ENROLLMENT MANAGEMENT GOALS WORKGROUP REPORT

JULY 19, 2021

1. Background

In Spring 2020, a Senate-Administration workgroup examined the Capacity-Based Admissions Program and made several recommendations. Senate Council responded to this report in June 2020 (Appendix A) and suggested that a subcommittee of the Undergraduate Enrollment Committee be paneled to discuss implementing the recommendations. Thus, this Enrollment Management Goals Workgroup is charged with the following (see charge letter in Appendix B – note the June 4, 2019 is in error – should be 2020):

- Developing a more integrated enrollment strategy in the future
  - Establishing criteria for capped status, overseen by the Committee on Admissions
  - Aligning timelines between capped majors in the capped major tool
  - Greater transparency through the utilization of a webpage that includes descriptions of alternative majors and informs students about options for majors that might be better aligned with their educational aspirations
- Advising practices that include outreach to first-generation college students who are especially vulnerable to the negative outcomes of cascading capped majors
- Continued collection of data on Capacity-Based Admissions and the impacts this process has on student enrollment with respect to gender, URM, nonresident and international students

2. An Integrated Enrollment Strategy

Before discussing aspects of a more integrated strategy, it will be useful to consider the four major aspects of the Capacity-Based Admissions Program and what each strives to achieve. This program allows departments or programs to declare one or more majors to be 'capped'. Once capped, the major(s) will specify the following:

i. The target number of first-time-full-time (henceforth, 'first-year') students for admission in a particular year
ii. and GPA requirements) that help determine if a student may change to the major The target number of transfer students for admission in a particular year
iii. The number of continuing students that will be allowed to change to the major in a particular year
iv. The screening criteria (often coursework

(i-ii) are related to admissions. These target numbers help manage the interaction between demand for a particular major and departmental resources. Departments and programs have been asked to justify these numbers based on resources – e.g., faculty:student ratios, laboratory space, etc. Departments have not been asked to take demand for majors into account. Targets have effectively limited the numbers of students admitted into majors that have high demand. Because the Capacity-Based Admissions Program allows departments to adjust their targets each year (and even enter or withdraw from the program), this program is much more flexible than the previous 'impacted status' procedure that required a lengthy Senate approval process.

(iii-iv) are not related to admissions; rather, these provide target numbers and mechanisms for managing students who seek to change to a capped major. Normally, students are able to change their major at will. However, for high-demand majors, there needs to be some way to limit the number of new continuing students. The target number in (iii) sets a limit and the screening criteria provide departments a way to choose continuing students if the number of continuing applications exceeds the target number. A centralized Capped Major Tool helps to automate this process (see below). Given a set of screening criteria (e.g., required coursework with associated GPAs), departments have used a variety of sorting procedures to determine which students may change to their majors.

While (i-ii) and (iii-iv) regulate different aspects of students' entry to majors (at admission versus after matriculation), they both work to prevent student demand from outstripping resources. Without (i-ii), there could be excessive admission to a major; without (iii-iv), students might be admitted under a different major (or undeclared) and then switch to a high-demand major without limit. Nonetheless, it will be useful to consider these separately – admissions targets versus continuing student restrictions.

A. Admission Targets

As noted above, admission targets effectively limit the number of new students (both first-year and transfers) in high-demand majors. However, the Capacity-Based Admissions Workgroup report noted a few issues that arise with admission targets:

