

**2023-2025 Enrollment Management Plan (Year 1)**

Strategic Plan Goal & Objective	23-24 Objective(s)	23-24 Activities	Point Person(s)	Target Completion	Status	Members	Completed
<p><b>ACCESS: 1.1</b> Increase adult student population (age 25+) headcount from baseline of 3,770 in Fall 2021 to 4,170 (+400) in Fall 2024, 11% increase, [excludes ISA students] with a goal to restore to pre-pandemic level of 4,258 by Fall 2025.</p> <p><b>ACCESS: 1.5</b> Restore pre-pandemic levels of enrollments (22,114) by 2024/25, with 21,108 enrollments (+1006) in 2021/22 as baseline. Note: this is a 4.8% increase by Spring 25.</p>	<p>By Spring 2024, increase enrollment of adult student population (age 25+) by 200 <b>(5.5%)</b>.</p> <p>1. Increase continuing education offerings in Business and Paralegal (6 sections = 120 students per term).</p> <p>2. Increase NC Older Adult (OA) sections offered by <u>7</u> in Fall 2023 (105 students).</p>	<p>1. By Fall 2023, through the REACH project, increase continuing education (noncredit) offerings in Business and Paralegal with 6 additional sections (anticipated 120 students each semester).</p> <ul style="list-style-type: none"> <li>• NC BUSINESS = 9 sections (+5 sections over Fall 2022) = 86 students (as of 7.28).</li> <li>• NC PARALEGAL = 4 new sections = 44 students (as of 7.28)</li> </ul> <p>2. Fall 2024: 10 total sections of OAD (increase of 7 in Photography and Health). Increase marketing efforts. Complete facility-use agreements to expand offerings at sites within SCV by Winter and Spring 2024.</p> <p>Winter and Spring 2024: Add 11 additional sections of Older Adult courses at the following sites:</p>	<p>1. Dean, Acad. Innovation &amp; Cont. Ed., Dean, AT &amp; Business</p> <p>2. Dean and Faculty Director, Acad. Innovation &amp; Cont. Ed., AVP</p>	<p>1. Fall 2023</p> <p>2. Spring 2024</p>	<p>1. Will begin Fall 2023 and continue through Spring 2024. Might also schedule summer offerings, depending on successes observed during fall/spring.</p> <p>2. Currently working on developing partnerships with Belcaro and Oakmont. Would also like to work on a relationship with the Canyon Country Community Center to offer OAD classes (instead of at CCC due to the stairs and hills on campus that would be of hindrance for older adults to get to the classrooms. Should also explore relationship/ partnership with</p>	<p>Many -- list these</p> <p>1. Deans, Select Department Chairs</p> <p>2. PPL, PIO, Deans</p>	

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	<p>2A. Develop and approve new OAD curriculum in targeted areas.</p> <p>3. Increase target marketing efforts specific to continuing education.</p>	<p>Newhall Comm Center = 1.14 FTES, Belcaro = 1.71 FTES, Oakmont = 1.71 FTES Valencia Campus = 1.71 FTES</p> <p>2A. Examine opportunities for growth and expand curricular offerings in 23-24 as part of the NC Curriculum Committee’s work. Work with faculty to develop this coursework.</p> <p>3. Expansion of marketing strategies and campaigns to increase enrollment of programming in continuing education.</p>	<p>2A. Dean and Faculty Director, Acad. Innovation &amp; Cont. Ed., Department Chairs</p> <p>3. Dean, Acad. Innovation &amp; Cont. Ed., Dean, Career Education, Director, Advert. &amp; SM</p>	<p>2A. Spring 2024</p> <p>3. Ongoing</p>	<p>Friendly Valley as this has potential to serve older adult population with a range of offerings.</p> <p>2A. Dean/Faculty Director are developing an action plan for increasing OAD programming within the community. The plan is to work on successfully offering the courses currently approved. Once consistent scheduling of the current OAD courses exists, examine where programming gaps exist to identify opportunities to develop new courses.</p> <p>3. Develop a targeted plan to increase our marketing efforts in meaningful ways, for specific programs and the division as a whole, to increase awareness in the community</p>	<p>2A. Department Chairs, Deans, NC Curriculum Committee</p> <p>3. PPL Team, PIO</p>	

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		<ul style="list-style-type: none"> <li>• Advertisement in the Dodger’s Yearbook.</li> <li>• Marketing strategies to include targeted marketing to specific populations of students and community members using a Marketing company.</li> <li>• Fall and Spring Booklet mailings.</li> <li>• Maintaining relationships with off-site partnerships.</li> <li>• Presentations at campus and community events.</li> <li>• Media interviews with community news and radio.</li> <li>• Use of PPL Social Media platforms that were developed years ago, but no one was updating.</li> <li>• Continue to let our partners throughout the community know what is being offered in Continuing Education,</li> </ul>			of what continuing ed has to offer.		

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	<p>4. By Spring 2024, increase the percentage of short-term sections at the Canyon Country Campus to total <b>26%</b> of all sections offered at this campus during primary terms (Fall and Spring). Note: The goal is to achieve 33% by Spring 2025.</p>	<p>including new programs already scheduled or going to be scheduled in the future (and when they are expected to be offered).</p> <p>4. Department Chairs have already built additional short-term sections for Spring 2024 at CCC increasing from <b>16% (23 of 141 sections)</b> in Spring 2023 to <b>26% (47 of 180 sections)</b> in Spring 2024. This is a 22% increase over Spring 2023.</p> <p>Deans are engaging in conversations with Department Chairs to Increase short-term sections at CCC in anticipation of submission of sections for Fall 2024 term to allow students to take multiple sequential classes in same semester.</p>	<p>4. VPI, AVP, Executive Dean</p>	<p>4. Spring 2024</p>	<p>4. The Spring 2024 Section request/schedule build reflected an increased # of short-term sections to include 5, 8, and 12-week classes including additional short-term sections at CCC.</p> <p>Odessa College presented their model and fielded questions at the IAC Retreat on 8/25/23. Deans will work with Chairs to explore/expand short term courses for the Fall 2024 section build. A SEM project and Team specific to increasing short-term courses and pathways at CCC is engaged in developing and implementing a logic model and action plan related to</p>	<p>4. Department Chairs, Deans, PIO, Student Services, Faculty Leaders, Articulation Officer and Curriculum Analyst</p>	

