

Strategic Enrollment Management Plan 2023-26



MADERA
COMMUNITY
COLLEGE

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Purpose and Scope

Strategic enrollment management is an integrated and systematic approach to maximize student equity and achievement, foster fiscal sustainability, advance institutional effectiveness, and allow the college to prepare to meet student needs and help them achieve their goals.

The scope of the plan is to develop an action-oriented Strategic Enrollment Management approach founded in diversity, equity, and inclusion and guided by a spirit of collaboration and collegiality.

The Madera Community College’s mission, Educational Master Plan, Strategic Plan, and Student Equity and Achievement Plan provided a directive and foundation for the development of the Strategic Enrollment Management Plan. The core of the plan is to actualize and the mission of the college to “Empowering our students to succeed in an ever-changing world.”

The plan was guided by a thoughtful effort for development by gathering data across local and regional metrics in concert with feedback and recommendations from students and employees. In addition, the college hosted cross-functional collaboration sessions to engage, inform, support, and adopt the plan.

Through the research of internal and external trends and collaboration with stakeholders, the following three themes emerged.

Future Programs: Identify future programs that support equitable student outcomes and achievement.

Learning Journey: Create multi-term course schedules that meet student needs, foster a sense of belonging, and lead to equitable student achievement and institutional effectiveness.

Student Engagement: Intentionally scale a network of student and academic services throughout the learning journey to ensure inclusion and sense of belonging that leads to equitable student achievement.

Strategic Objectives

The following strategic objectives were developed to support the planning themes.

Future Programs: Identify future programs that support equitable student outcomes and achievement.

- Align Programs with Regional and Industry Trends and Opportunities
- Reflect Regional Student Demographics Trends
- Strengthen Career and Transfer Programs
- Boost and Sustain Dual and Concurrent Enrollment Programs
- Explore Non-Credit Programs
- Hold Conversations for Competency-Based Education (CBE)

Learning Journey: Create multi-term course schedules that meet student needs, foster a sense of belonging, and lead to equitable student achievement and institutional effectiveness.

- Adopt Student-Focused Course Scheduling Practices
- Create Data-Informed Actions to Reduce and Close Equity Gaps
- Expand and Scale the Utilization of Effectiveness Metrics in Planning

Student Engagement: Intentionally scale a network of student and academic services throughout the learning journey to ensure inclusion and sense of belonging that leads to equitable student achievement.

- Create Meaningful and Impactful Learning and Support Experiences
- Support Social and Economic Mobility

Internal Analysis

Future Programs

Table 1 reflects the results of the stakeholder engagement activities. During the activities, participants reflected and discussed the current Madera Community College activities and practices as they relate to the strategic objectives within the Future Programs theme.

Table 1. *Current Practices and Activities related to Future Programs*

Strategic Objective	Action Steps
Align Programs with Regional and Industry Trends and Opportunities	<ul style="list-style-type: none"> • Create networking opportunities for students and industry and regional leaders which could be rolled into program events and student success teams. <ul style="list-style-type: none"> ○ Create collaborative learning materials with industry and regional professionals for a contextualized learning experience. ○ Host a college-wide event that highlights regional and industry trends and demands on an annual basis (e.g., engage family unit and expand to community-wide with Lumina). • Learning Communities within curricular programs. <ul style="list-style-type: none"> ○ Affinity groups and cohorts of male learners. ○ Finishing college quickly – dual enrollment.
Reflect Regional Student Demographics Trends	<ul style="list-style-type: none"> • Resources allocated to Data Coaching and Institutional Effectiveness employee(s). • Campus-wide professional development around data access and use. • Scaled use of current applications by student services and instruction (e.g., Starfish, Ad-Astra, Tableau)
Strengthen Career and Transfer Programs	<ul style="list-style-type: none"> • Examine which courses and programs do not fully articulate. • Reverse engineer certificate and degree completers of the learning journey to explore course patterns and combinations or even opportunities to schedule different courses to meet the completion need (e.g., Ad-Astra, Student Focus Groups). • Develop a communication plan for students and employees to utilize applications (e.g., Starfish, Program Mapper) and include the information in Canvas, Campus Screen; Portal.
Boost and Sustain Dual and Concurrent Enrollment Programs	<ul style="list-style-type: none"> • Host K-12 student camps to introduce the MCC learning experience across a variety of disciplines and programs (e.g., Career Education, STEM). • Engaging the family unit and community members (e.g., events, open houses).
Explore Non-Credit Programs	<ul style="list-style-type: none"> • Research short-term skills needed which can be trained with non-credit courses and connect the skills which could serve as an on-ramp to MCC programs. • Identify funding opportunities for a non-credit/adult ed coordinator and counselor to support non-credit expansion. • Host professional development workshops for non-credit curriculum development.
Hold Conversations for Competency-Based Education (CBE)	<ul style="list-style-type: none"> • Use existing funds to evaluate plans and structures to offer CBE. • Explore gaps in completion of Department of Education CBE application.

