continue to support an active faculty and staff development program, which builds expertise in educational technology, encourages program innovation, and ensures currency of programs;
> ➢ continue to enhance relationships with business collaboratives, public/private organizations, and community groups to strength programs and develop new educational opportunities;
> ➢ in response to declining enrollments in programs, examine program consolidation/elimination in accord with the criteria to ensure viability of programs;
> ➢ continue to evaluate and strengthen online offerings/programs and instructional support services to students (help desk and service support);
> ➢ promote distance education innovations with incentive "growth" FTE;

- ➢ continue to develop online and hybrid course offerings and programs to provide students full online degrees and certificate completion;
- ➢ identify external sources of funding to support operational components of programs and courses;
- ➢ expand the development of a weekend college that enables students to achieve a degree on the weekend via a set curriculum;
- ➢ identify a dedicated webmaster to support online student and instructional functions.

3. Course Scheduling

The college should

- ➢ continue to regularly and systematically assess the educational needs of students, business and the community in order to design programs, schedules, and services responsive to their needs;
- ➢ develop more flexible and varied patterns of scheduling in order to meet a greater range of student needs for accessing educational opportunities like weekend, short term, off campus;
- ➢ adjust enrollment targets in response to the cyclical nature of state funding, student demand, and the economy;
- ➢ regularly review and revise FTES projection model for college based enrollment targets and course offerings that is data driven and uses technology;
- ➢ create a data driven process for identification of back-ups/shadow classes;
- ➢ align resources with adjusted enrollment targets;
- ➢ continue to review enrollment trend data to develop schedules to maximize access and program completion and maximize room use through effective course scheduling;
- ➢ develop and standardize guidelines for course scheduling.
- ➢ implement software to optimize placement of classes into rooms (such as Schedule 25)

4. Student Services

The college should

- ➢ ensure that its matriculation, admissions, registration, financial aid, and counseling services are designed to make college enrollment and registration easy, supportive, and helpful to students;
- ➢ examine the quality of students' first contact with the college and the college intake systems to improve service to students;
- ➢ continue to advance the use of technology in its registration process in order to facilitate that process for students;
- ➢ review and streamline current registration and enrollment process and move toward providing students with a "same day" matriculation process (the full spectrum of student services);
- ➢ continue to refine a survey that is routinely administered to new students to determine the quality of their enrollment experience;
- ➢ ensure that adequate student support services are provided to help students achieve their educational goals;
- ➢ identify a dedicated webmaster (data base programmer) to support student online web-based user-friendly information system;
- ➢ continue to promote the use of online student orientation and counseling
- ➢ continue to develop and implement student online interactive communication systems and provide for degree audit, email correspondence system, use of a counseling appointment reminder system (such as SARS – Scheduling Appointment and Recording System), and an early alert communication intervention system (ACES – Automatic Communication for Educational Success);
- ➢ develop a PeopleSoft process that redirects enrollment to classes that fulfill the same transfer/graduation requirement.

5. Student Recruitment and Relations with Schools

The college should

- ➢ continue to improve the process for the coordination of all outreach activities;
- ➢ continue to develop strong relationships with the elementary and secondary schools (such as *Project ASCEND) to increase students' motivation and preparation for college;
- ➢ ensure that its recruitment and outreach efforts are effective and make efficient use of staff time and institutional resources;
- ➢ continue with and expand initiatives to reach under-served cohorts of students;
- ➢ continue to develop and publicize the articulation of courses with four-year colleges and universities in order to improve students' ability to transfer;
- ➢ pursue external resources of funding to develop and expand potential and successful college programs that target middle and high school students during summer and the academic year;
- ➢ explore the viability of monthly "open college" series for middle and high school students that promote college programs and services (performances, exhibits, athletics, campus tours, student services, academics, etc.);
- ➢ identify and use appropriate data to recommend the most effective mechanism for outreach strategies.
- ➢ develop programs that would facilitate LBCC campus visits from high school students and their counselors.
- ➢ explore the development of an "Adopt-A-High-School" initiative.
- ➢ Cultivate and enhance enrollment of high-achieving students in our college honors program.

