



SAN LUIS OBISPO COUNTY COMMUNITY COLLEGE DISTRICT

# ENROLLMENT MANAGEMENT PLAN



**2023**

**2026**

# San Luis Obispo County Community College District Enrollment Management Plan 2023-2026

## **Introduction**

The *San Luis Obispo County Community College District Enrollment Management Plan 2023-2026* is a three-year operational plan that includes strategies in support of the District's mission and institutional goals and objectives.

## **Enrollment Management Purpose:**

Enrollment Management at Cuesta College uses data from enrollment reports, student enrollment patterns and industry best practices to analyze barriers to student equity and completion. Through the Enrollment Management Committee, the college determines recommendations and takes action to positively impact enrollment and student success outcomes.

**Enrollment Management Committee Initiative # 1:** Collaborate with the office of the Vice President of Administrative Services to recommend term-by-term annual FTES targets to the Planning and Budget Committee. *(Institutional Goal 7, Institutional Objective 1A).*

Strategy	Benchmarks	Completed By
Annually review and give input to the Vice President of Administrative Services (VPAS) on setting realistic overall FTES targets based on student enrollment patterns.	<ul style="list-style-type: none"> <li>VPAS collects input from the committee regarding projected FTES targets prior to discussion at Planning and Budget*</li> </ul>	April, annually
Review enrollment reports and data, broken down by cluster, division, site and modality and credit/non-credit.	<ul style="list-style-type: none"> <li>Data-informed recommendations are defined and shared to achieve overall FTE targets. Considerations for: term by term scheduling, shifts in geographic location of courses, sustainable non-credit opportunities.</li> </ul>	Monthly, as committee meets

\* Initial Targets Developed in Spring 2023 from the college’s budgeting process as the first year’s benchmark. Chart below taken from the [2023-24 Final Budget](#), p. 13.

**TOTAL FTES TARGETS**

Developed Spring 2023

Year	Leading Summer	Fall	Spring	Trailing Summer	TOTAL FTES
<b>2021-22</b>	801	3,205	2,802	61	6,869
<b>2022-23</b>	707	3,351	2,899	45	7,002
<b>2023-24</b>	766	3,436	2,958	8	7,168
<b>2024-25</b>	766	3,526	3,029	8	7,330
<b>2025-26</b>	766	3,618	3,102	8	7,494
<b>2026-27</b>	766	3,712	3,175	8	7,660

**Enrollment Management Committee Initiative # 2:** In alignment with Guided Pathways and our 2022-2025 Student Equity Plan, identify barriers that limit initial and on-going student enrollment and identify and prioritize recommendations to remove barriers (*Institutional Goal 1, Institutional Objective 1A*).

Strategy	Benchmarks	Completed By
Review student enrollment data to identify patterns or barriers.	<ul style="list-style-type: none"> <li>Data-informed recommendations are defined and shared to achieve overall FTE targets.</li> </ul> In integration with: Strategic Plan, Student Equity Plan, Guided Pathways and Student Funding Formula goals	Monthly, as committee meets

**2a: Scheduling Barriers:** In alignment with Guided Pathways and our 2022-2025 Student Equity Plan, identify scheduling barriers that limit initial and on-going student enrollment and identify and prioritize recommendations to remove barriers (*Institutional Goal 1, Institutional Objective 1A*).

