



Palomar College
Enrollment Management and Planning:
Guiding Principles, Schedule Development Priorities,
And Data Elements for Planning Decisions

Planning Assumptions:

- Palomar College will develop a schedule to achieve its FTES Cap (including growth, when available).
- Budget will be allocated to achieve FTES Cap.

Guiding Principles:

Palomar College is committed to its academic program integrity and comprehensiveness and to providing its student community with a rigorous, quality education and engaging learning experience. The following guiding principles are intended to support the continuing mission of Palomar as a comprehensive college, as well as to support the priorities mandated by the Student Success Legislation of 2011-12 (AB-1456). The primary goal is to facilitate and support successful student progress toward educational and career goals:

- Provide access to GE/Transfer (includes the Arts), *Career Technical Education (CTE), and *basic skills curriculum (developmental courses , i.e., ENG 10, MATH 15; may also include ENG 50, MATH 50 & 60, READ 30 & 50, ESL 45 & 55)
- Sustain curriculum and program comprehensiveness to support student matriculation and achievement of certificate, degree, major field of study, transfer, and TMC requirements.
- Develop an annual discipline class schedule for Fall and Spring offerings that balances curriculum and ensures course sequencing and course rotation.
- Conduct regular, thorough review of enrollment data and trends; adjust schedule to support student needs.
- Plan for scheduling options that maximizes student access throughout day, afternoon, and evenings, as reflected in student enrollment preferences.
- Plan for discipline-level course rotation to support both day and evening student needs.
- Analyze curriculum balance of offerings at the College level regularly and plan for section adjustments in the areas of GE/Transfer, *CTE, and *Basic Skills to support student need.
- Schedule appropriate mix of method of delivery (face-to-face, distance education, hybrid)
- Respond to and support community needs with flexible scheduling as it relates to the maintenance of comprehensive academic programs and to the priorities established by the Student Success Legislation of 2011-12 (AB-1456).
- Honor commitments at center/sites (MOU with Camp Pendleton; Escondido (access to General Education curriculum), Fallbrook, and Pauma).
- Utilize facilities efficiently through review and matching of classroom capacity with course maximum.

*Includes credit and non-credit curriculum

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Adopted by IPC, 11.14.12; implemented Spring 2013



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Enrollment Management Scheduling Priorities:

Tier 1 – (Highest Priority)

- Golden Four – speech, English, critical thinking, mathematics
- GE/Transfer – courses within GE/Transfer Areas A, B, C, D, E, and IGETC
- Programs with external accreditation requirements (NURS, DA, EME, AODS, Fire Academy, Police Academy)
- Preparation for the major/transfer requirements (TMCs)
- Basic Skills/Developmental curriculum (courses numbered 0-99 in ESL, English, mathematics, reading, and non-credit basic skills.
- Core Courses (courses required for both certificate and degree completion)
- Career/Technical Education (courses required for both certificate and degree completion)

Tier 2 – (Second Priority)

- Planned rotation of primary (required) electives to support student completion of a certificate or degree requirements
- Review of course-level multiple sections and adjustments made based on student need
- “Special topics” courses that are part of CTE program as a result of recommendation (response to workforce need)
- “Special topics” courses that are going through curriculum process for permanent course designation
- Grant requirements (STEM)

Tier 3 – (Third Priority)

- Planned rotation of secondary (recommended) level electives to support student completion of a certificate or degree requirement
- High demand/community interest
- “Special topics”/Exploratory courses (not going through the curriculum process for permanent course design)
- Field courses not required in a certificate or degree or stand-alone courses
- Study Abroad program



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Enrollment Management Data to be used:

Quantitative Data

- Enrollment Load Report (discussed at IPC on 9/26/12)
- Course Level Student Demand Report
- Other reports to be identified by Research & Planning or as requested by departments
- Labor Market data (legal requirement for CTE programs)
- Student goals – can pull data on declared majors from education plans
- PRPs
 - Completion rates
 - Persistence
 - Retention
 - Certificates and degrees awarded
- Comprehensiveness of programs

Qualitative Data

- Capstone experiences (co-curricular)
- External data/research unique to the discipline or program
- Other data considerations

Other Recommendations

- Need continuity of wait lists to assist departments/disciplines in making decisions about adding classes when growth funding is available
- Develop “crash list” form for faculty to use