6. Student Retention and Intervention

The college should

- ➢ continue to conduct ongoing and systematic research and evaluation of student success, retention and persistence, and continue to develop intervention methods such as tutoring and college success programs and services for targeted groups;
- ➢ orient its staff development program to provide technical and staff development assistance for academic/certificate programs to improve student success;
- ➢ continue to identify institutional best practices for ensuring student success/goal attainment by conducting internal and external research;
- ➢ continue to identify targeted groups of students and best practices for helping them to succeed;
- ➢ develop a system that will include updating of student education plans, a degree audit program, and an effective early alert warning system to help student retention;
- ➢ regularly utilize a system of tracking and communicating with "leaves" - those who drop out or leave unexpectedly and use the data to develop appropriate intervention strategies;
- ➢ offer staff development opportunities to improve student learning, retention, and success;
- ➢ facilitate the review of best practices and development of intervention strategies for low retention and low success disciplines;
- ➢ further develop and improve the effectiveness of basic skills and developmental programs and services to enhance student progression into transfer and/or degree/certificate programs;

*College Preparatory Academy, Achieving Success, College and Enlightenment through Discipline and Dedication

➢ further expand the use of learning communities for basic skills and developmental students through cohort scheduling;
➢ facilitate training opportunities that promote the value of developmental education expertise in future faculty hiring;
➢ continue to develop effective and measurable student learning outcomes to enhance student retention, persistence, and progression to meet their educational and career goals;
➢ develop an annual process whereby staff can identify aesthetic maintenance repair and furniture issues that have a negative impact on enrollment;
➢ identify facilities barriers to enrollment.

7. Marketing

The college should

➢ ensure marketing efforts address the broad spectrum of programs and opportunities for learning available at LBCC;
➢ assure its marketing strategy is based on an ongoing assessment of its effectiveness;
➢ support short-term enrollment goals and, in the long term, continue to foster the college's reputation for educational excellence;
➢ use electronic systems and internet "facilities" for broader outreach;
➢ continue to revise and enhance college website to serve as primary marketing publication;
➢ explore the feasibility of marketing online curriculum to out-of-state, international markets with existing foreign partnerships;
➢ provide for college wide coordination of website content;
➢ strategically market the mailing of the course schedule and other related materials to the LBCC service area;
➢ design an effective way of measuring the impact of marketing efforts and assess the marketing efforts on a regular and systematic basis.
➢ promote opportunities to encourage former students to return for additional classes.

<div align="center">**GOALS for 2006-2007**</div>

The following general and target growth enrollment goals and strategies are as follows:

General

- ➢ Achieve **base** apportionment during primary terms (fall and spring) (2 year goal)
- ➢ Achieve FTES growth (%-%) above enrollment growth CAP within a 2-3 year period (over CAP FTES with target growth dollars not allocated to other districts and/or Basic Skills dollars)
- ➢ Achieve growth enrollment CAP and/or earn FTES above enrollment CAP utilizing only one summer term
- ➢ Develop and achieve incrementally an average college-wide WSCH per FTE goal of 525 and specific school and program goals
- ➢ Provide students an opportunity to earn AA degrees exclusively on-line
- ➢ Expand opportunities for students to acquire supplemental instruction, directed learning, and academic "foundation" courses (formerly "basic skills").

2006-07 Target Goals to achieve base the following applies:

- ➢ Increase primary terms FTES by a total of 1824 to achieve base FTES (fall=916 FTES; spring=908 FTES)
- ➢ Increase summer session FTES by 275 and reduce borrowing by 787 FTES
- ➢ Increase college wide WSCH/FTE by eight (8) for an average of 490 WSCH/FTE
- ➢ Increase college average class size by 2 to 29 (excluding open/entry/exit classes)
- ➢ Reduce cost of hourly and overload per FTES by $60 per FTES for a total of $900 per FTES
- ➢ Reduce the number of low enrolled classes (under 20 at census) in accord with Scheduling Guidelines by 15% (86 classes)

2006-07 Target Goals to achieve 1% growth the following applies:

- ➢ Increase primary terms FTES by a total of 2017 to achieve base FTES (fall=1014 FTES; spring=1003 FTES)
- ➢ Increase summer session FTES by 286 and reduce borrowing by 781 FTES
- ➢ Increase college wide WSCH/FTE by eight (8) for an average of 490 WSCH/FTE
- ➢ Increase college average class size by 2 to 29 (excluding open/entry/exit classes)
- ➢ Reduce cost of hourly and overload per FTES by $60 per FTES for a total of $900 per FTES
- ➢ Reduce the number of low enrolled classes (under 20 at census) in accord with Scheduling Guidelines by 15% (86 classes)

<div align="center">**EFFICIENCY STRATEGIES**</div>

- ➢ Institute enrollment management practices to maximize FTES generation at census.
- ➢ Develop and implement a coordinated class scheduling process
- ➢ Eliminate, reduce and selectively rotate continuously (historically) scheduled, cancelled and low-enrollment class offerings
- ➢ Implement software to optimize placement of classes into rooms (such as Schedule 25)
- ➢ Implement coverage of computer labs through use of pooling resources, student and classified instructional aides; central clearing responsibilities under the direction of a designated administrator
- ➢ Develop and implement a standardized, user-friendly, non-manual intake system for all open entry/exit TBA laboratories to optimize the collection of positive attendance FTES
- ➢ Adjust maximum class sizes to optimize facility utilization in accord with educational integrity considerations and in accordance with the contract
- ➢ Develop plans that establish programmatic FTES goals and activities to achieve them.
- ➢ Develop and implement strategies to improve student retention and persistence rates.