Learning Journey

Table 2 reflects the results of the stakeholder engagement activities. During the activities, participants reflected and discussed the current Madera Community College activities and practices as they relate to the strategic objectives within the Learning Journey theme.

Table 2. *Current Practices and Activities related to Learning Journey*

Strategic Objective	Current activities and practices
Adopt Student-Focused Course Scheduling Practices	<ul style="list-style-type: none"> • Do not currently use applied/enrolled for planning at MCC. • Utilizing course capacity, WSCH/FTEF, FTES/FTEF, waitlists • Currently offering a variety of modalities: online, face-to-face, hybrid • Currently offering short term (9-week and 12-week) and full-term classes • Currently offering limited evening and Saturday courses • Offer dual-enrollment classes at local feeder high schools. • Offer a variety of MCCAP courses on campus. • Scheduling is done about a year in advance.
Create Data-Informed Actions to Reduce and Close Equity Gaps	<ul style="list-style-type: none"> • Colleague and Tableau reports exist but there is a need for data coaching and training. • No auto certificate/degree audit for students/auto award of certificates or workflow process for following up with students near program completion. • No formalized outreach process for following up with students that drop. • Only offering transfer-level math and English courses in compliance with AB 705 and AB 1705 • Offering digital resources to students so that they can take online courses (computer checkout, calculator, hot spots) • Food Pantry available to all students and staff • Holding cultural and community events on campus to engage students (Lumina Foundation) • Created a Welcome Center that offers different modalities (online and face-to-face) • Increased our OER/ZTC course offerings. • Some faculty members participated in a Community of Practice “Grading for Equity.” • Hired a dedicated counselor and additional staff for special programs like CAMP. • Implemented pathway groups for intentional student contacts, counseling, and mentoring activities. • Expanding dual enrollment program with local high schools • Conduct intentional outreach to students not registered or under-registered prior to next term. • Expanded wireless internet access in parking lots

<p>Expand and Scale the Utilization of Effectiveness Metrics in Planning</p>	<ul style="list-style-type: none"> • Ad-Astra – working on populating with consultants. • Starfish – student SEPs and ed planning (Degree Planner). • Student education plans are initially focused on Math and English in alignment with AB 1705. • Utilization of Starfish flags and kudos to connect students with counselors or any other services. • Retention counselor held Starfish training for faculty and staff. • We currently have a dean assigned Dual Enrollment responsibilities and counselors/coordinators to monitor and predict the needs of this program. • OER/ZTC survey for faculty to learn more about our current OER/ZTC practices—results indicated that faculty have increased their OER/ZTC offerings but still lots of room for improvement. • Use course success data to plan for embedded tutoring.
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Student Engagement

Table 3 reflects the results of the stakeholder engagement activities. During the activities, participants reflected and discussed the current Madera Community College activities and practices as they relate to the strategic objectives within the Student Engagement theme.