Strategy	Benchmarks	Completed By
Identify scheduling barriers that limit initial and on-going student enrollment and make recommendations to remove those barriers.	<ul style="list-style-type: none"> <li>• Coordinate with the offices of the Vice President of Instruction (VPI), Vice President of Student Support and Success Programs (VPSSSP), and Associated Students of Cuesta College (ASCC) to establish an ad-hoc committee consisting of instructional faculty, counselors, and students (<i>January 2024</i>);</li> <li>• Ad-hoc group gathers scheduling data, waitlist information and fill rates by semester and site (<i>February 2024</i>);</li> <li>• Ad-hoc group analyzes data for scheduling challenges (<i>March 2024</i>);</li> <li>• Ad-hoc group presents the data and makes recommendations to the Enrollment Management Committee (<i>April 2024</i>);</li> <li>• Enrollment Management Committee identifies and prioritizes recommendations to the VPI (May 2024).</li> </ul>	Spring 2024
Implementation of strategies to remove scheduling barriers	<ul style="list-style-type: none"> <li>• Vice-Presidents present an action plan and timeline to the Enrollment Management Committee in response to the recommendations from the committee in May 2024.</li> </ul>	Early Fall 2024
On-going cycle of improvement / sustainability: Analyze the impact of any institutional changes that result from a recommendation made by the Enrollment Management Committee and recommend changes to improve results.	<ul style="list-style-type: none"> <li>• Updates are presented to the Enrollment Management Committee on plan implementation efforts (<i>each fall and spring</i>);</li> <li>• Action plan is assessed and the results are analyzed by the VPI (<i>December 2025</i>);</li> <li>• Analysis is presented to the Enrollment Management Committee (<i>Spring 2026</i>);</li> <li>• Recommendations are made by the Enrollment Management Committee if warranted (<i>Spring 2026</i>).</li> </ul>	Ongoing annual

**2b: Technology-related Barriers:** In alignment with Guided Pathways and our 2022-2025 Student Equity Plan, identify barriers in the application process, onboarding process, and course selection and enrollment process that limit initial and on-going student enrollment and identify and prioritize recommendations to remove barriers (*Institutional Goal 1, Institutional Objective 1A*).

Strategy	Benchmarks	Completed By
<p>Identify technology barriers that limit initial and on-going student enrollment and make recommendations to remove those barriers.</p>	<ul style="list-style-type: none"> <li>• Coordinate with the offices of the VPI, VPSSSP, and ASCC to establish an ad-hoc committee consisting of instructional faculty, counselors, and students <i>(January 2024)</i>;</li> <li>• Ad-hoc group gathers data on application barriers <i>(February 2024)</i>;</li> <li>• Ad-hoc group analyzes data on onboarding challenges <i>(March 2024)</i>;</li> <li>• Ad-hoc group analyzes data on course selection and enrollment challenges and coordinates with the Tech/Web Committee on any overlap <i>(March 2024)</i>;</li> <li>• Ad-hoc group presents the data and makes recommendations to the Enrollment Management Committee <i>(April 2024)</i>;</li> <li>• Enrollment Management Committee identifies and prioritizes recommendations to the VPI, VPAS, and VPSSSP <i>(May 2024)</i>;</li> </ul>	<p>Spring 2024</p>
<p>Implementation of strategies to remove technology barriers</p>	<ul style="list-style-type: none"> <li>• Vice-Presidents present an action plan and timeline to the Enrollment Management Committee in response to the recommendations from the committee in May 2024 <i>(September 2024)</i>.</li> </ul>	<p>Early Fall 2024</p>
<p>On-going cycle of improvement / sustainability: Analyze the impact of any institutional changes that result from a recommendation made by the Enrollment Management Committee and recommend changes to improve results.</p>	<ul style="list-style-type: none"> <li>• Updates are presented to the Enrollment Management Committee on plan implementation efforts <i>(each fall and spring)</i>;</li> <li>• Action plan is assessed and the results are analyzed by the VPI and VPSSSP <i>(December 2025)</i>;</li> <li>• Analysis is presented to the Enrollment Management Committee <i>(Spring 2026)</i>;</li> <li>• Recommendations are made by the Enrollment Management Committee if warranted <i>(Spring 2026)</i>.</li> </ul>	<p>May 2026</p>

**Enrollment Management Committee Initiative #3:** Recommend actions to increase persistence from the first primary term to secondary term, and eliminate equity gaps in persistence for disproportionately impacted groups. *(Institutional Goal 2, Institutional Objective 2A)*