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					focused short-term offerings and pathways.		
<p><b>ACCESS: 1.2</b> Increase *dual-enrolled FTES from 867 in 2020/21 to 1,000 in 2024/25, a 15% increase (133 FTES).</p> <p>(*Dual enrollment refers to any high school student enrolled in dual or concurrent enrollment courses. This would include those enrolled in AOC and other concurrently</p>	<p>By Spring 2024, increase dual enrollment FTES generated <b>by 8%</b> (44 FTES) from <b>867</b> (Fall 2020) to <b>936</b> (Spring 2024). This goal is inclusive of <b>ALL</b> concurrent and dual enrollment efforts, not just attained through CCAP agreements.</p> <p>1. By Spring 2024, increase the number of credit sections in Hart District schools by <b>100%</b> since 2020/21 generating an additional <b>50 FTES</b>.</p> <ul style="list-style-type: none"> <li>20/21: 38 sections (baseline) (<b>76 FTES</b>)</li> </ul>	<p>1. Establish new and expand existing dual enrollment pathways in CTE areas. By 2024-25 expand courses offered to include Architecture and Construction at Valencia HS.</p> <p>Added Fire Technology Pathway at Castaic HS.</p>	<p>1. VPI, AVP, Executive Dean, Dean, Acad. Innovation &amp; Cont. Ed., Dean, Career Education, Director, Advert. &amp; SM, Dean, AT &amp; Business, Dean, Career Education, Director, Dual Enrollment</p>	<p>1. Spring 2024</p>	<p>1. 2024-2025 planning with the Hart District began in mid-September. Per VPI's meeting with the Hart District leadership in summer 2023, the Hart District is interested in expanding dual enrollment via continuing education (noncredit) to also serve middle school students in grades 7 and 8, so conversations are underway with the Academic Senate to change BP/AP 5010 to allow us to add this opportunity. Ideally, the Hart District would like to first begin with certain Career Skills courses beginning</p>	<p>1. Dean, AT &amp; Business, Chair, Manufacturing Technology, Welding, Interior Design, Architecture, Dean, Counseling, Counseling Department</p>	

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<p>enrolled high school students taking non-dual enrollment classes).</p>	<ul style="list-style-type: none"> <li>• 21/22: 58 sections (52% increase over 20/21 – <b>104 FTES</b>)</li> <li>• 22/23: 63 sections (66% increase over 20/21 – <b>110 FTES</b>)</li> <li>• 23/24: 74 sections (95% increase over 20/21 – <b>TBD</b>)</li> </ul> <p>2. Increase the number of sections and student enrollments through CCAP agreements with local education agencies (LEAs) by 9 generating 13.5 FTES. <b>See below:</b></p> <ul style="list-style-type: none"> <li>• 23/24: 9 sections for 23-24 at LEAs (as of 7/24/23).               <ul style="list-style-type: none"> <li>○ OFL: 2 sections</li> <li>○ SCVi: 1 section</li> <li>○ Gorman: 3 sections</li> <li>○ LACOE: 2 sections</li> </ul> </li> </ul>	<p>1A. Increase professional development and training for dual enrollment faculty. Explore options for periodic “check ins” or “virtual drop-ins” with experienced faculty and deans during the semester to help support dual enrollment faculty.</p> <p>2. Expand dual enrollment partnerships to include charter schools throughout the Santa Clarita Valley to offer in-person, hybrid, online and/or onlineLIVE classes at four sites in 23-24.</p> <p>2B. Create AA pathways for charter students using both dual and concurrent enrollment options. (Conversations underway with LEAs to pursue this where possible)</p>	<p>2. AVP, Dean, Acad. Innovation &amp; Cont. Ed., Director, Dual Enrollment</p>	<p>2. Fall 2023</p>	<p>with grade 8 students at their middle school sites.</p> <p>1A. Establishing a Fire Technology pathway at Castaic, launching in Fall 2023. Expanding Welding Pathway at Castaic. Partnering with Hart District to offer Architecture / Construction beginning this Fall 2023 term at Valencia.</p> <p>2. Partnering with SCVi, OFL, Learn4Life/Mission View, and Gorman Learning Center. All will be offering dual enrollment beginning in 23/24. Expectation of a 7-8% increase (how determined?) in FTES each year based on increased partnerships and expansion of course offerings in year 2 of the partnerships.</p>	<p>2. Deans, Department Chairs</p>	

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	<ul style="list-style-type: none"> <li>○ Learn4Life: 1 section (still finalizing agreement)</li> </ul> <p>3. Increase the number of high school students registered as concurrently enrolled students from a baseline of 3282 in 22/23 to 3446 (5%) by 23/24.</p>	<p>3. This objective is specific to non-CCAP classes. the majority of DUENR students in Fall 2022 (723) and Spring 2023 (725) were also enrolled in at least one other non-DUENR section. Given that nearly all of the DUENR students also enroll in a non-DUENR class, *provided are the unduplicated counts for both Concurrently Enrolled and Dual Enrolled students.</p> <p>*concurrently enrolled students = 3581 in 2019/20, 3367 in 2020/21, 3119 in 2021/22, 3282 in 2022/23.</p>	<p>3. VPI, AVP, VPSS, Outreach, PIO</p>	<p>3. Spring 2024</p>	<p>3. Need to determine appropriate strategies to increase concurrent enrollment headcounts. One possibility is connecting with homeschooled students and parents to build a relationship with this population. Instruction and Student Services are looking into this.</p>	<p>3. TBD</p>	
	<p>4. Create bridge from noncredit to credit by offering NC classes to 7<sup>th</sup> and 8<sup>th</sup> grade students.</p>	<p>4. Revised BP/AP 5010 to allow 7<sup>th</sup> and 8<sup>th</sup> grade students the opportunity to enroll in NC classes.</p>	<p>4. VPI, VPSS</p>	<p>4. Spring 2024</p>	<p>4. Revision to BP/AP 5010 was approved by Academic Senate on 10.5.23. Must be BOT approved next.</p>	<p>4. Academic Senate Policy Committee</p>	