Table 3. *Current Practices and Activities related to Student Engagement*

Strategic Objective	Current Practices and Activities
<p>Create Meaningful and Impactful Learning and Support Experiences</p>	<ul style="list-style-type: none"> • Executive Summary of MCC Student Equity Plan https://www.maderacollege.edu/documents/about/mcc-student-equity-plan-executive-summary.pdf • Guided Pathways strategies <ul style="list-style-type: none"> ○ Pathway Counselors: Case management and more specialized counseling ○ New Mountain Lion Orientation and tours of the campus by pathway ○ Building out pathway supports for students to always have a team on their side; navigation when students do not provide the support. ○ Students need multiple avenues of communication. ○ Best practices for staying updated - regular grading on Canvas, connection (triage) with counselors, instructional faculty, and students via Starfish. • Career Coach • Program Mapper • Student support services: EOPS/CARE/Next UP, CAMP, CalWORKs, DSPS, TRiO • Welcome Center <ul style="list-style-type: none"> ○ Student ambassadors are crucial for bolstering a sense of belonging. ○ Providing training on how to navigate Canvas, Self Service, etc. Digital literacy was huge on the GP Phase 2 work plan. • Psychological Services • Testing Center: make up testing for other faculty and students. • Academic Success Center (Learning Center) • Student Activities and ASG: Co-curricular to develop leadership and leadership opportunities through Associated Student Government <ul style="list-style-type: none"> ○ Civic discussion/activities and inclusion of a variety of groups ○ Note: Student Activities are paid, ASG is volunteer work. ASG is also part of participatory governance. There is technical overlap but it is not official. Making it more integrated/official is the goal. ○ Engaging students in the governance of the college as we roll out the new participatory governance handbook.

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	<ul style="list-style-type: none"> ○ Paying students for participatory governance consistently is a need. ○ Making sure they can attend meetings is another need. Trying to make meetings have as little conflict as possible with student schedules is crucial. [Note: Determined in COA; standard schedule] ○ Orientation for expectations and roles for ASG. There is a constitution, but students feel it would be helpful to have explicit training on legal roles (Ed Code and <u>Title 5 of California Code of Regulations</u>). Political Science instructors (e.g., Bill Turini) can provide some of this professional development. Building CVs and resumes for students is another outcome from this work. ● Library Services - offering technology to students. ● Student Workers: federal work study ● Career Services ● Food Pantry and Basic Needs ● Virtual Financial Aid workshops ● Live Zoom support - welcome center, outreach, financial aid, tutoring, counseling ● Live chat “Chatbot” ● Starfish <u>Early Alert</u>/follow up by CARE team
Support Social and Economic Mobility	<ul style="list-style-type: none"> ● Pizza with the President (April 29, 2023) ● MCC's Colors of Change Mini-Conference (April 26-27, 2023) <ul style="list-style-type: none"> ○ Campus Student Events (e.g., Dolores Huerta & The Fruit of Her Labor (March 3, 2023)) ● Spring 2023 Open House ● Student Organizations ● Share scholarship opportunities for students ● Job Development Center - professional clothing drive; vouchers for the local thrift store for students to have access to affordable professional clothes for job interviews; resume help; job interview training. ● OER, low-cost, and zero-cost textbooks ● Student employment opportunities on-campus ● Public transportation accessibility to and from campus

Strategic Plan Alignment

Table 4. *Future Programs Objectives and Action Steps Aligned to the Strategic Plan Goals*