Strategy	Benchmarks	Completed By
Analyze student success data for students in their first semester and determine any linkage between course success and second semester persistence. Identify specific courses if applicable.	<ul style="list-style-type: none"> <li>• Coordinate with the offices of the VPI, VPSSSP, and ASCC to establish an ad-hoc committee.</li> <li>• Institutional Research provides pertinent data to the committee.</li> </ul>	Fall 2024
Plan is developed and implemented.	<ul style="list-style-type: none"> <li>• VPSSSP and representatives from the Student Support and Success Committee brief the Enrollment Management Committee on the plan to increase persistence for the target populations <i>(December 2024)</i></li> </ul>	Fall 2024
Analyze new student success data for students in their first semester to determine if the implemented plan improved persistence. Report findings to the Enrollment Management Committee and make recommendations.	<ul style="list-style-type: none"> <li>• Institutional Research provides pertinent data to the committee.</li> <li>• Enrollment Management Committee recommends institutional changes to improve persistence.</li> </ul>	Spring 2026
On-going cycle of improvement / Sustainability: Analyze the impact of any institutional changes that result from a recommendation made by the Enrollment Management Committee and recommend changes to improve results.	<ul style="list-style-type: none"> <li>• Updates are presented to the Enrollment Management Committee on a plan for institutional changes <i>(each fall and spring)</i>;</li> <li>• Action plan is assessed, and the results are analyzed by the VPI and VPSSSP <i>(December 2025)</i>;</li> <li>• Analysis is presented to the Enrollment Management Committee <i>(Spring 2026)</i>;</li> <li>• Recommendations are made by the Enrollment Management Committee if warranted <i>(Spring 2026)</i>.</li> </ul>	Fall 2026
Student communication and marketing	<ul style="list-style-type: none"> <li>• Develop campus wide initiatives for clear, proactive, and prompt communication.</li> <li>• Focus efforts to specific underserved populations.</li> <li>• Collect and analyze data from these efforts for future improvements.</li> </ul>	Fall 2024

<p>Student engagement programming</p>	<ul style="list-style-type: none"> <li>• Coordinate efforts between Area of Study teams, Student Life, Counseling, and Student Support Services to increase student engagement programming and opportunities.</li> <li>• Data is collected from each of the programs</li> <li>• Analysis is presented to Enrollment Management Committee</li> <li>• Recommendations are made by the Enrollment Management Committee if necessary.</li> </ul>	<p>Fall 2024</p>
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**Enrollment Management Committee Initiative #4:** Analyze the growth potential in dual enrollment courses taught at local high schools and recommend future steps. (*Institutional Goal 1, 7*) (*Institutional Objective 1D, 7A*)

Strategy	Benchmarks	Completed By
<p>Determine the growth potential in PEDS and other Cuesta courses that may be offered during the high school day. Disaggregate based upon instruction type (Cuesta-led vs. high school-led).</p>	<ul style="list-style-type: none"> <li>● Under the direction of the VPI:               <ul style="list-style-type: none"> <li>○ Each high school is provided a department interest list of Cuesta courses that could be taught as dual enrollment</li> <li>○ Each high school compiles a list of Cuesta courses that they would like to see offered at their sites</li> </ul> </li> </ul>	<p>Early Spring 2024</p>
<p>Explore the growth potential in current course offerings.</p>	<ul style="list-style-type: none"> <li>● Analyze fill rate data</li> <li>● Address barriers and develop strategies to increase fill rates for courses</li> <li>● Analyze current scheduling parameters to determine where more FTES can be captured.</li> <li>● Examine current unit and course enrollment limitations to determine if barriers can be removed.</li> <li>● Examine current staffing or practices at the college to ensure deliverability of the potential growth.</li> </ul>	<p>Early Spring 2024</p>
<p>Communicate growth opportunities to the Vice President of Instruction and Vice President of Student Support and Success</p>	<ul style="list-style-type: none"> <li>● Enrollment Management Committee and the VPI and VPSSS are briefed on the need based upon the compiled list sent from the high schools, fill rates, scheduling and other challenges.</li> </ul>	<p>Spring 2024</p>