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	5. Develop/revise marketing materials for select Dual Enrollment classes and programs.	<p>Begin creating appropriate NC curriculum in the appropriate NC categories that would shift Community Education camp classes to NC offerings.</p> <p>5. Develop and implement dual enrollment marketing materials for specific populations and purposes. Leverage use of Career Trees, program pathways matter, and other marketing materials (i.e. program copy points) to help interest HS students and parents in DE classes and transfer and CTE programs.</p>	5. AVP, Director, Dual Enrollment, Dean, Acad. Innovation & Cont. Ed., Director Adver. & SM, Dean of Career Education	5. Spring 2024	5. Career Trees for 32 CTE programs completed. Develop additional Career Trees for transfer programs.	5. PIO, Hart District Partners	
<b>ACCESS: 1.3</b> Increase incarcerated FTES from 130 in 2021/22 to 150 FTES in 2024/25, 15% increase.	1. By Spring 2024, achieve 140 FTES through a combination of credit and noncredit (regular and enhanced) to achieve a 7% increase from 2021-2022.  1A. Increase <b>credit sections</b> by Spring 2024 from 22 to 25	<p>1. Continue to expand course offerings to meet the needs of our incarcerated student population to include continuing education vocational courses, as well as courses supporting mental health as requested by LASD.</p> <p>1A. Look for opportunities to offer additional credit courses at</p>	1. AVP, Dean & Faculty Director, Acad. Innovation & Cont. Ed.	1. Spring 2024	1. Currently discussing with LASD partners on how to continue to expand offerings, as well as develop new programming based on student and program needs. Achieving this percentage in increase in FTES is heavily dependent on external factors (i.e. budget and staffing available with our partners).		

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	<p>to generate an additional 8.5 FTES.</p> <p>1B. Increase <b>NC sections</b> from 161 (current) to 172 by Spring 2024 to generate 8 FTES.</p>	<p>the facilities based on LASD staffing and classroom availability to assist students in completing their GE requirements. Work with Melissa Brandan to create pathways ensuring students are offered classes in all required areas to complete their Gen Ed coursework (IGETC). Look for opportunities to increase Career Education offerings in the following areas:</p> <ul style="list-style-type: none"> <li>• Culinary</li> <li>• Welding</li> <li>• Manufacturing</li> <li>• Auto Tech</li> <li>• Construction</li> </ul> <p>1B. Development of NC Curriculum, including:</p> <ul style="list-style-type: none"> <li>• Bias Training,</li> <li>• Vet Tech,</li> <li>• Commercial Painting.</li> </ul>					
<p><b>ACCESS: 1.4</b> Increase noncredit CDCP FTES from 144 in 2021/22 to</p>	<p>By Fall 2024, increase noncredit CDCP FTES by 32 (19% increase).</p>	<p>1. Expand offerings to include new course offerings to be approved in 23/24:</p> <ul style="list-style-type: none"> <li>• NC.ESL curriculum;</li> </ul>	<p>1. AVP, Dean &amp; Faculty Director, Acad. Innovation &amp; Cont. Ed.</p>	<p>1. Fall 2024</p>	<p>1. With the development of the NC Curriculum Committee we will be able to approve and offer courses faster,</p>	<p>1. Department Chairs and Faculty Champions of</p>	

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<p>200 in 2024/25 (a 39% increase and an additional 56 FTES.)</p>	<p>1. Offer 50 sections at 7 site(s) generating 32 FTES for 23/24.</p> <p>Off-Site Locations:</p> <ul style="list-style-type: none"> <li>• AMS Fulfillment</li> <li>• McGrath Elementary School</li> <li>• Newhall Elementary School</li> <li>• Honda Performance</li> <li>• Newhall Community Center</li> <li>• Canyon Country Community Center</li> <li>• Bridge to Home</li> </ul> <p>2. Increase marketing efforts specific to CDCP continuing education courses and certificates.</p>	<ul style="list-style-type: none"> <li>• Two Theatre courses;</li> <li>• Vectorworks Drafting;</li> <li>• Makerspace;</li> <li>• Commercial Painting;</li> <li>• OAD Art class;</li> <li>• OnlineLIVE training;</li> <li>• Additional CETL coursework</li> </ul> <p>2. Expansion of marketing strategies and campaigns regarding CDCP courses available through Continuing Education:</p> <ul style="list-style-type: none"> <li>• Advertisement in the Dodger’s Yearbook.</li> <li>• Marketing strategies to include targeted marketing to specific populations of students</li> </ul>	<p>2. Dean, Acad. Innovation &amp; Cont. Ed., Director, Advert. &amp; SM, PPL Team</p>	<p>2. Spring 2024</p>	<p>supporting an expanded schedule of classes in Continuing Ed that will increase FTES by 13% each year.</p> <p>2. Working with consultant to solidify a solid marketing plan for PPL, as well as working with PIO to find additional marketing tools for use.</p>	<p>Curriculum Development</p> <p>2. AVP, PIO</p>	

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		<p>and community members using a Marketing company.</p> <ul style="list-style-type: none"> <li>• Fall and Spring Booklet mailings.</li> <li>• Maintaining relationships with off-site partnerships.</li> <li>• Presentations at campus and community events.</li> <li>• Media interviews with community news and radio.</li> <li>• Use of PPL Social Media platforms that were developed years ago, but no one was updating.</li> <li>• Continue to let our partners throughout the community know what is being offered in Continuing Education, including new programs already scheduled or going to be scheduled in the future (and when they are expected to be offered).</li> </ul>					