Strategic Objective	Action Steps	Strategic Plan Goal
Align Programs with Regional and Industry Trends and Opportunities	<ul style="list-style-type: none"> • Create networking opportunities for students and industry and regional leaders which could be rolled into program events and student success teams. <ul style="list-style-type: none"> ○ Create collaborative learning materials with industry and regional professionals for a contextualized learning experience. ○ Host a college-wide event that highlights regional and industry trends and demands on an annual basis (e.g., engage family unit and expand to community-wide with Lumina). 	Goal 3: Workforce & Community
	<ul style="list-style-type: none"> • Learning Communities within curricular programs. <ul style="list-style-type: none"> ○ Affinity groups and cohorts of male learners. ○ Finishing college quickly – dual enrollment. 	Goal 2: Learning & Success
Reflect Regional Student Demographics Trends	<ul style="list-style-type: none"> • Resources allocated to Data Coaching and Institutional Effectiveness employee(s). • Campus-wide professional development around data access and use. 	Supports all Goals; Goals 3 & 4
	<ul style="list-style-type: none"> • Scaled use of current applications by student services and instruction (e.g., Starfish, Ad-Astra, Tableau) 	Goal 4: Resources & Infrastructure
Strengthen Career and Transfer Programs	<ul style="list-style-type: none"> • Examine which courses and programs do not fully articulate. • Reverse engineer certificate and degree completers of the learning journey to explore course patterns and combinations or even opportunities to schedule different courses to meet the completion need (e.g., Ad-Astra, Student Focus Groups). 	Goal 2: Learning & Success
	<ul style="list-style-type: none"> • Develop a communication plan for students and employees to utilize applications (e.g., Starfish, Program Mapper) and include the information in Canvas, Campus Screen; Portal. 	Goal 4: Resources & Infrastructure
Boost and Sustain Dual and Concurrent Enrollment Programs	<ul style="list-style-type: none"> • Host K-12 student camps to introduce the MCC learning experience across a variety of disciplines and programs (e.g., Career Education, STEM). 	Goal 2: Learning & Success
	<ul style="list-style-type: none"> • Engaging the family unit and community members (e.g., events, open houses). 	
Explore Non-Credit Programs	<ul style="list-style-type: none"> • Research short-term skills needed which can be trained with non-credit courses and connect the skills which could serve as an on-ramp to MCC programs. 	Goal 3: Workforce & Community
	<ul style="list-style-type: none"> • Identify funding opportunities for a non-credit/adult ed coordinator and counselor to support non-credit expansion. 	
	<ul style="list-style-type: none"> • Host professional development workshops for non-credit curriculum development. 	Goal 2: Learning & Success
Hold Conversations for Competency-Based Education (CBE)	<ul style="list-style-type: none"> • Use existing funds to evaluate plans and structures to offer CBE. • Explore gaps in completion of Department of Education CBE application. 	Goal 2: Learning & Success

Table 5. *Learning Journey Objectives and Action Steps Aligned to the Strategic Plan Goals*

Strategic Objective	Action Steps	Strategic Plan Goal
Adopt Student-Focused Course Scheduling Practices	<ul style="list-style-type: none"> • Course Level: Establish FTES and course efficiency targets • Gather students experience and preference feedback on course offering by instructional modality, days/times, and course length by program (Include student populations like dual-enrollment, MCCAP, high school enrichment, etc.). • Develop a multi-term and yearly schedule of courses which presents offering patterns which align with Program Mapper and can be publicly viewed by current and future students. • Better inform our students about the ZTC/OER designation on Self-Service 	Goal 2: Learning & Success
Reduce and Close Equity Gaps	<ul style="list-style-type: none"> • Institutional Access: Develop and host training to analyze data to identify and mitigate equity gaps throughout the learning journey <ul style="list-style-type: none"> ○ These trainings should use the Student Equity and Achievement Plan metrics (e.g., applied/enrolled; Math/English completion; persistence; completion; transfer). ○ These trainings should include planning strategies that can be contextualized to the college programs to effectively respond to emerging or continual equity gaps. • Constituency Exploration: Host college planning events, where different constituent groups and programs can share promising practices used to address equity gaps. • Classroom Application: Provide professional development to instructors to create a better sense of belonging in the classroom. • Provide professional development to instructors to encourage ZTC/OER course offerings and classified professionals to connect students with these offerings • Expand basic needs services with consistent, sustainable funding: Food Pantry, Clothing Closet, Technology Checkout, Transportation, Childcare, Housing • Host cultural and community events to promote student engagement 	Goal 1: Equity & Antiracism
Expand and Scale the Utilization of Effectiveness Metrics in Planning	<ul style="list-style-type: none"> • Institution Level: Set college enrollment effectiveness metric standards, and include short-term, and stretch goals. Expand access to data dashboards related to program enrollment effectiveness metrics. • Expand Starfish support staff to better implement its capabilities. • Collect data on student engagement/responsiveness to official college messaging (text, email, social media, etc.) for identified metrics (FAFSA, Enrollment, SEP Completion, and Graduation Application) 	Goal 4: Resources & Infrastructure