- Because admissions yield models are not always accurate, the number of registered new students sometimes exceeds the targets.
- Because the targets are set without taking demand into account, some capped majors have targets that are rarely, or never met.
- The mere fact of having a cap on admissions can actually depress demand over time. Hence, even if the target is not met, the capped status might effectively limit demand.
- Capped majors are singled out as high-demand majors, which leads to a level of negative feelings about them among students. This was conveyed to the WSCUC review team during our last reaccreditation review.
- Students who are not accepted to their choice of major may end up mis-aligned – either undeclared or in a major that does not match their goals and interests.
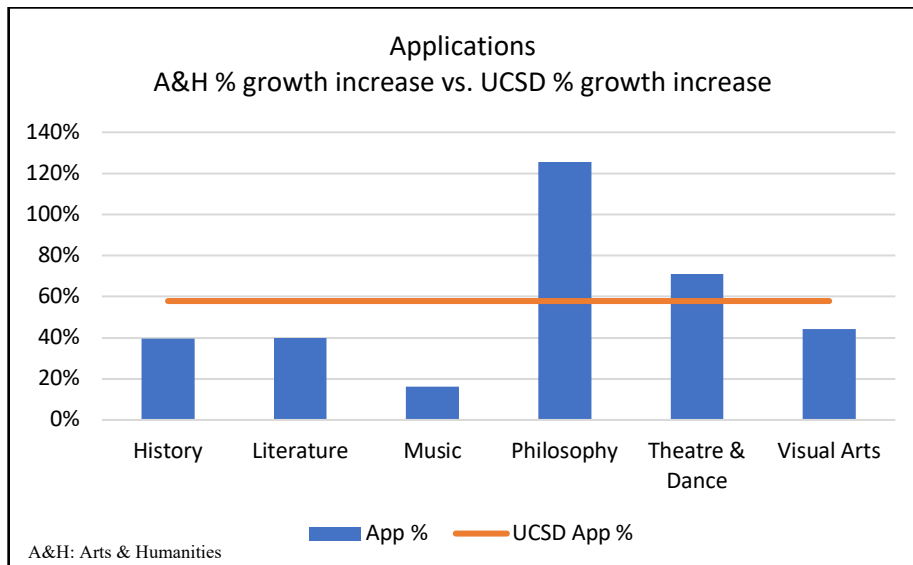
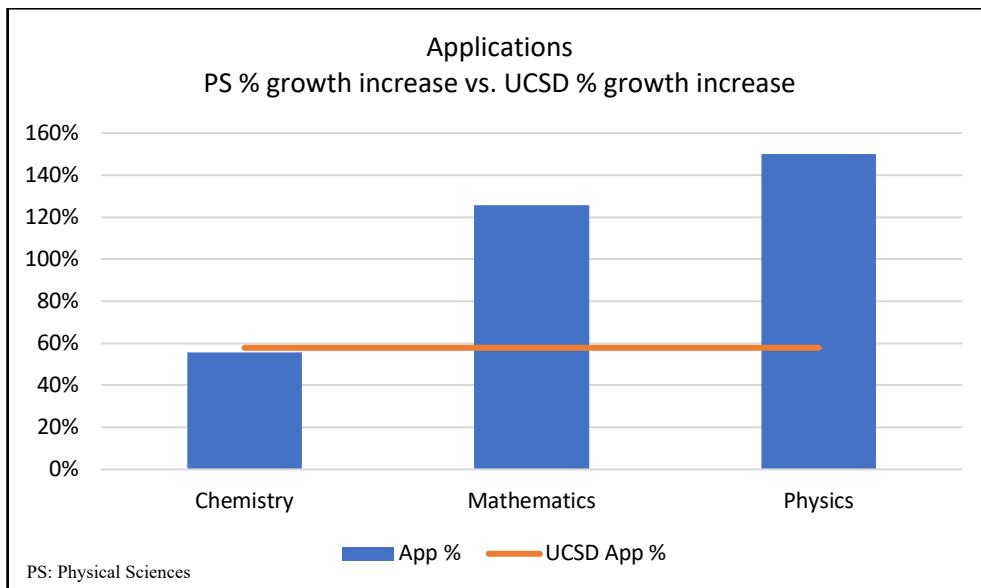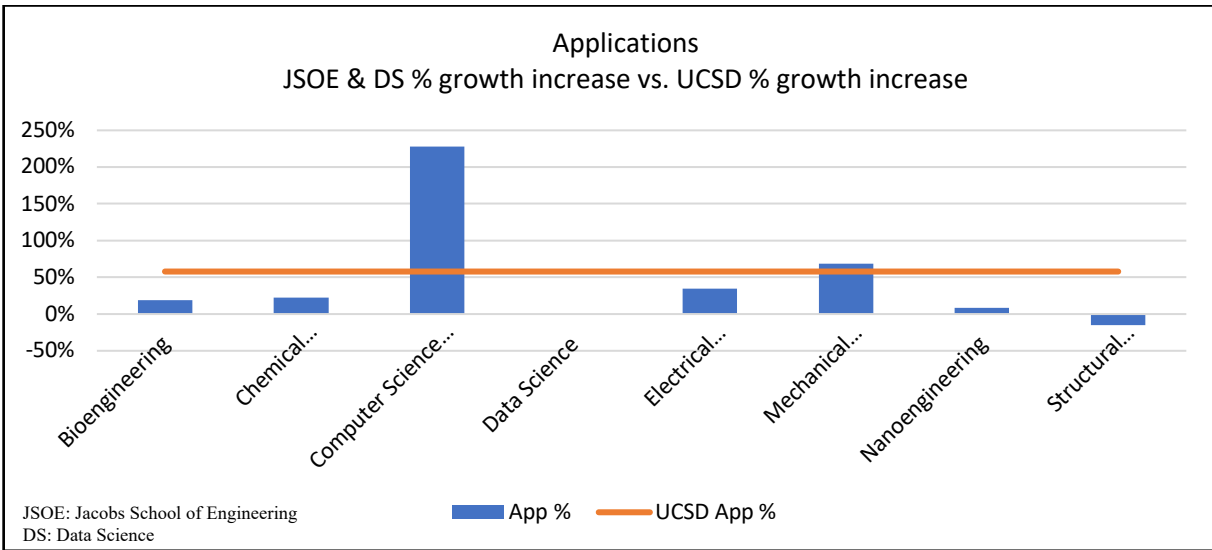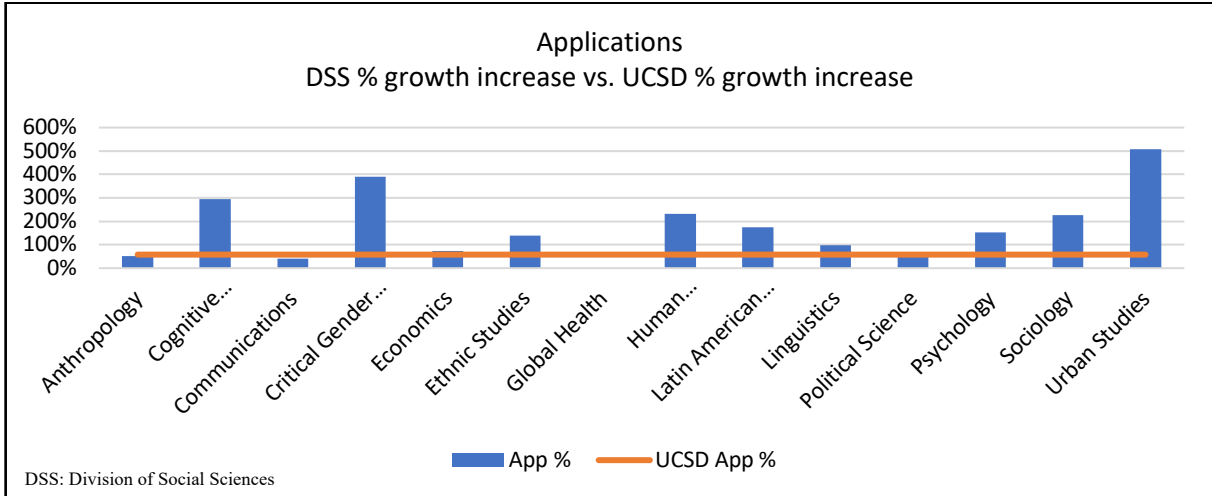The previous report sorted the current capped majors into three categories:

- Selective majors – high-demand majors that consistently have to turn students away. These include Bioengineering, CSE, MAE, and – perhaps – Public Health.
- Stable majors – capped majors that do not turn many students away, but also meet their targets. These include Biological Sciences and Economics (the latter is no longer capped).
- Receiving majors – capped majors that do not turn students away and do not meet their targets solely as a first-choice major; these often serve as second-choice majors. These include Data Science, Mathematics, Physics, Structural Engineering, Nanoengineering, and – to some extent – ECE.

The following graphs illustrate first-year student registration, compared to admissions targets for the selective CSE major versus a non-selective Structural Engineering:
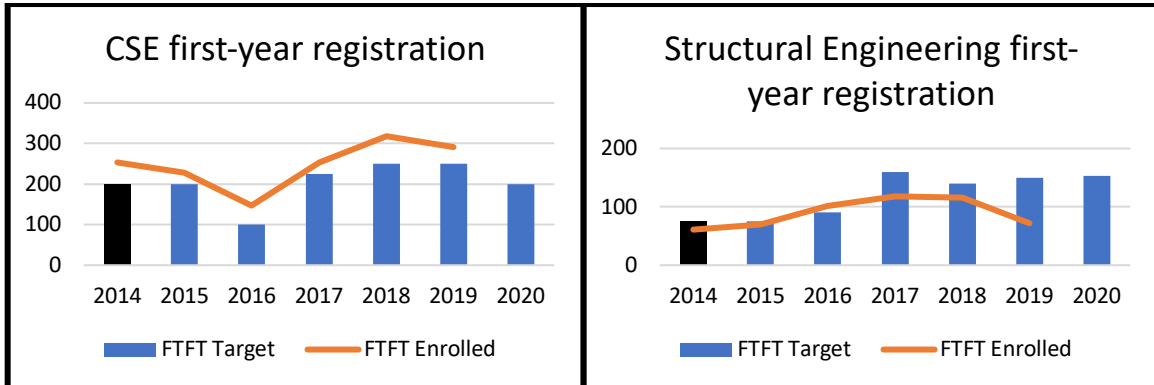
One way to minimize the effect of capped majors would be to limit capped status to only those departments where there is demonstrable high-demand – i.e., the selective and, perhaps, the stable majors. There are challenges to this approach, however. First, the campus would need a mechanism to determine which majors have high-demand. While this could be data-informed, someone would have to make the decision, running the risk of potentially contentious cases and moving back in the direction of the cumbersome 'impacted status' process. In addition, even the receiving majors value their capped status because they fear that without it, there would be a surge in enrollments. Indeed, the previous report found downstream effects, where Mathematics enrollments grew because CSE was capped and Physics grew because of MAE. As noted above, there is evidence that capping may depress demand; the converse might mean that the lack of a cap could increase demand. Finally, demand may change over time. For example, as of 2018 (data available at the time of the last report), Data Science was not a selective major. However, applications to Data Science grew 146% between 2018 and 2020. The dynamic nature of demand means that capped status would have to be reviewed each year.   The following graphs show the changes in applications – compared to the total campus application growth - between 2012 and 2020 in several divisions:

Applications
DSS % growth increase vs. UCSD % growth increase

DSS: Division of Social Sciences

Applications
JSOE & DS % growth increase vs. UCSD % growth increase

JSOE: Jacobs School of Engineering
DS: Data Science

Applications
PS % growth increase vs. UCSD % growth increase

PS: Physical Sciences

These data suggest a good deal of variability in demand for different majors. While there is, in general, less demand for most Arts & Humanities and Social Science majors and more in STEM fields, we see that the demand for engineering majors has not grown beyond the campus average, except for CSE.

These data suggest an alternative approach – one that takes into account demand as well as resources. This would involve asking all departments and programs to establish admission targets – even those that are not at all in high-demand – i.e., universal admission targets. There are several advantages to this approach:

- It shifts the focus away from capped majors. Rather than single out specific selective majors as 'capped', this approach treats all majors the same in establishing admissions targets.
- Selective majors would continue to limit enrollments based on dynamic admission targets.
- Current 'receiving' capped majors would retain their admission targets, preventing potential unchecked enrollment increases.
- There would be no need to decide whether a major can establish an admission target – all majors would do so.
- Targets can be adjusted each year based on resources and demand.
- It encourages all departments and programs to engage in enrollment planning. In particular, majors that would like to grow their enrollments would do so through modeling of resources and demand.

There are two important considerations in the setting of universal targets. First, it is important that the sum of all admissions targets is consistent with the campus' overall admission target (e.g., the targets do not under-shoot the overall target). Also, we do not want the process of setting targets to burden departmental staff. Both of these suggest that initial targets might be suggested centrally, allowing departments to request adjustments. In fact, most targets can be set by taking historical trends into account. For example, Admissions and the Office of Undergraduate Education can suggest a target range for each department using the following criteria:

- Selective or stable majors will have a set target – perhaps based on the historical third week registration number for first-year students or the previous year's target. Selective majors are those that have not accepted admitted students (i.e., there are a number of students admitted to UC San Diego, but not to the major). Stable majors are those where new registered student numbers match their targets. These are 'fixed-target majors'.
- Other majors will set a target range based on historical third week registration + 20%. These are 'wide-target majors'.