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		3. Explore development of additional GED/HISET/High School coursework.					
<p><b>ACCESS: 1.5</b> Restore pre-pandemic levels of enrollments (22,114) by 2024/25, with 21,108 enrollments (+1006) in 2021/22 as baseline. Note: this is a 4.8% increase by Spring 25.</p>	<p>1. By Fall 2024, increase enrollments <b>by 2.5 %</b> (or approximately an additional 500 students or an increase to 21,610) to restore to pre-pandemic levels of enrollments (22,114) by 2024/25.</p> <p>2A. Increase Credit ISAs from 1278 FTES in 21/22 to 1409 FTES in 24/25 (+5% and +5% year over year.)</p>	<p>1. Increase in person classes at Canyon Country Campus. Create structured schedules based on existing pathways allowing students to take multiple courses in same day at CCC.</p> <p>1A. Develop more 8-week 2-course sequences (e.g., Anatomy 1 in 1<sup>st</sup>-8weeks, Anatomy 2 in 2<sup>nd</sup>-8weeks) and in chemistry, computer science, math, to entice more rapid completion.</p> <p>1B. Maximize potential of CVC-OEI and participation as a teaching college.</p> <p>2A. Development of new curriculum for LAPD civilian training.</p>	<p>1. VPI, AVP, Executive Dean</p> <p>2. VPI, AVP, Executive Dean, Dean, Acad.</p>	<p>1. Spring 2024</p> <p>2. Spring 2025</p>	<p>1. Chemistry, Bio-Sci, and Physics labs are now in structured time blocks. Some Gen Ed classes specifically built around these blocks.</p> <p>2. Credit: Simplified the ISA instructor application process making it more accessible via</p>	<p>1. Deans, Department Chairs</p> <p>2. Director, Enrollment Support</p>	

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	<ul style="list-style-type: none"> <li>• 23/24 increase of 5% to 1342 FTES.                             <ul style="list-style-type: none"> <li>○ LAPD 1073 FTES</li> <li>○ LASD 269 FTES</li> </ul> </li> <li>• 24/25 increase of 5% to 1409 FTES.                             <ul style="list-style-type: none"> <li>○ LAPD 1127 FTES</li> <li>○ LASD 282 FTES</li> </ul> </li> </ul> <p>2B. Increase Noncredit ISAs from 430 FTES in 21/22 to 568 FTES in 24/25 (+15% and +15% year over year)</p> <ul style="list-style-type: none"> <li>• 23/24 increase of 15% to 494 FTES                             <ul style="list-style-type: none"> <li>○ LACoFD FIRE Division 454 FTES</li> <li>○ Lifeguard Division 40 FTES</li> </ul> </li> <li>• 24/25 increase of 15% to 568 FTES</li> </ul>	<ul style="list-style-type: none"> <li>• Increase LASD EVOC training weekly rosters</li> <li>• Coordination with LASD to increase the number of ISA instructors allowing for increased acceptance and processing of gun range rosters.</li> </ul> <p>2B. Add additional junior lifeguard summer training rosters. Continued development of LACoFD online training.</p>	<p>Innovation &amp; Cont. Ed., Others</p>		<p>improvements to the ISA webpage. Noncredit: Junior Lifeguard enrollment of younger students is in place.</p>		

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	<ul style="list-style-type: none"> <li>LACoFD FIRE Division 522 FTES</li> <li>Lifeguard Division 46 FTES</li> </ul>						
<p><b>ACCESS: 1.6</b> Increase successful enrollment rate for first-time applicants among first-time cohort of students from 43% in 2020/21 to 45% for 2023/24 cohort (goal assesses in 2024/25). [Aligned w/ SEA Plan]</p>	<p>1A. Evaluate the matriculation process for student drop points.</p> <p>1B. Move Career Exploration to the front of the Matriculation process.</p> <p>1C. Expand Capacity to provide all new incoming students with a comprehensive educational plan.</p> <p>2. Increase prospective student and current student</p>	<p>1A. Develop, refine &amp; utilize enrollment funnel data to determine where students fall out of the funnel and implement intentional supports to pull students through.</p> <p>1B. Ensure all new incoming HS students have opportunity to explore careers and identify program/pathway that aligns with career interests.</p> <p>1C. Build top 25 programs into Colleague/Self-Service Curriculum Tracks; continue adding programs each successive year.</p> <p>2. Access Google Analytics to determine baseline usage of</p>	<p>1A. VPSS, Dean, Counseling, Dean A&amp;R, Dir Outreach, Enrollment Serv.</p> <p>1B. Career Counselor, Dean, Counseling, Promise Team, Matriculation Team</p> <p>1C. Dean, Counseling, Enrollment Services, Counseling</p> <p>2. AVPIRPIE, AVP, Dean,</p>	<p>1A. Spring 2024</p> <p>1B. Spring 2024</p> <p>1C. Fall 2024; each successive fall.</p> <p>2. Fall 2024</p>	<p>1A. and 1B. The Matriculation committee is meeting to review data on the fall out points, review of career exploration and implementation of student support.</p> <p>1C. Currently reviewing the implementation of Curriculum Tracks.</p> <p>2. In progress</p>	<p>1A. and 1B. Outreach Team, Welcome Center Team, Canyons Promise Team</p>	

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	awareness and usage of Program Pathways Mapper tool.	PPM. Create and launch campaign to promote tool internally and externally.	Counseling, PIO, Others				
<p><b>ACCESS: 1.7</b> Increase a) high school transition by high school, b) education plan completion, c) Canyon Country Campus FTES, and d) noncredit to credit transition, per Instruction, Student Services, and Enrollment Management plans.</p>	<p>1. Implement strategic scheduling approach to reduce cancelled sections and increase sections based on student interest related to modality.</p> <p>2. Increase high school transition by high school, education plan completion, and CCC FTES by providing information about the specific terms that a course will be reliably offered in, regardless of the academic year.</p>	<p>1. Adjust initial section requests based on new enrollment guiding principles and higher fill rates. Schedule more conservatively based on enrollment trends by modality.</p> <p>2. Complete the identification of the Term a course is typically offered in the Catalog Listing search function within Self Service.</p>	<p>1. AVP, Executive Dean</p> <p>2. AVP, Articulation Officer and Curriculum Analyst</p>	<p>1. Ongoing</p> <p>2. Fall 2023</p>	<p>1. Spring 23 had 104 less cancelled sections compared to Spring 22.</p> <p>2. We have 95% of our courses marked on the online schedule with what term they are typically offered in.</p>	<p>1. Deans, Department Chairs</p>	