Table 5. Student Engagement Objectives and Action Steps Aligned to the Strategic Plan Goals

	Action Steps	Strategic Plan Goal
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Create Meaningful and Impactful Learning and Support Experiences	<ul style="list-style-type: none"> • Create a crosswalk to determine connection points and collaboration between activities. 	Goal 2: Learning & Success
	<ul style="list-style-type: none"> • Research approaches to create cross-functional professional development for employees and students. 	
	<ul style="list-style-type: none"> • Develop and scale the use of Starfish with program related engagement and support. 	
	<ul style="list-style-type: none"> • Identify opportunities for student engagement activities for on campus life (e.g., fitness center, student lounges, food options) 	
	<ul style="list-style-type: none"> • Reports on student activities to attract others, highlight students in regular activities, and give student ambassadors access to post 	
Support Social and Economic Mobility	<ul style="list-style-type: none"> • Research regional opportunities and best practices for student and employee activities to support social responsibility efforts. 	Goal 3: Workforce & Community
	<ul style="list-style-type: none"> • Encourage employees and students to participate on regional councils and boards to help build awareness of MCC. 	

Action Steps, Timeframe, & Teams

Future Programs

Table 6 reflects the results of the stakeholder engagement activities. During the activities, participants reviewed a collection of promising practices and well as discussing ideas and actions to support the strategic objectives and theme.

Table 6. *Action Steps related to Future Programs*

Strategic Objective	Action Steps	Start (Year 1, 2, or 3)	Team
Align Programs with Regional and Industry Trends and Opportunities	<ul style="list-style-type: none"> • Create networking opportunities for students and industry and regional leaders which could be rolled into program events and student success teams. <ul style="list-style-type: none"> ○ Create collaborative learning materials with industry and regional professionals for a contextualized learning experience. ○ Host a college-wide event that highlights regional and industry trends and demands on an annual basis (e.g., engage family unit and expand to community-wide with Lumina). 	Year 1	Career Ed; Communications /Marketing; Guided Pathways Counselor
	<ul style="list-style-type: none"> • Intentional support efforts within curricular programs. <ul style="list-style-type: none"> ○ Affinity groups and cohorts of male learners ○ Decreasing time to completion through pathway-based dual enrollment 	Year 2	Madera Leadership Team; Equity Committee; Dual Enrollment Program with existing collaboration with High School partners
Reflect Regional Student Demographics Trends	<ul style="list-style-type: none"> • Resources allocated to Data Coaching and Institutional Effectiveness employee(s). • Campus-wide professional development around data access and use. 	Year 1	Institutional Effectiveness; Guided Pathways Committee
	<ul style="list-style-type: none"> • Scaled use of current applications by student services and instruction (e.g., Starfish, Ad-Astra, Tableau) 	Year 1	Deans; Pathways Support; College Hour Facilitators; Grant Opportunities; Flex Committee
Strengthen Career and Transfer Programs	<ul style="list-style-type: none"> • Examine which courses and programs do not fully articulate. 	Year 1	Curriculum Committee; Articulation Officer
	<ul style="list-style-type: none"> • Reverse engineer certificate and degree completers of the learning journey to explore course patterns and combinations or even opportunities to schedule different courses to meet the completion need (e.g., Ad Astra, Student Focus Groups). 	Year 2	Guided Pathway Support Teams; Institutional Effectiveness
	<ul style="list-style-type: none"> • Develop a communication plan for students and employees to utilize applications (e.g., Starfish, 	Year 1	Communications