Once these initial target ranges are determined, departments will have the opportunity to revise them based on resource factors; targets should not change significantly year to year, however, as this might impact other majors. Departments with wide targets may also consider ways to increase demand for their academic disciplines.

A similar process will determine the targets for transfer students. Because first-year and transfer students will enroll in different courses, departments may take this into account in requesting changes to their proposed targets.

This approach reflects the more integrated enrollment strategy that the previous report recommended. Employing universal admission targets also reflects the type of enrollment planning that many other campuses engage in. However, as the previous report noted, this does represent a culture shift and will require time to ramp up. To this end, we recommend keeping the current Capacity-Based Admissions Program for an additional year and employ universal targets for the Fall 2023 class (the admissions cycle that takes place in 2022-2023).

B. Continuing Students

While universal admission targets provide the mechanism that controls the numbers of new students in selective and stable majors, there still needs to be some way to prevent continuing students from having unlimited access to these majors. The Capacity-Based Admissions Program achieved this by asking capped majors to provide a continuing student target number and define screening criteria. Again, it will be useful to discuss these separately.

The continuing student target number provides an upper-bound on the number of continuing students who can change their major to a capped major. If we adopt universal admission targets, how do we determine which majors require continuing student targets? Again, looking for a universal solution, we propose a continuing 'delta' approach. Departments base total new student enrollment targets on resources; this provides, for each year, the target size of their in-coming class. Once the number of newly admitted students is known, the continuing student target is the difference between the total new student target and the number of newly admitted students. For selective majors, this delta will be small, zero, or negative. In the last two cases, that major would not allow any continuing students to change to the major. For other majors, the delta will be sufficiently large that essentially all students who wish to change to their major will be able to do so.

This delta-target approach addresses an additional problem. Currently, continuing student targets are set at the same time as the admission targets. However, if – as sometimes happens – the admission targets are exceeded, the department still needs to meet the continuing student target. In other words, there is no mechanism to adjust the latter to make up for the extra new students. Under the delta-target approach, this is not an issue: The continuing student target will be calculated after the admission numbers are determined, allowing majors to reduce (or eliminate) continuing major changes, as needed.

Because the admissions procedure requires estimating the number of admitted students to reach a target, there will always be differences between a major's target and third-week enrollment. In case the yield over-shoots the target in a given year, the department may adjust their target down for the subsequent year.

Below we discuss the issue of mis-aligned students – those who are admitted as undeclared or to majors other than their first choice. These students often try to change to their original choice and, despite being cautioned, are very disappointed when they cannot. If we are sufficiently

transparent about the nature of continuing student targets, we can better advise and message students about their chances of changing to a selective major. In particular, we can clearly identify which majors are open for continuing students, which allow limited numbers (perhaps publishing the historical deltas), and which are not (or have not, historically).

The question of screening criteria is more complex. Currently, each capped major establishes a series of criteria, including required coursework and, in some cases, minimum GPAs, that students must complete and meet before they will be considered for a change to the major. The screening criteria achieve two goals:

- The coursework allows students to complete first-year courses in a timely manner; if they succeed in changing to the capped major, they will not be behind in the curriculum.
- Performance in the coursework can provide a basis for determining which students can enter the major – particularly if demand outstrips supply.

Despite these goals, there are a few issues associated with screening criteria:

- Students are often very invested in changing to a capped major, even when there is little chance that they will be successful.
- Even with performance-based metrics in coursework, selective majors must turn away well-qualified students (e.g., CSE routinely turns away students who achieve 4.0 in the screening courses). This means that other criteria must come into play; from the students' perspective, there is little transparency around these. Furthermore, these criteria tend to either set a very high bar (e.g., a high GPA in the screening courses) or are rather arbitrary (e.g., a lottery among all of the students who meet the criteria).
- Non-selective capped majors do not really need screening criteria, as their majors will have extra capacity. In these cases, the screening criteria represent a 'stealth' pre-major. This is problematic, as it represents a de facto curricular requirement for continuing students that is not subject to Senate review.
- A recent briefing produced by Institutional Research and Planning at the UC Office of the President examines some of the consequences of GPA restrictions on majors.[1] The report concludes that

    o Major restrictions disproportionately restrict entry for underrepresented students and students with low test scores.
    o Students with lower SAT scores and less access to AP/IB courses tend to have lower grades in screening courses, leading to less access to restricted majors.
    o In a case study (Economics at UC Santa Cruz), students who were just below the threshold for entry to the major had significantly lower early career salaries than students with similar, over-threshold GPAs.

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[1] Bleemer, Z. and A Mehta. 2020. Major restrictions, socioeconomic stratification, and student success. Institutional Research and Academic Planning, UC Office of the President. https://ucop.edu/institutional-research-academic-planning/_files/ug-major-restrictions-and-student-success.pdf

One possible approach would be to restrict the use of screening criteria to only those majors that are sufficiently selective. The question, however, is how to determine which majors may establish screening criteria. Historical data would have to be gathered to determine which majors have continuing student numbers that are sufficiently small to require some means of selecting between those seeking major changes. Because the universal target and continuing student approaches discussed above effectively eliminates the notion of a capped major, these more circumscribed criteria would represent a residue of the Capacity-Based Admissions Program. Advisors would have to clearly message students who seek to change to another major regarding lower-division requirements, but this should be done, nonetheless. This approach also eliminates the 'stealth' pre-major issue.

