



# Strategic Enrollment Management Plan Update

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**Presented to Instructional Planning Council**

April 17, 2026

# SEM Actions Steps to be Covered

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**2.1.3:** Schedule summer courses and bridge programs (e.g., Jams) to support student completion

**2.1.5:** Implement degrees/certificates that are obtainable via evening, weekend, and online

**3.1.1:** Develop new and innovative strategies to ensure that all students are connected to and feel supported by their Interest Area Success Team and Special Programs (e.g., Promise, EOPS, TRIO SSS, Puente, Umoja, etc .)

**3.1.2:** Develop, launch, and sustain a First Year Experience program which engages all Interest Areas and Special Programs

**3.2.1:** Align all proactive strategies for registration support across Interest Area Success Teams and Special Programs

**3.2.2:** Implement and scale proactive strategies for registration support for Interest Area Success Teams and Special Programs (e.g., Priority Registration, Open Registration, Peak Time Late Adds)

**3.3.1:** Sustain and align Interest Area Success Teams with Special Programs to provide effective and timely academic support

**3.3.2:** Develop and sustain processes for Interest Area Success Teams and Special Programs to monitor student progress, including course retention, course success, semester-to-semester persistence, and goal completion

**4.1.9:** Provide opportunities for Success Teams to advance equity-minded student support practices

# Action Step 2.1.3: Schedule summer courses and bridge programs (e.g., Jams) to support student completion

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Promise summer CRER 401 course - 1 section summer 2025, 2 sections summer 2026

Development of “program completability dashboard” by the PRIE to guide course planning and inform decisions about course patterns, and program completeability

Analysis of impact of Math and Word JAM programs showed decreasing effectiveness and enrollment under AB 705/1705 when we moved away from placement. Those resources were redirected to alternative supports - 3 x .4 Writing IAs, 1 x .91 Math IA

CPOS may create a disincentive for students to enroll in CRER courses offered during or as part of summer programs

Q: Are there summer programs can be combined or coordinated for a larger impact?

# Action Step 2.1.5: Implement degrees/certificates that are obtainable via evening, weekend, and online

Division		Program of Study		Highlight Programs By:			
(All)		(All)		Minimum units were offered online or evening			
Course Requirements and Offerings During the Terms 202405 to 202608							
POS	Requirement	Number of Possible Courses	Number of Courses Offered	F2F Sections	Hyb Sections	Online Sections	Sync Sections
3D Animation and Videogame Art (AA)	Complete Core Courses, 39 units	15	15	29	8	7	8
	Selective Courses, choose a minimum of 3 units from the following:	9	7	9	13	5	18
3D Animation and Videogame Art (Cert)	Complete Core Courses, 39 units	15	15	29	8	7	8
	Selective Courses, choose a minimum of 3 units from the following:	10	8	13	14	5	23
Accounting (AS)	Complete Core Courses, 21.5 units	7	7	17	25	62	19
	Selective Courses, choose a minimum of 6 units from the following:	5	5	7	11	47	6
Accounting (Cert)	Complete Core Courses, 21.5 units	7	7	17	25	62	19
	Selective Courses, choose a minimum of 6 units from the following:	5	5	7	11	47	6
Administrative Assistant (AS)	Complete Core Courses, 17 units	8	8	1	2	32	8
	Selective Courses, choose a minimum of 10 units from the following courses:	6	5	17	21	63	8

29 Degrees AA/AS, ADT

22 Certificates

<https://public.tableau.com/app/profile/alex.claxton/viz/ProgramCompleteness/Courses>

## **Action Step 3.1.1: Develop new and innovative strategies to ensure that all students are connected to and feel supported by their Interest Area Success Team and Special Programs (e.g., Promise, EOPS, TRIO SSS, Puente, Umoja, etc)**

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Formation of College Retention & Engagement Workgroup (CREW) meets monthly to coordinate activities across Interest Areas and Special Programs.