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	<p>3. Increase high school transition by high school, noncredit to credit transition, and enrollment/support/engagement of African American/Black, Hispanic, and First Generation.</p> <p>4. Increase prospective students through the advertisement and</p>	<p>3. Increase outreach to systemically excluded students</p> <ul style="list-style-type: none"> <li>• i. Host college-wide events specific to celebrating specific communities (i.e. Hispanic heritage/Dreamer community, others).</li> <li>• ii. Increase number of students who apply for Financial Aid.</li> <li>• iii. Increase outreach and recruitment efforts to ESL students.</li> <li>• iv. Partner with MESA/Outreach/Hart District to host an activity in Fall or Spring for target DI populations that exposes students to STEM and other career fields?</li> <li>• v. Complete focus group project to obtain qualitative data about black student experiences.</li> </ul> <p>4. Continue to work with the local high schools to bring students on to campus during</p>	<p>3. Student Outreach, VPSS, AVPIRPIE, Director, DEI, Dean, MSE</p> <p>4. VPSS, Dean, Counseling, Director,</p>	<p>3. 2023/24 academic year</p> <p>4. Spring 2024</p>	<p>3. Hired new Interim Director over outreach to start working with many different offices on partnering on recruitment efforts.</p> <p>4. Working with the Interim Director of Outreach and the Hart District partners to be on</p>	<p>3. Student Outreach, VPSS, AVPIRPIE, Director, DEI, Dean, MSE</p> <p>4. VPSS, Dean, Counseling, Director,</p>	

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	<p>recruitment for the Canyons Promise Program.</p> <p>5. Increase Canyon Country Campus enrollments and completion of programs at that campus.</p> <p>6. Increase prospective student and current student awareness and usage of Program Pathways Mapper tool.</p>	<p>the spring term in the senior year. Promote Canyons Promise through parent orientations in Spring 2024. Increase the number of service with high school students who enroll by 150 over Fall 2023.</p> <p>5. As part of the SEM Project through the RP Group, develop a workplan for increasing enrollments at the Canyon Country Campus through multiple efforts including accelerated courses and programs, wrap around support and services, etc. (elaborate).</p> <p>6A. Develop 2+2 maps within the Program Pathways Mapper tool with CSU Northridge in high transfer areas.</p>	<p>Student Outreach and Welcome Center</p> <p>5. VPI, AVP, Executive Dean</p> <p>6A. VPI, AVP, Dean, Counseling, AVPIRPE</p>	<p>5. Spring 2024</p> <p>6A. Depends on CSUN and Program Mapper status</p>	<p>each campus throughout the academic year. Working with the Hart District to identify specific high school activities and events for Spring 2024. Will leverage matriculation dashboard data to follow-up with personal contacts to students with missing steps.</p> <p>5. Submitted Application and selected. Completed Self Assessment and Data Analysis assignment. Attending Team Convening on 6/2-6/3. Developed Logic Model to outline a plan of action (in development). SEM Project Team convened meeting on 8/31/23 to discuss progress).</p> <p>6A. Inquires made to establish partnership with CSUN to develop 2+2 maps similar to Bakersfield College/CSU Bakersfield.</p>	<p>Student Outreach</p> <p>5. VPSS, ASP, Dean, Counseling, Dean, Acad. Innovation &amp; Cont. Ed., VPPIO, VPIRP, PI, District Communication</p> <p>6A. Career Counselor</p>	

**2023-2025 Enrollment Management Plan (Year 1)**

Strategic Plan Goal & Objective	23-24 Objective(s)	23-24 Activities	Point Person(s)	Target Completion	Status	Members	Completed
		6B. Train all Outreach and Welcome Center staff on Program Mapper to ensure use at all outreach events.	6B. Dean, Counseling, Director, Stud. Outreach	6B. Fall 2023	6B. Student Services is working to schedule these trainings this fall.		
<b>Additional Goal</b>	1. Increase in-person, on-campus classes by maximizing room usage during peak times to improve classroom utilization and maximize efficiency.	1. Improve review of room utilization data to take into consideration classroom reallocation decisions based on enrollment, waitlists and fill rates, modality, and demand for day/evening classes.	1. AVP	1. Fall 2023	1. Convening of Deans on 6/5 to examine room utilization. Student Center Swing Space needs and analysis took place throughout Summer 2023. Updated Fall 2024 Room Assignments provided to Chairs on 8/25/23 to aid in section building for Fall 2024.	1. Office of Instruction, Deans, Department Chairs	
<b>Additional Goal</b>	1. Increase use of course and program success and completion data to evaluate student success when developing course schedules.	1. Provide FLEX trainings on use of visualizations to deans, department chairs, others. Embed these trainings in meetings department chairs are required to attend. Consider a mini-training/demo as part of the IAC Retreat in August. Consider providing “working sessions” while people are developing their schedules, so they can talk to others, perhaps with experts available to assist.	1. AVP & Director, IRPE	1. Spring 2024	1. IRPIE continues to develop tableau visualizations and provide trainings for all.	1. AVP, Executive Dean, Deans, Department Chairs	

