

## ENROLLMENT IDEAS

<b>REGISTRATION</b>		
<b>Idea</b>	<b>Suggested Strategy</b>	<b>Projected Implementation Timeframe</b>
1. Keep registration open through Saturday before the semester starts, if possible. (S. Colton) Extend registration until the Friday before classes begin. (S. Osorio)	<ul style="list-style-type: none"> <li>• Keep registration open Monday – Wednesday, with Web registration available on Thursday.</li> <li>• Get volunteers to assist students with Web Registration</li> </ul>	Spring Semester 2006 registration
2. Continue with enrollment through Friday and Saturday with class lists being available <u>electronically</u> by Monday morning or before as class lists are generated and updated. (S. Colton)		Spring Semester 2006 registration
3. Open registration as early as possible, i.e., open web registration once courses are in the database and schedule is being printed. (S. Colton)	<ul style="list-style-type: none"> <li>• For continuing students, identify labs where they can register early – advertise and promote this service.</li> </ul>	Future
4. Faculty may be closing their courses before they have a sense of how many drops are taking place. Faculty should keep an add list and call students on the list when space becomes available. (S. Colton)	<ul style="list-style-type: none"> <li>• Use technology to generate an add list for courses and maintain it.</li> </ul>	AAAG to review. Future
5. Courses that typically have numerous students trying to add – if feasible, A&R staff could be in attendance to register students into another section or course (most classrooms have computers available) (S. Colton).	<ul style="list-style-type: none"> <li>• Identify courses and provide staff/volunteers to advise on options.</li> </ul>	Future
6. Offer free parking during registration. (Group)		Spring Semester 2006 registration

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end of the semester. (J. Mikkelson)		term to be open for registration. Future
14. Stage an early registration event at the library's garden area when the schedule of classes comes out. Provide tables for divisions and department faculty to answer student questions and a library classroom set up for web registration with support. Give instructors 5 minutes to sell their courses to assembled students, " <b><i>Why I think that you should take my course!</i></b> " (M. Teed)		November 2005
15. Post lists of open classes to inform students (M. Torres)	Post a list of open classes on the first day of the first week of classes and the first day of the second week of classes at the College Center, Library & Technology Center, and in Creative Arts/Nursing area.	Spring Semester 2006

<b>RECRUITMENT</b>		
<b>Idea</b>	<b>Suggested Strategy</b>	<b>Projected Implementation Timeframe</b>
(S. Osorio)		
5. Develop alternate scheduling, such as offering weekend classes and additional late-start classes. (S. Osorio)		Future
6. Collaborate with Monterey Salinas Transit to establish an MPC "campus express" to bring students to campus, to include a regularly scheduled shuttle route, dial-a-ride service (door-to-door), and a guaranteed "ride home" provision. Compare cost of this service to operating and staffing an off-site temporary center. (A. Farrar)	<ul style="list-style-type: none"> <li>• Train local librarians and staff at one-stop center and community centers in web registration and promote this service.</li> </ul>	Future
7. Call students who took classes last semester and who have not signed up for any classes this semester to see if they are interested in registering. (J. Johannsen)	<ul style="list-style-type: none"> <li>• Contact students who didn't return after a semester.</li> <li>• Contact students who complete orientation, but who do not return.</li> </ul>	Spring Semester 2006
8. Short courses, such as two-day weekend art class, are too expensive because of the student body and enrollment fees. Consider making some of the fees optional. (J. Haxton)		Spring Semester 2006
9. MPC course enrollment incentives for employees. (J. Haxton)	<ul style="list-style-type: none"> <li>• Brainstorm incentive possibilities.</li> </ul>	Future
10. Book scholarships, like the English book awards. ESL enrollment scholarships. (J. Haxton)	<ul style="list-style-type: none"> <li>• Provide coupons for the bookstore on registration receipt.</li> </ul>	Future
11. Have translators (or referral information) available for foreign students wanting to enroll in ESL classes. (J. Haxton)	<ul style="list-style-type: none"> <li>• Update Language Ambassadors Directory (originally prepared by Liz Cipres)</li> </ul>	Fall Semester 2005
12. Get food concessions on campus, such as Starbucks or Taco Bell. (J. Haxton)	<ul style="list-style-type: none"> <li>• Extend food service to other parts of campus.</li> </ul>	Future
13. Offer some of the morning courses in the afternoon instead to ease the parking crunch. Consider reduced parking fee for verifiable car-poolers. (A. Mollet)	<ul style="list-style-type: none"> <li>• Research how other colleges/agencies verify car-poolers.</li> <li>• Research grant programs from the Air Pollution Control District.</li> </ul>	Future

<b>RETENTION</b>		
<b>Idea</b>	<b>Suggested Strategy</b>	<b>Projected Implementation Timeframe</b>
<p>1. Participate in the College Mathline presented by Palomar College and the California Community College Satellite TV Network. The College Mathline provides live tutoring assistance on campus or on a student's desktop for students in beginning algebra, geometry, intermediate algebra, college algebra, trigonometry and calculus. Offered on Wednesdays, 5:00 – 6:00 PM. (C. Anderson)</p>		<p>Carsbia to discuss with Marilyn Wilcox and Lisa Chovick. Future</p>
<p>2. Improve/expand tutoring services. Too many students are unprepared academically for the truly college-level courses. (A. Mollet)</p>		<p>Carsbia to discuss budget for tutoring services with P/VP. Future</p>

assessment for special populations: NPS spouses, DLI spouses, and seniors. Use needs assessment to determine classes/programs that could be offered to these groups.

**IDEAS FOR MARKETING/HELEN STEMLER**

1. Each program can put out a two sided paper with their program descriptions on one side, highlights, bio on instructors and on the other side occupations that their program can lead to.
2. Invite the community.... to an Open House with reps from every program to be on hand to describe their programs.
3. Publication of and advertising about Certificate programs.