Power of peers training workshops for mentors, ambassadors and student workers

Counselor + Program collaboration

Canvas shells for Interest Areas and Special Programs

Incentives for participation

Social gatherings that allow for engagement through play

# Action Step 3.1.2: Develop, launch, and sustain a First Year Experience program which engages all Interest Areas and Special Programs

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- Project Change/Foster Youth/ Next Up - Case manager collaboration, intake meeting, share resource information, individual introductions, Welcome Day
- NextUp CRER 401 summer before first semester, Welcome/Open House
- Promise – Multi-day orientation (Fall and Spring), Kickoff in Spring for continuing students,
- Dual - On-board, college connection form, orientation, CRER 137 pre-semester course
- Middle College - Parent Orientation, Multi-day orientation for new students
- TRIO – Re-Orientation
- EOPS – Orientation where students see counselor, service form, meet EOPS staff, school supplies & SWAG, pre-advisement evaluation, Welcome/Open House
- International - Orientation, counselor meeting, verify following SEVIS guidelines
- Athletics – Eligibility meetings, COLTs learning community
- Counseling - Connect and introduce to programs and services, CRER 137 and 401
- Interest Areas - introduction and welcome message, early outreach and appointments, Welcome Week presence, class visits
- Concurrent - online orientation (services, access, social connection and reinforce they are college students), include parents in Orientation

# Action Step 3.2.1 & 3.2.2: Align all proactive strategies for registration support across Interest Area Success Teams and Special Programs

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## Spring 2024 Super PEP

No prior enrollments	110	63%
Over 3 semester gap	21	12%
Return/Continue	44	25%

- Share best practices at CREW meetings
- Participation in Super Registration events
- Class visits to English c1000 and c1000E
- Messaging calendar for registration and Student Education Plans

## Fall 2025 Super Registration Events

Attended event Su or Fa 2025	#Enrolled CAN Fa 25	Units enrolled CAN Fa 25
195	160	1972

# Action Step 3.3.1: Sustain and align Interest Area Success Teams with Special Programs to provide effective and timely academic support

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Formation of College Retention and Engagement Workgroup as a community of practice to share best practices, collaborate and coordinate activities

Prioritizing intentional support in gateway courses e.g. dedicated tutors for Middle College math class

Where possible, integrate support services into [Canvas course](#) shells for easy access

Early Alert process that let's students' support teams know when a student may need additional outreach or guidance to support services

## **Action Step 3.3.2: Develop and sustain processes for Interest Area Success Teams and Special Programs to monitor student progress, including course retention, course success, semester-to-semester persistence, and goal completion**

Formation of College Retention and Engagement Workgroup as a community of practice to share best practices, collaborate and coordinate activities.

PRIE Reports , Early Alerts, and Dashboards that allow for monitoring student progress

Special Program progress reports, contact milestones, and contracts for retention/persistence

# Action Step 4.1.9: Provide opportunities for Success Teams to advance equity-minded student support practices

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## 1. On-Campus Equity Advance Opportunities

- a. Multiple Equity Flex Sessions Offered at Each of the 4 Flex Days
  - i. Highlighted Themes: UndocuAlly, LGBTQ+ Support, Trauma Informed De-Escalation, Student Equity and Achievement Workshops, Entitlement, Title IX, student code of conduct, disproportionately impacted student stories and actions
- b. Partnership with Success Teams, Students, and Office of Equity
  - i. Office of Equity included in multiple peer mentors/tutors/Success Teams bi-annual training (Power of the Peers)
- c. IDI Inventory
  - i. Employees take assessment and get one-on-one and team coaching on ways to improve inter-cultural development
    - 1. Funded by DHSI, we've been able to offer 70 individuals across campus this PD opportunity
    - 2. Office of Equity attended a CREW meeting, and offered to all CREW members, group profile for CREW to come
- d. Womxn of Color Collaborative and Brothers Achieving Milestones partnerships with success team members to work directly with DI students on events/resource-sharing, community building, deep conversations, and mutual support

## 2. Off-Campus Equity Advance Opportunities

- a. Colegas, Amend, NCORE, APAHE attendance