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	Program Mapper) and include the information in Canvas, Campus Screen; Portal.		/Marketing; Instructional Designer; Outreach
Boost and Sustain Dual and Concurrent Enrollment Programs	• Host K-12 student camps to introduce the MCC learning experience across a variety of disciplines and programs (e.g., Career Education, STEM).	Year 2	Dual Enrollment Program; Office of Learning and Student Success
	• Engaging the family unit and community members (e.g., events, open houses).	Year 1	Dual Enrollment Program; Outreach; Communications /Marketing
Explore Non-Credit Programs	• Research short-term skills needed which can be trained with non-credit courses and connect the skills which could serve as an on-ramp to MCC programs.	Year 1	Faculty; Deans
	• Identify funding opportunities for a non-credit/adult ed coordinator and counselor to support non-credit expansion.	Year 1	Deans
	• Host professional development workshops for non-credit curriculum development.	Year 1	Deans; Faculty; Curriculum Committee
Hold Conversations for Competency-Based Education (CBE)	<ul style="list-style-type: none"> • Use existing funds to evaluate plans and structures to offer CBE. • Explore gaps in completion of Department of Education CBE application. 	Year 2	VPLSS; Deans; DTAC; District Director of Strategic Enrollment; other District Parties

Learning Journey

Table 7 reflects the results of the stakeholder engagement activities. During the activities, participants reviewed a collection of promising practices and well as discussing ideas and actions to support the strategic objectives and theme.

Table 7. Action Steps related to Learning Journey

Strategic Objective	Action Steps	Start (Year 1, 2, or 3)	Team
Adopt Student-Focused Course Scheduling Practices	• Course Level: Establish FTES and course efficiency targets	Year 1	District-Level Targets with Enrollment Management Dashboard; Department chairs; Deans
	• Gather students experience and preference feedback on course offering by instructional modality, days/times, and course length by program (Include student populations like dual-enrollment, MCCAP, high school enrichment, etc.).	Year 2	Deans using Ad Astra; Dual Enrollment Coordinators; CLA Department Chair; High School Partners; Focus Groups; Student Surveys
	• Develop a multi-term and yearly schedule of courses which presents offering patterns which align with	Year 2	Deans using Ad Astra; Pathway

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	Program Mapper and can be publicly viewed by current and future students.		Support Teams; Program Mapper team; Curriculum Analyst
	<ul style="list-style-type: none"> Better inform our students about the ZTC/OER designation on Self-Service 	Year 1	Admin Services (Signage); Instructional Faculty, Counseling Faculty; OER Liaison, OER Workgroup
Data-informed approaches to closing equity gaps	<ul style="list-style-type: none"> Institutional Access: Develop and host training to analyze data to identify and mitigate equity gaps throughout the learning journey <ul style="list-style-type: none"> These trainings should use the Student Equity and Achievement Plan metrics (e.g., applied/enrolled; Math/English completion; persistence; completion; transfer). These trainings should include planning strategies that can be contextualized to the college programs to effectively respond to emerging or continual equity gaps. 	Year 1	Senior Research and Planning Analyst during College Hour; Flex Committee; Equity Committee leading college-wide efforts; SEA Plan Funding Requests
	<ul style="list-style-type: none"> Constituency Exploration: Host college planning events, where different constituent groups and programs can share promising practices used to address equity gaps. 	Year 1	Community of Practice with Counseling and Instructional Faculty; ACUE Partnership and Canvas Cohort with IEPI-PRT (classified professionals, faculty, and admin)
	<ul style="list-style-type: none"> Classroom Application: Provide professional development to instructors to create a better sense of belonging in the classroom. 	Year 1	Flex Committee; Professional Development Coordinator (<i>when staffed</i>); DE/ID Coordinator (ACUE and IEPI-PRT)
	<ul style="list-style-type: none"> Provide professional development to instructors to encourage ZTC/OER course offerings and classified professionals to connect students with these offerings 	Year 1	OER Liaison; OER Workgroup
	<ul style="list-style-type: none"> Expand basic needs services with consistent, sustainable funding: Food Pantry, Clothing Closet, Technology Checkout, Transportation, Childcare, Housing 	Year 2	Food Pantry Coordinator; Financial Aid Department; Special Programs; Library; Community Partners for Childcare and other Services; Health and Psych Services;