- Develop and implement a more cost effective summer session, utilizing to the extent possible a varied day pattern of offerings, with a balance of regular and part-time instructors, the proportion of which is based on resources available and FTES targets.
- Provide for the electronic collection of positive attendance data from learning laboratory settings and, where possible, from single classes organized under positive attendance procedures.
- Provide for the electronic collection of student drop and grade data from all faculty.

GOALS for 2007-2008

The following general and target growth enrollment goals and strategies are as follows:

General

- ➢ Achieve **base** apportionment during primary terms (fall and spring) (2 year goal)
- ➢ Achieve FTES growth (%-%) above enrollment growth CAP within a 2-3 year period (over CAP FTES with target growth dollars not allocated to other districts and/or Basic Skills dollars)
- ➢ Achieve growth enrollment CAP and/or earn FTES above enrollment CAP utilizing only one summer term
- ➢ Develop and achieve incrementally an average college-wide WSCH per FTE goal of 525 and specific school and program goals
- ➢ Provide students an opportunity to earn AA degrees exclusively on-line
- ➢ Expand opportunities for students to acquire supplemental instruction, directed learning, and academic "foundation" courses (formerly "basic skills").

2007-08 Target Goals to achieve base the following applies:

- ➢ Increase primary terms FTES by a total of 556 to achieve base FTES (fall=-5 FTES; spring=69 FTES)
- ➢ Increase summer session FTES by 493 and reduce borrowing by 558 FTES
- ➢ Increase college wide WSCH/FTE by 14 for an average of 490 WSCH/FTE
- ➢ Increase college average class size by .3 to 29 (excluding open/entry/exit classes)
- ➢ Reduce cost of hourly and overload per FTES by $102 per FTES for a total of $1000 per FTES
- ➢ Reduce the number of low enrolled classes (under 20 at census) in accord with Scheduling Guidelines by 15% (86 classes)

2007-08 Target Goals to achieve 2.4% growth the following applies:

- ➢ Increase primary terms FTES by a total of 942 to achieve base FTES (fall=254 FTES; spring=688 FTES)
- ➢ Increase summer session FTES by 709 and reduce borrowing by 1,165 FTES
- ➢ Increase college wide WSCH/FTE by 14 for an average of 490 WSCH/FTE
- ➢ Increase college average class size by .3 to 29 (excluding open/entry/exit classes)
- ➢ Reduce cost of hourly and overload per FTES by $102 per FTES for a total of $900 per FTES
- ➢ Reduce the number of low enrolled classes (under 20 at census) in accord with Scheduling Guidelines by 15% (86 classes)

EFFICIENCY STRATEGIES

- ➢ Institute enrollment management practices to maximize FTES generation at census.
- ➢ Develop and implement a coordinated class scheduling process
- ➢ Eliminate, reduce and selectively rotate continuously (historically) scheduled, cancelled and low-enrollment class offerings
- ➢ Implement software to optimize placement of classes into rooms (such as Schedule 25)
- ➢ Implement coverage of computer labs through use of pooling resources, student and classified instructional aides; central clearing responsibilities under the direction of a designated administrator
- ➢ Develop and implement a standardized, user-friendly, non-manual intake system for all open entry/exit TBA laboratories to optimize the collection of positive attendance FTES
- ➢ Adjust maximum class sizes to optimize facility utilization in accord with educational integrity considerations and in accordance with the contract
- ➢ Develop plans that establish programmatic FTES goals and activities to achieve them.
- ➢ Develop and implement strategies to improve student retention and persistence rates.

- Develop and implement a more cost effective summer session, utilizing to the extent possible a varied day pattern of offerings, with a balance of regular and part-time instructors, the proportion of which is based on resources available and FTES targets.
- Provide for the electronic collection of positive attendance data from learning laboratory settings and, where possible, from single classes organized under positive attendance procedures.
- Provide for the electronic collection of student drop and grade data from all faculty.