A few capped majors have recently reduced the number of screening courses and have established less restrictive screening criteria. The campus may consider encouraging this trend, as it addresses some of the liabilities associated with screening criteria. In addition, departments with selective majors might consider more holistic approaches to determining which continuing students are allowed into the major.

Another issue has to do with the mechanics of managing continuing student major change requests. The Capped Major Application, developed in partnership with JSOE and Academic Technology Services, automates some of the process. However, because students often apply to change to multiple majors and because different majors work under different timelines, there are workflow issues. For example, a student may be admitted to a second-choice major, but not accept or decline until they hear from their first choice. This potentially prevents other students from entering the major; it also makes it difficult to know how many students try to move to a specific major and what the success rate is. If we reduce the number of majors that require selection criteria, we might work with Academic Technology Services to better align the application process across majors.

There is a feeling that the campus needs to do more to establish a culture that does not offer false hope for changing to selective majors. While advisors have been clear on this point, there is evidence that students still feel that they will be the ones to beat the odds. It is possible that by focusing screening criteria on only the most selective majors and providing some degree of transparency around historical deltas, the message may be amplified.

Overall, the question of continuing students comes down to transparency and student culture. By limiting the use of screening criteria, we can narrow, but not eliminate, the problem. The campus could do better to create transparent messaging around the issue. For example, we have no reliable data on how many students try to change to each capped major and what percentage are successful. Other universities (e.g., UC Berkeley) have established a culture where it is understood that changing to a selective major is very unlikely. While there is some evidence below that we are making headway, we are not there yet.
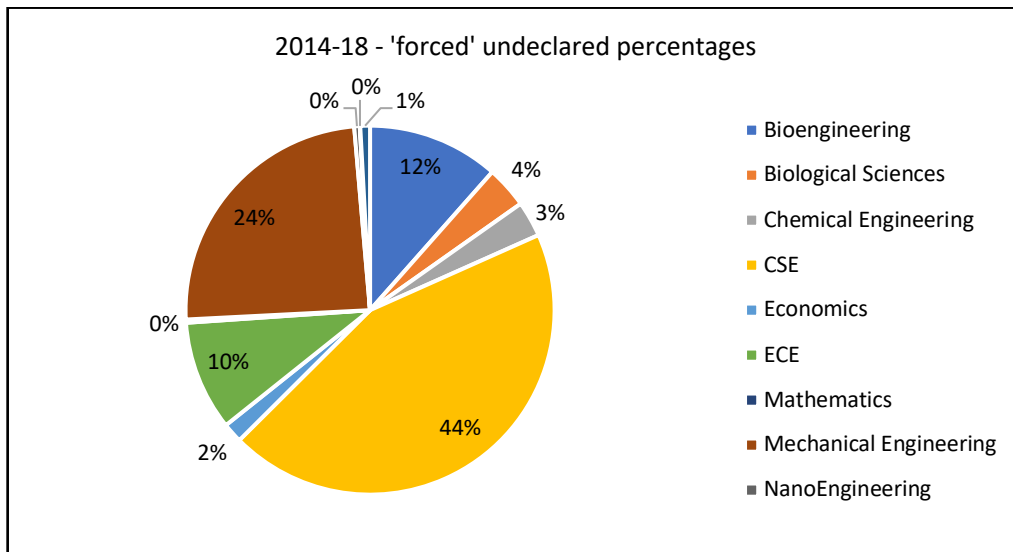
C. Mis-Aligned Students

A consequence of the Capacity-Based Admissions Program is the 'mis-aligned' student phenomenon: students who do not get into their first (or, sometimes, second) choice major and are either forced into undeclared status or are in majors that are mis-aligned with their goals and