**2023-2025 Enrollment Management Plan (Year 1)**

Strategic Plan Goal & Objective	23-24 Objective(s)	23-24 Activities	Point Person(s)	Target Completion	Status	Members	Completed
<p><b>ACCESS: 1.8</b> Restore the pre-pandemic level of 225 FTES for international student enrollment in 2024/25, and using 225 FTES as a baseline increase 10% FTES in international student enrollment for every academic year afterwards.</p>	<p>1. Develop future enrollments through offering the Global Online Learning (GOL) program to stakeholders in all five geopolitical prospecting regions.</p> <p>2. Increase student referrals from agents to 60%.</p> <p>3. Enhance international partnerships with institutions that require education abroad as part of their degree requirement.</p> <p>4. Re-establish connections and partnerships with prior thriving markets like China.</p>	<p>1. Increase ISP-focused online classes to 4 classes in 23-24.</p> <p>1A. Utilize the post political/COVID market recovery aspect of Agent representation through leveraging relationship development through ICEF and similar venues.</p> <p>2. Expand partnerships with institutions overseas in two focused regions: Asia and Europe.</p> <p>3. 1-2 recruitment trips to China.</p> <p>4. Work with the local homestay company to place students into the living environment appropriate for their learning and acculturation.</p>	<p>1. Director &amp; Dean, International Services and Programs</p> <p>2. Director &amp; Dean, ISP</p> <p>3. Director &amp; Dean, ISP, Math &amp; History Faculty</p> <p>4. Director &amp; Dean, ISP</p>	<p>1. Spring 2024 and ongoing</p> <p>2. Fall 2024</p> <p>3. Spring 2024 and ongoing</p> <p>4. Spring 2024</p>	<p>1. Two classes are in place for Fall 2023</p> <p>2. Two Agent Conferences have been planned.</p> <p>3. Attendance for the largest Education Abroad conference is in place for November, 2023.</p> <p>4. In discussion with Chinese partners for an appropriate time to visit.</p>	<p>1. ISP, Instruction, Student Services</p> <p>2. ISP, Contract Services</p> <p>3. SP, Instruction, Student Services</p> <p>4. ISP</p>	

**2023-2025 Enrollment Management Plan (Year 1)**

Strategic Plan Goal & Objective	23-24 Objective(s)	23-24 Activities	Point Person(s)	Target Completion	Status	Members	Completed
	<p>5. Leverage local ethnic communities to create smoother cultural acclimation for students (friends, family, food).</p> <p>6. Continue strategic market testing in micro-market locations with emerging 2+2 awareness (e.g., Mauritius, Luxemburg, Angola, Taiwan, Georgia).</p> <p>7. Reach 80% of the pre-pandemic FTES (units enrollment of 4,320).</p> <p>8. Increase opportunities for faculty participation for ISP’s Comprehensive Internationalization’s Strategic Goals.</p>	<p>5. Work with EducationUSA advisors in the regions and attend the recruitment fairs.</p> <p>6. Raise COC’s global profile by attending recruitment fairs, expand partnerships to tap into the foreign governments’ funding, and streamline the process for overseas students to take online classes at COC.</p> <p>7. Increase professional development specific to teaching International students.</p>	<p>5. Director, ISP</p> <p>6. Director &amp; Dean, ISP</p> <p>7. Director &amp; Dean, ISP</p> <p>8. Dean, ISP, Math &amp; History Faculty</p>	<p>5. Spring 2024 and ongoing</p> <p>6. Spring 2024 and ongoing</p> <p>7. Spring 2024</p> <p>8. Fall 2023, and ongoing</p>	<p>5. Multiple meetings have taken place in conversation with the vendor.</p> <p>6. A 4-country recruitment trip, hosted by EducationUSA, has been set for Europe for September; another 3-country trip has been set for Oct/November; a trip to Taiwan has been set for September.</p> <p>7. As of 8/16/2023, we are meeting the target to achieve 80% of the pre-pandemic unit goals for 23-24.</p> <p>8. The draft of a course offered through CETL has been presented to the coordinators.</p>	<p>5. ISP</p> <p>6. ISP</p> <p>7. ISP, Instruction, Student Services</p> <p>8. Dean, ISP, Math &amp; History Faculty, and CETL Coordinators</p>	

**2023-2025 Enrollment Management Plan (Year 1)**

Strategic Plan Goal & Objective	23-24 Objective(s)	23-24 Activities	Point Person(s)	Target Completion	Status	Members	Completed
<p><b>SUCCESS: 3.1</b> Increase the number of students earning non-ADT degrees from 1,500 in 2021/22 to 1,650 in 2024/25, 10% increase.</p> <p><b>SUCCESS 3.2</b> Increase number of students earning ADT awards from 1,290 in 2021/22 to 1,419 in 2024/25, 10% increase.</p> <p><b>SUCCESS 3.3</b> Increase the number of students earning certificates from 1,770 in 2021/22 to 1,947 in 2024/25, 10% increase.</p> <p><b>SUCCESS 3.4</b> Increase number of students earning noncredit certificates</p>	<p>1. Increase the number of sections flagged as ZTC.</p> <ul style="list-style-type: none"> <li>• 2022-23: 839 ZTC sections (785 were CR, 54 were NC)</li> <li>• Increase the number of sections flagged as ZTC from 839 in 2022-23 to 923 in 2024-25, 10% increase</li> </ul> <p>2. Increase development and adoption of ZTC materials for courses and degrees (add measurable percentage increase).</p>	<p>1. Expand number of ZTC flagged sections by purchasing class sets of texts for selected courses.</p> <p>2A. Instruction will continue to improve the accuracy of ZTC sections identified in the class schedule to support students.</p> <p>2B. Deploy secured funding to support OER development</p>	<p>1. AVP, Executive Dean, Dean, Ed. Technology</p> <p>2A. Office of Instruction</p> <p>2B. Dean, Ed. Technology,</p>	<p>1. Spring 2024</p> <p>2A. Spring 2024</p> <p>2B. Depends on percentage</p>	<p>1. May 2023, met with Library staff to discuss strategy for completing this task.</p> <p>2A. The Office of Instruction relies heavily on the negotiated timeline for and the identification of staffing of sections and classified staff available to prioritize staffing of sections and coding for ZTC. We will continue to examine options and opportunities to improve accuracy of and updated ZTC information in Self Service.</p> <p>2B. Funding is secured for 2.a and activities will commence</p>	<p>1. Librarian, Barnes and Noble</p> <p>2A. Department Chairs, Deans</p> <p>2B. Dean, Ed. Technology,</p>	