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			Adjunct Basic Needs Coordinator (<i>to be funded and hired</i>)
	<ul style="list-style-type: none"> • Host cultural and community events to promote student engagement 	Year 1	ASG; Student Activities; Pathway Support Teams; Office of the President (<i>funding available for cultural events on campus</i>); Affinity Groups (LFA, MAAFASA)
Expand and Scale the Utilization of Effectiveness Metrics in Planning	<ul style="list-style-type: none"> • Institution Level: Set college enrollment effectiveness metric standards, and include short-term, and stretch goals. Expand access to data dashboards related to program enrollment effectiveness metrics. 	Year 3	SEM Workgroup with Identified Constituents; SEA Plan Monitoring; Guided Pathways Committee (Phase 2 Work Plan Monitoring); Senior Research and Planning Analyst
	<ul style="list-style-type: none"> • Expand Starfish support staff to better implement its capabilities. 	Year 2	Dean of Student Services; VP of Equity and Institutional Effectiveness; VP of Learning and Student Success; VP of Admin Services
	<ul style="list-style-type: none"> • Collect data on student engagement/responsiveness to official college messaging (text, email, social media, etc.) for identified metrics (FAFSA, Enrollment, SEP Completion, and Graduation Application) 	Year 2	Senior Research and Planning Analyst; Financial Aid; Admissions & Records; Counseling; Director of Marketing and Communications

*Timeline: Short-term = 1-year or less; Mid-term = between 1 and 2 years; and Long-Term = 2 more years

Student Engagement

Table 8 reflects the results of the stakeholder engagement activities. During the activities, participants reviewed a collection of promising practices and well as discussing ideas and actions to support the strategic objectives and theme.

Table 8. Action Steps related to Student Engagement

Strategic Objective	Action Steps	Start (Year 1, 2, or 3)	Team
Create Meaningful and Impactful	<ul style="list-style-type: none"> • Create a crosswalk to determine connection points and collaboration between activities. 	Year 1	Pathway Support Teams;

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Learning and Support Experiences			Student Activities; Office of the President
	<ul style="list-style-type: none"> • Research approaches to create cross-functional professional development for employees and students. 	Year 2	Professional Development Coordinator (<i>when staffed</i>); Flex Committee; IEPI-PRT Workgroup and ACUE Partnership
	<ul style="list-style-type: none"> • Develop and scale the use of Starfish with program related engagement and support. 	Year 1	PR/SLO Subcommittee; Pathway Counselors with College Hour and workshops to reach all constituency groups; Adjunct Basic Needs Coordinator (<i>future position</i>); Department Chairs
	<ul style="list-style-type: none"> • Identify opportunities for student engagement activities for on campus life (e.g., fitness center, student lounges, food options) 	Year 1	ASG; Student Activities; Pathway Support Teams; Athletics; VP of Admin Services; Facilities
	<ul style="list-style-type: none"> • Reports on student activities to attract others, highlight students in regular activities, and give student ambassadors access to post 	Year 1	Web Content Engineer; Student Ambassadors following training from Director of Marketing and Communication; Outreach; ASG
Support Social and Economic Mobility	<ul style="list-style-type: none"> • Research regional opportunities and best practices for student and employee activities to support social responsibility efforts. 	Year 2	Advisory Committees; Perkins and Strong Workforce Leads; Student Activities; Career and Transfer Center
	<ul style="list-style-type: none"> • Encourage employees and students to participate on regional councils and boards to help build awareness of MCC. 	Year 1	Students already listed on COAs and some

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			committees can pay student members
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Measures and Benchmarks of Success

The following list of measures sets short and long-term outcomes for the Strategic Enrollment Management Plan and will be used to assess the performance and support future planning discussions.