interests. These students, when they are later unable to change into their preferred major, may be unhappy and continue to be mis-aligned in their studies. The re-accreditation review committee heard this from the students they met with, leading to a requirement that we examine our procedures and policies on capped majors. Indeed, the previous workgroup report was, in part, a response to the Commission letter, as is this report.
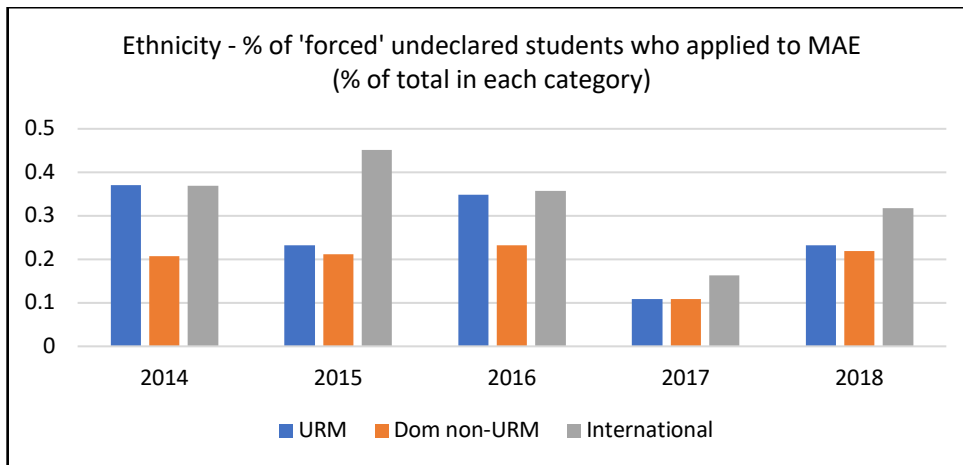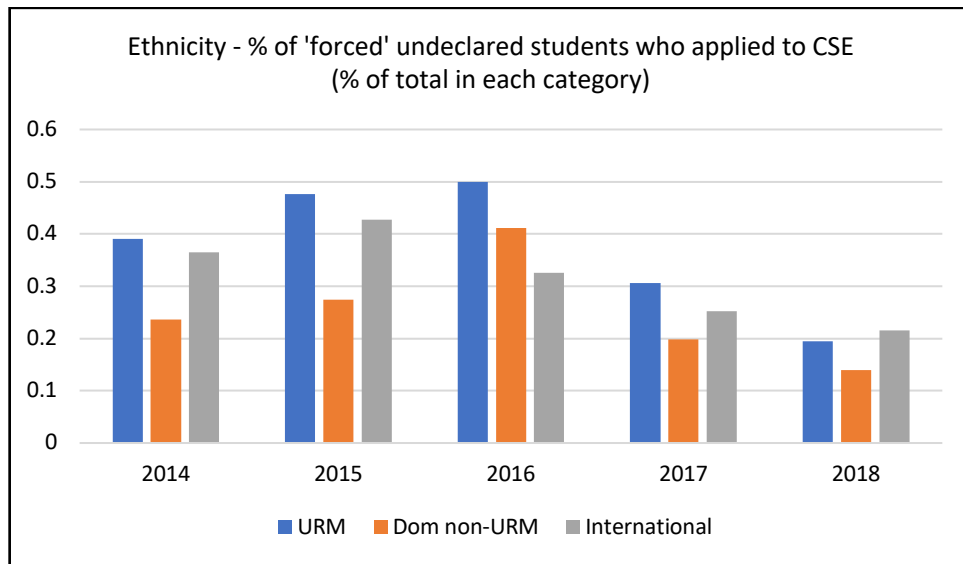
First-year students may be admitted without a declared major. This could either be because they did not apply to a major or they were 'forced' into undeclared status because they were not admitted to a capped major or majors. Between 2012 and 2018, just under 50% of the undeclared students were in this 'forced' status:
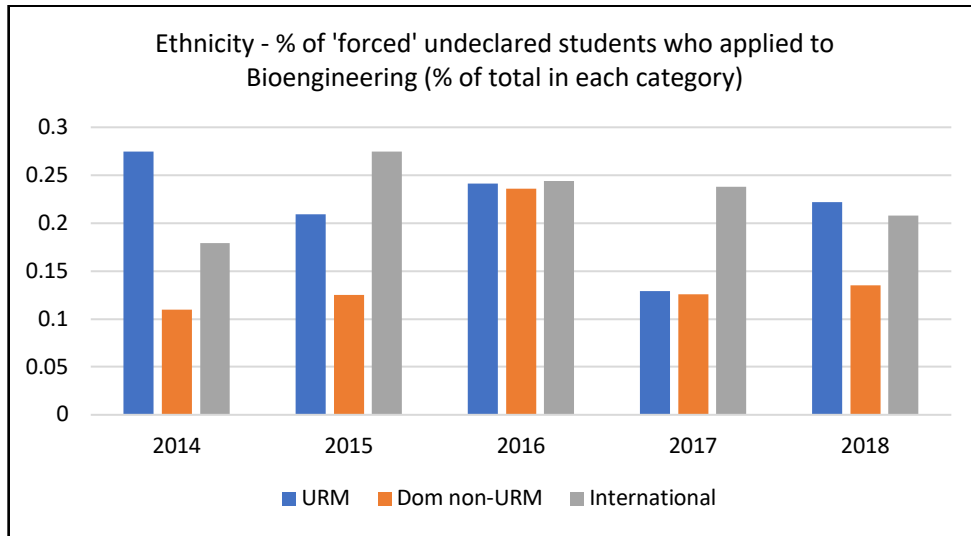
Forced into undeclared (% of total undeclared)
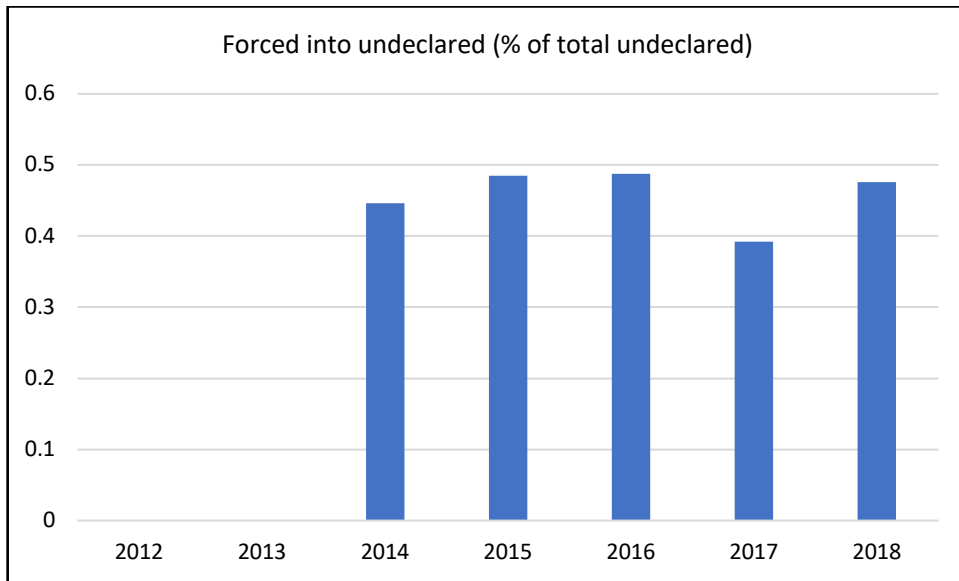
The first-choice majors for these students show a familiar pattern: primarily those who applied to CSE, MAE, and Bioengineering:

2014-18 - 'forced' undeclared percentages

- Bioengineering
- Biological Sciences
- Chemical Engineering
- CSE
- Economics
- ECE
- Mathematics
- Mechanical Engineering
- NanoEngineering

Although there is some year-to-year variation, we do find that under-represented and international students who apply to CSE, MAE, and Bioengineering tend to be forced into undeclared status at a higher rate than domestic non-URM students:

Ethnicity - % of 'forced' undeclared students who applied to CSE
(% of total in each category)

Legend: URM, Dom non-URM, International

Ethnicity - % of 'forced' undeclared students who applied to MAE
(% of total in each category)

Legend: URM, Dom non-URM, International

Ethnicity - % of 'forced' undeclared students who applied to Bioengineering (% of total in each category)

All of this suggests that the campus should prioritize the reduction of students forced into undeclared status. This status leads to a diminished student experience and, to a certain degree, disproportionally affects under-represented and international students.

There has been a positive trend. Since 2016, the number of students forced to undeclared status has diminished. While it is not clear why this is the case, it may be because of advising. It also may be related to the Data Science major serving as a second choice for students interested in CSE.

Forced to undeclared
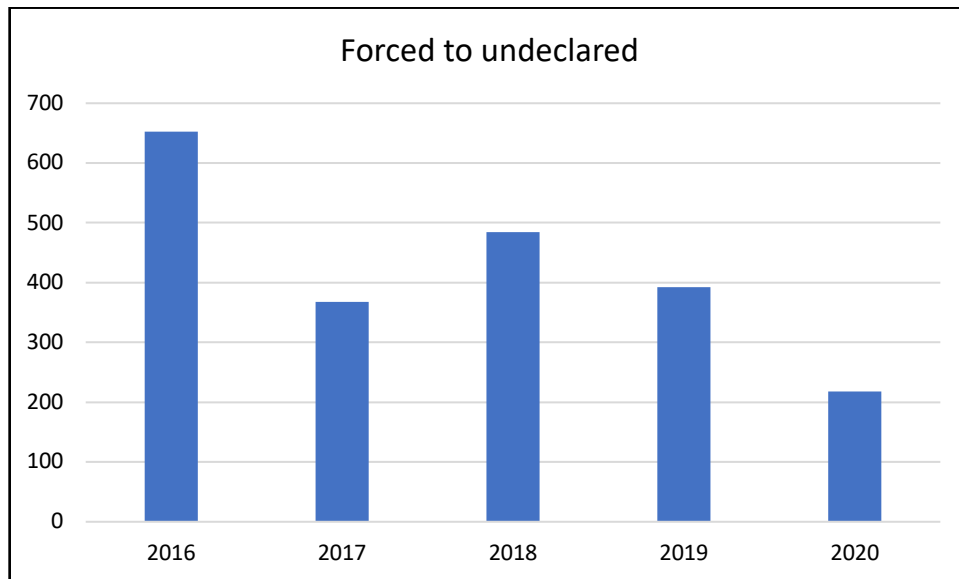
Through transparency, advising, and outreach, we hope to continue this trend.

3. Advising and Outreach

Effective and accurate advising is crucial for communicating major choices to prospective and in-coming students. As mentioned above, we want students to be well-aligned in their majors and not to come with unrealistic expectations. This means, for example, that if an admitted student does not get into a selective major, they should not matriculate with the expectation that they will switch to that major. Our students are very accomplished, with histories of academic success; it is natural that they should believe that they will succeed in beating the odds, even though very few will have the opportunity to do so. Also, as mentioned above, other campuses have established a culture where students do not expect to be able to enter selective majors post-matriculation. Through careful messaging we might develop this at UC San Diego.

Admissions currently makes numerous presentations to high schools and community colleges; these include clear messaging around selective majors.   In addition to stressing which majors are selective, these sessions should:

- Provide information on career paths associated with less selective majors
- Promote alternatives to CSE for computational careers
- Promote alternatives to other selective majors
- Guide students for better applications to selective majors, while managing expectations

In addition, there should be more transparency and easy access to information on selective majors. The current Capped Majors site should be replaced with a single, central website that clearly explains which majors are selective. This site should include a clear description of the process of changing majors and a clear indication of selectivity at that stage. It can also link to alternative majors for students who did not get into a selective major. UCLA's Deciding on a Major site could serve as an example of how to present information about selective majors (scroll down to "Things to Consider When Deciding on a Major" and "Highly Selective Majors Compared with Alternative Majors"). UC Berkeley has a particularly effective site that helps guide students to majors, based on interest. UC San Diego's site should also link directly to the selective major applications, currently located at https://soeapp.ucsd.edu/cappedmajor/. Finally, student and alumni testimonials/videos about their experience shifting from selective majors to alternative majors may be effective in increasing students' willingness to consider options other than their first choice major.

Much of the initial advising happens during Triton Day and Transfer Triton Day. This is an opportunity for departments and colleges to meet prospective students and provide clear information on selective majors. In the past, there have been sessions for undeclared students. However, students who are undeclared by choice and those forced into undeclared status have different needs. These sessions run the risk of becoming contentious and focused solely on how to get into a selective major. Instead, there might be separate sessions for truly undeclared/undecided and for students who were not admitted to their first-choice major. The

former could showcase majors that would like to grow their numbers; the latter could showcase alternatives and clearly message the selectivity of some majors.