**2023-2025 Enrollment Management Plan (Year 1)**

Strategic Plan Goal & Objective	23-24 Objective(s)	23-24 Activities	Point Person(s)	Target Completion	Status	Members	Completed
<p>awarded from 550 in 2021/22 to 605 in 2024-25, 10% increase.</p> <p><b>SUCCESS 3.6</b> Increase number of all students completing nine credit CTE units from 2,641 (2020/21) to 3030-3162, 15-20% increase.</p>		<p>(stipends for faculty and wages for support staff)</p> <p>a. Title V HIS grant = \$30,000 annually for 4 years, then \$20,000 for 1 year</p> <p>i. Target OER adoption and adaptation in STEM courses with high LatinX enrollments</p> <p>b. CCCCO ZTC Implementation Grant = \$180,000</p> <p>i. Create a Baccalaureate degree program that is offered to students as a ZTC program.</p> <p>c. CCCCO ZTC Acceleration Grant = \$200,000</p> <p>i. Discipline TBD</p>	Director, Online Education	increase identified -- Fall 2024	with the start of the grant in October 2023. Funding for 2.b is secured and work has commenced. Funding for 2.c will be applied for by September 15, 2023.	Director, Online Education	
<p><b>SUCCESS: 3.4</b> Increase number of students earning noncredit certificates awarded from 550 in 2021/22 to 605 in 2024-25, 10% increase. *</p>	<p>Increase students earning noncredit certificates by 10% using 2021/2022 as baseline. Increase certificate awards as listed below for each year:</p> <ul style="list-style-type: none"> <li>From 550 certificates in 21/22 to 567 in 22/23</li> </ul>	<p>1. Expand offerings to include new certificate offerings to be approved in 23/24:</p> <ul style="list-style-type: none"> <li>NC.ESL curriculum;</li> <li>Two Theatre courses;</li> <li>Vectorworks Drafting;</li> <li>Makerspace;</li> <li>Commercial Painting;</li> <li>OAD Art class;</li> </ul>	1. Dean and Faculty Director, Acad. Innovation & Cont. Ed.	1. Spring 2025	1. Schedule courses so that students are able to complete certificates in no more than a year.	1. AVP, PIO	

**2023-2025 Enrollment Management Plan (Year 1)**

Strategic Plan Goal & Objective	23-24 Objective(s)	23-24 Activities	Point Person(s)	Target Completion	Status	Members	Completed
	<ul style="list-style-type: none"> <li>Increase to 584 certificates in 23/24</li> <li>Increase to 605 certificates in 24/25</li> </ul>	<ul style="list-style-type: none"> <li>CETL courses / CETL certificate(s)</li> </ul> <p>2. Marketing campaigns highlighting new certificates:</p> <ul style="list-style-type: none"> <li>Highlight page in Fall and Spring mailers of new certificates available</li> <li>Targeted marketing to populations who would be interested in certificate programs, such as Makerspace and Vectorworks Drafting</li> <li>Market through the PPL Social Media page</li> <li>Work with Harriet on identifying additional marketing strategies for current and new certificate programs.</li> </ul>	2. Dean, Acad. Innov. & Cont. Ed., PPL Team	2. Fall 2024	2. Once new programs are approved, deploy identified marketing strategies as listed under activities.		
<b>SUCCESS: 3.8</b> Increase completion of transfer-Level Math and English in year 1 for first-time cohort students	1. Increase faculty usage of Canyons Connects.	1. Increase faculty usage of Canyons Connects progress surveys from and average of 245 per primary term to 275 by Fall 2024, and 300 by Fall 2025.	1. Dean, Counseling	1. Fall 2024	1. The number of faculty completing surveys has declined over the last three semesters (Spring 2022 = 116, Fall 2022 = 115, Spring 2023 = 100). The Canyons Connects Advisory Group meets	1. Canyons Connects Team, PIO, Deans	

2023-2025 Enrollment Management Plan (Year 1)

Strategic Plan Goal & Objective	23-24 Objective(s)	23-24 Activities	Point Person(s)	Target Completion	Status	Members	Completed
<p>from 32% (2020/21) to 36% for 2023/24 FT cohort, 4 percentage point increase.</p> <p><b>SUCCESS: 3.9</b> Increase term-to-term persistence (metric change to account for spring starters) for first-time cohort students from 72% (2019/20) to 73% for 2022/23 cohort, 1 percentage point increase.</p> <p><b>SUCCESS: 3.11</b> Eliminate equity gaps for prioritized disproportionately impacted groups per metrics included in the Student Equity &amp;</p>	<p>2. Increase faculty engagement in Equity Minded, Culturally Responsive Teaching (CRT) and other high-impact teaching and engagement practices (including online).</p>	<p>2. Continue to infuse culturally responsive curriculum throughout all academic areas. Increase and diversify the departments and faculty engaging in equity-minded, culturally responsive teaching through Professional Development opportunities through CETL and IDEAA. Increase efforts to encourage faculty engagement and connection with students through Canvas, Canyons Connects, Web Chat System, email, texts, phone calls, in-person meetings, office hours, etc.</p>	<p>2. AVP, CETL Coordinators, Dean, Ed. Technology, Director, DEI, Dean, Hum, SBS, Math</p>	<p>2. Fall 2024</p>	<p>monthly and will focus on ways to increase faculty usage of both flags and referrals.</p> <p>2. Working to complete identification and analysis of percentage of faculty who have completed CRT training as identified by CETL course completion and other courses (@One, others). Once determined, Instruction will set an appropriate goal for increasing the number of faculty currently trained in CRT.</p> <p>Math: Creating Faculty Inquiry Group to improve culturally responsive teaching in Calculus 1 courses (Math 211, 240) and developing a support version of the courses (Math 211X, 240X).</p> <p>Math: Increasing completion from 32% to 36% is a 12-percentage point increase in</p>	<p>2. CETL Steering Committee, Online Education, Intercultural Center; English Department, Math Department</p>	