Table 9. SEM Outcomes

Outcome	Current-Baseline (2022-23)	Long-Term Goal (2025-26)		
Increase the number of Certificates, Degrees, and 4-Year College Transfer Outcomes.	Increase the number of Certificates, Degrees, and 4-Year College Transfer Outcomes. Degrees Awarded: 432 Certificates Awarded: 320 Transfer students: 541	Increase the number of Certificates, Degrees, and 4-Year College Transfer Outcomes. Degrees Awarded: 487 Certificates Awarded: 374 Transfer students: 633 <i>Growth ratio based on FTES</i>		
Increase number of students in Dual Enrollment – especially from Disproportionately Impacted (DI) populations	Headcount: 1,176 % Men of color: 27% % Low-income students from school districts: 58%	Headcount: 1,722 % Men of color: 33% % Low-income students from school districts: 63%		
Increase number of students applying for FAFSA with Madera as home campus	% completed FAFSA: 32%	% completed FAFSA: 59% <i>Goal: align with (California College Promise Grant) CCPG percentage.</i>		
Increase the rate of fall-to-spring persistence rates.	51%	64% <i>Goal: State-wide average</i>		
Increase FTES/FTEF rate.	13:1	18:1		
Increase course fill rate	70%	80%		
Reduce average unit accumulation of Madera degree and transfer completers.	74 Units	71 Units		
Overall FTES Growth				
Academic Year	2022-23 (Actual)	2023-24	2024-25	2025-26
FTES (Target based on allocations (nonres and noncred excluded) Project 6% growth)	2715	2878	3051	3234

Informational Data and Outcomes Glossary

Table 10: *Informational Data (AY 2022-2023)*

<p>Online</p> <ul style="list-style-type: none"> • Proportion of course sections offered online: 54.7% • Percent of fully online certificate programs: 0% <p>Course Offerings:</p> <ul style="list-style-type: none"> • Proportion of students enrolled in Madera Career Technical Education (CTE) courses. <ul style="list-style-type: none"> - Fall 2023: Taking CTE TOP code course: 36% Madera Pathway. • Number of sections cancelled: 163 • Proportion of accelerated courses (6, 9, 12 weeks) offered: 29% <p>Student Needs:</p> <ul style="list-style-type: none"> • Overall average class size: 12 • Cross-enrolled students, fall 2023: 60.1% of students attended MCC and other SCCCD • Tracking of students; basic needs (Food Pantry), academic (Tutorial, Library), and engagement services (Welcome Center, ASG Clubs). Creating a baseline identifying student groups participating. • Headcount Completing FAFSA with MCC Location: 36% <p>Additional Resources:</p> <ul style="list-style-type: none"> • MCC Strategic Plan 2021-2026 • Understanding & Calculating FTES Efficiency • Livable Wage: Family Needs Calculator Insight Center for Community and Economic Development. • Free Reduced-Price Meal Income Eligibility: Madera Unified (3), 89%; Chawanakee (1), 42%; Golden Valley (1) – 39% • Calculating and Understanding FTES & Productivity
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Table 11. *Outcomes Glossary*

Outcome	Definition	Source
All Student Headcount	All students who had an enrollment as a non-special admit student in at least one term of the selected year.	Student Success Metrics
California College Promise Grant (CCPG)	CCPG awarded based on financial need.	SCCCD Enrollment Management
Cross-enrolled Student Headcount or Percent	MCC attending students and enrolled elsewhere within SCCCDC.	SCCCD Enrollment Management
Fill Rate	Fill Rate is the actual enrollment in a section.	SCCCD Enrollment Management
Free or Reduced-Price Meal	K-12 students who are eligible for Free or Reduced-Price Meals (FRPM), based on income. Metrics used to understand economically disadvantaged K-12 student being served.	California Department of Education Free or Reduced-Price Meal
FTES	Full-time Equivalent Student	SCCCD Enrollment Management
FTEF	Full-time Equivalent Faculty	SCCCD Enrollment Management
FTES/FTEF	FTES/FTEF reflects how much FTES each FTEF is generating.	SCCCD Enrollment Management
Persistence	Persistence is defined here as persisting from first primary term to second primary term. Excluding students who completed an award or transferred to a postsecondary institution.	Student Success Metrics
Unit Accumulation	Avg units accumulated by all first-time assoc. Degree Earners" (Degree/Transfer Students).	Student Success Metrics
Degree/Transfer Students	Students who enrolled in the selected year with a goal of earning a two-year and/or four-year degree.	Student Success Metrics
Livable Wage	Living wage data is based on the cost of living for a single adult in the county in which each college's district office is located.	Student Success Metrics