<p>Determine feasibility of offering additional sections and/or new courses at local high schools</p>	<ul style="list-style-type: none"> <li>• VPI coordinates department-level discussions with Cuesta faculty to determine if sections could be offered at specific sites;</li> <li>• For Cuesta-led courses, current faculty who teach Cuesta-led courses should be asked to participate in the discussions and provide answers about how the course works in the field.</li> <li>• Examine current staffing or practices at the college to ensure deliverability of the potential growth.</li> </ul>	<p>Spring 2024</p>
<p>Offer new sections and/or courses at local high schools</p>	<ul style="list-style-type: none"> <li>• VPI and program faculty create a list of sections to be offered at each site based upon workload and instructor availability</li> <li>• (Spring 2025)</li> <li>• Dual Enrollment Coordinator and local high schools determine which sections will be offered in the fall (Spring 2025)</li> </ul>	<p>Fall 2025</p>
<p>On-going cycle of improvement / Sustainability: Analyze the impact of any institutional changes that result from a recommendation made by the Enrollment Management Committee and recommend changes to improve results.</p>	<ul style="list-style-type: none"> <li>• Updates are presented to the Enrollment Management Committee on a plan for institutional changes <i>(each fall and spring)</i>;</li> <li>• Action plan is assessed and the results are analyzed by the VPI and VPSSSP <i>(December 2025)</i>;</li> <li>• Analysis is presented to the Enrollment Management Committee <i>(Spring 2026)</i>;</li> <li>• Recommendations are made by the Enrollment Management Committee if warranted <i>(Spring 2026)</i>.</li> </ul>	<p>Spring 2026</p>

**Enrollment Management Committee Initiative #5:** Assess the District’s effectiveness in communicating course sequences to students based upon their educational objectives. (*Institutional Goal 3, 4*) (*Institutional Objective 3A, 4A*)

Strategy	Benchmarks	Completed By
Course sequencing in Program Mapper will be assessed based upon course availability, student workload, and best practices.	<ul style="list-style-type: none"> <li>• Counselors test with sample students</li> <li>• Counselors test with Cuesta regular student population and do random sample check-ins to see if it is working for students.</li> <li>• VPI and the Academic Senate President facilitate a meeting where Divisions come up with 3-year Program Maps</li> <li>• Any changes will be communicated to student support personnel.</li> </ul>	Spring 2024
Improve Orientation/On-boarding to clarify pathways and transfer process	Communication on where to find Program Mapper and other information contained in a student’s myCuesta Pathways is clarified	Spring 2024
Improve scheduling coordination between Counselors, Division Chairs and Deans (in conjunction with Initiative 2.a.)	<ul style="list-style-type: none"> <li>• Coordinated and consistent scheduling of course offerings</li> <li>• Improved scheduling of courses with prerequisites.</li> <li>• Improved data on number of students who need to be referred to cvc.edu due to insufficient offerings here (e.g. not enough late-start sections)</li> <li>• Increase collaboration between instructional faculty/counselors for in-class presentations based on area of study.</li> <li>• Using the CSEPs created per student to determine course demand and scheduling.</li> </ul>	Ongoing
Consider an intersession	<ul style="list-style-type: none"> <li>• Study data on how many students we lose to cvc.edu in January and consider implementation of May 4-6 week short course offerings</li> </ul>	Early Spring 2024

**Enrollment Management Committee Initiative #6:** Identify local and out-of-District student populations for enhanced recruitment and outreach efforts. (Institutional Goal 7) (Institutional Objective 7A)

<b>Strategy</b>	<b>Benchmarks</b>	<b>Completed By</b>
Implement centralized prospective student pipeline	<ul style="list-style-type: none"> <li>• Admissions and Registration implements CRM launch and use to increase the number of prospects in the pipeline and prospect conversions to students</li> </ul>	Spring 2024
Build overall communication strategy and implementation for prospective students	<ul style="list-style-type: none"> <li>• Admissions and Registration and Marketing and Communications (MarCom) implement strategies broken down by student types from current high school to emeritus</li> <li>• Numbers of contacts or ‘touches’, with a growing increase of open rates or responses, with a direct conversion rate from students with increased contacts</li> </ul>	Spring 2024
Develop International Student Initiatives	<ul style="list-style-type: none"> <li>• As part of the outreach plan to be implemented by A&amp;R, increase international student numbers</li> <li>• A&amp;R will share with EMC challenges or barriers if collegewide</li> </ul>	Fall 2024
Implement Student Equity Plan student groups for student groups who are underrepresented require additional efforts by the college to be successful from in and out-of-district	<ul style="list-style-type: none"> <li>• Student attendance numbers increase by amounts described by the plan Current Goal: Increase females</li> <li>• Student success numbers increase by amounts from the plan: Persistence: first generation, Black/African-American, Hispanic/Latino and Foster Youth</li> <li>• A&amp;R, MarCom to work with the Student Equity Office / Committee strategies.</li> </ul>	Ongoing



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