2023-2025 Enrollment Management Plan (Year 1)

Strategic Plan Goal & Objective	23-24 Objective(s)	23-24 Activities	Point Person(s)	Target Completion	Status	Members	Completed
Achievement Plan (2022-2025).	3. Increase the quality of Online, OnlineLIVE, HyFlex, and Hybrid courses.	3. Provide professional development workshops.	3. Dean, Ed. Technology,	3. Spring 2024	<p>completion (4% raw increase). If we attribute half of the increase in completion to increasing enrollment → 6% enrollment growth in transfer-level Math and English offerings. Fall 2023 Math section offerings increased by 6% compared to Fall 2022.</p> <p>English: Continuing work of ENGL AB-1705 Faculty Inquiry Group (FIG) to monitor student success in ENGL 101 and new Noncredit ENGL courses, create and facilitate SkillShare PD sessions for ENGL faculty, and gather data for ENGL 101, NC.ENGL 001/002 and other ENGL classes in course sequence to assess impacts of AB-1705. Continue TLC Pilot of offering embedded tutors for online ENGL 101.</p> <p>3. To help assess “quality” count the number of sections</p>	3. Deans, Department Chairs	

**2023-2025 Enrollment Management Plan (Year 1)**

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	<p>4. Increase student enrollments in NC English and NC Math support courses.</p> <p>5. Increase success rates for gateway courses on the Top 20 D,F,W list.</p>	<p>Develop an advanced online teaching course.</p> <p>4. Leverage referrals through Canyons Connects. Promote/market benefit of support courses to students.</p> <p>5. Develop awareness of the lack of progress on closing equity gaps for the Top 20 D,F,W list. Consider developing strategies specific to improving student success and eliminating equity gaps in these courses. Identify and improve success strategies for targeted student groups.</p>	<p>Director Online Ed., CETL Coord.</p> <p>4. Dean, Acad. Innovation &amp; Cont. Ed., Dean, Counseling, English/Math Faculty</p> <p>5. VPI, AVP, VPIRPE, Deans</p>	<p>4. Fall 2024</p> <p>5. Fall 2025</p>	<p>that have been POOCR certified for CVC OEI.</p> <p>4. In late August, Deans of Counseling and PPL met with AVPI to discuss strategies for clarifying and improving workflow and process to improve effectiveness.</p> <p>5. In development. IRPIE and Instruction will meet in the Fall 2023 term to discuss strategies for addressing this systemic issue.</p>	<p>4. English Faculty, Math Faculty, TLC</p> <p>5. IRPIE, Deans, Department Chairs</p>	
<p><b>SUCCESS: 3.11</b> Eliminate equity gaps for prioritized disproportionately impacted groups per metrics included in the Student Equity &amp;</p>	<p>1. Increase the number of historically underrepresented students of color entering and completing high-demand, high wage programs.</p>	<p>1. Outreach events. Strategic Outreach. Wrap Around Support.</p>	<p>1. Student Services, Dean &amp; Director, Career Ed./Workforce</p>	<p>1. Need input from Others (Outreach, Student Services, Instruction personnel)</p>	<p>1. TBD</p>	<p>1. Relevant Program Faculty, Deans, Workforce, and Student Engagement Personnel,</p>	

**2023-2025 Enrollment Management Plan (Year 1)**

Strategic Plan Goal & Objective	23-24 Objective(s)	23-24 Activities	Point Person(s)	Target Completion	Status	Members	Completed
Achievement Plan (2022-2025).						Project-Based Learning	
<p><b>SUCCESS: 3.13</b> For populations who complete transfer-level math and English, eliminate equity gaps for two prioritized DI groups while increasing overall success (completion of Transfer Math &amp; English in first year) rate from 32% for 2020/21 cohort to 36% for 2023/24 cohort.</p> <p>a. Black/African Americans: Increase current</p>	<p>1. Increase completion of transfer-Level English in year 1 to 36% for 2023/2024 cohort and eliminate equity gaps.</p> <p>2. Increase completion of transfer-Level math in year 1 to 36% for 2023/2024 cohort and eliminate equity gaps.</p>	<p>1. Need to include the work being done in English to address these two goals.</p> <p>2. Need to include the work being done in Math to address these two goals.</p>	<p>1. Dean, Hum &amp; SBS, English Faculty</p> <p>2. Dean, MSE, Math Faculty</p>	<p>1. Fall 2024</p>	<p>1. Continue work of ENGL AB-1705 Faculty Inquiry Group (FIG) to monitor student success in ENGL 101 and new Noncredit ENGL courses, create and facilitate SkillShare PD sessions for ENGL faculty, and gather data for ENGL 101, NC.ENGL 001/002 and other ENGL classes in course sequence to assess impacts of AB-1705. Continue TLC Pilot of offering embedded tutors for online ENGL 101.</p> <p>2. As part of Title V grant [add to completed column], increase training in Culturally Relevant Pedagogy. As part of the Learning Labs (Calculus)</p>	<p>1. English Faculty</p> <p>2. Math Faculty</p>	

**2023-2025 Enrollment Management Plan (Year 1)**

Strategic Plan Goal & Objective	23-24 Objective(s)	23-24 Activities	Point Person(s)	Target Completion	Status	Members	Completed
<p>success rate from 17.5% (2019 Cohort) to 33% (23/24 cohort).                      b. Hispanic/Latinx: Increase current success rate from 30% (19/20 Cohort) to 35% (23/24 cohort).</p>					<p>grant [resources], provide faculty with professional development and a Community of Practice focused on “sense of belonging” and new Calculus courses such as Math 211X, 240X.</p> <p>Increase number of students served by MESA program [resource] by 6%, from the highest 244 students pre-COVID to 259 in 2023-2024.                      NOTE: actual number served is 264 as of 9/5/23.</p>		