Advising staff - both in the colleges and in the departments - play a crucial role for matriculated students who may want to move to a new major. There is not sufficient bandwidth for advisors to meet with student pre-matriculation (except at events like Triton Day), but students who do come either as forced undeclared or to a secondary major should be encouraged to engage with advising early. There, advisors can continue to stress that selective majors are difficult to move into and counsel students on alternatives that align with their interests and goals.

4. Data Collection and Reporting – Tracking Diversity

There is a need to monitor admissions data. This is needed to set preliminary targets, but also to ensure that our practices do not have unequitable consequences. In addition, better data on student choices with respect to majors at admission and major changes after matriculation will allow for more transparent messaging around selective majors. It can also inform outreach efforts and messaging.

We propose that the Office of Undergraduate Education work with Admissions and Institutional Research to produce an annual enrollment management report.

The report should analyze diversity data in all majors, with particular attention to selective majors. In the latter case, the report could model what diversity would look like if the major in question did not turn students away at admission (e.g., an analysis of all registered students who chose the major as their first choice). Note that while the previous workgroup's report did not find that the Capacity-Based Admissions Program resulted in less diversity in selective majors, the diversity in those majors often remains below the campus average.

The report should also monitor enrollment trends and keep more accurate records on students who try to change to a selective major (see Capped Major Application discussion above).

The report may be the vehicle for setting preliminary targets.

5. Conclusions

The move to a more integrated enrollment strategy, with universal admissions targets, and a modified approach to selective majors, represents a significant culture shift. Nonetheless, we believe that it can have several benefits:

- Provide a nimbler approach to matching resources to enrollments
- Create a more holistic view of campus assets
- Allow for more intentional discussions aimed at increasing enrollments in some areas
- Create a more equitable and transparent system

We propose to begin to implement these recommendations in the 2022-23 academic year, ideally for the 2023 in-coming class.

John Moore, Dean, Undergraduate Education, Co-chair
Albert P. Pisano, Dean JSOE, Co-chair
Veronica Abreu, Undergraduate Affairs Manager, CSE
Hailey Caraballo, Analyst, Undergraduate Education
Robert Castro, Professor, Theatre & Dance
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Elizabeth Jenkins, Professor, Physics
Bronwyn Kaiser, Associate Professor, Anthropology
Cindy Lyons, University Registrar
Gilberto Mosqueda, Professor, Structural Engineering
Shannon O'Brien, Dean of Academic Advising, Seventh College
Kaustuv Roy, Professor, Division of Biological Sciences
Rayan Saab, Associate Professor, Mathematics and HDSI
LeShane Saddler, Director, Admissions
Carrie Wastal, Director, MCWP, Chair, Committee on Admissions
Paul Yu, Provost, Revelle College

Appendix A – Senate Council Response to Previous Report

June 9, 2020

JOHN MOORE, DEAN
OFFICE OF UNDERGRADUATE EDUCATION

SUBJECT: Extension of Capacity-Based Admissions Pilot

Dear Dean Moore,

Senate Council reviewed the proposal to extend the Capacity-Based Admissions pilot program for one additional year at its meeting on June 1, 2020. Senate Council approved the request to extend the pilot to allow for its continuation through the admissions cycle for Fall 2021. Reviewer comments discussed at the Senate Council meeting included the following.

- Reviewers recommended that the Capacity-Based Admission program develop a more integrated enrollment strategy in the future.
- Reviewers recommended creating greater transparency through the utilization of a webpage that includes descriptions of alternative majors and informs students about options for majors that might be better aligned with their educational aspirations.
- Reviewers recommended that a workgroup of the Undergraduate Enrollment Committee (UEC) be assembled and be comprised of stakeholders who can provide recommendations to the UEC about the foundation upon which enrollment goals can be constructed.
- Reviewers favored continuing the collection of data on Capacity-Based Admissions and the impacts this process has on student enrollment with respect to gender, URM, nonresident and international students.
- Reviewers recommended that advising include outreach to first-generation college students who are especially vulnerable to the negative outcomes of cascading capped majors.

Senate Council looks forward to continued discussion of the future of Capacity-Based Admissions.

Sincerely,

Maripat Corr, Chair
San Diego Divisional Academic Senate

Enclosure

Cc: Steven Constable, Vice Chair, San Diego Divisional Academic Senate
        Ray Rodriguez, Director, San Diego Divisional Academic Senate

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Appendix B – Taskforce Charge

February 18, 2021

Subject: Charge for Enrollment Management Goals Workgroup

On June 24, 2019, The UC San Diego Divisional Senate Council, in response to a Senate-Administration workgroup report, approved an additional one-year extension to the Capacity-Based Admissions Pilot program. The Senate Council's comments supported several of the workgroup's recommendations (and did not oppose any). In addition, it recommended that the Undergraduate Enrollment Committee (UEC) panel a workgroup to "provide recommendations to the UEC about the foundation upon which enrollment goals can be constructed."

Thus, the Enrollment Management Goals Workgroup is charged with developing detailed plans for implementation of the Capacity-Based Admissions Workgroup's recommendations, particularly those reinforced by the Senate Council. These include:

- Developing a more integrated, campus-wide enrollment strategy for the future

- Greater transparency of process for prospective students through the utilization of a webpage that informs students about options for majors that might be better aligned with their educational aspirations and includes descriptions of alternative majors

- Continued collection of data on capacity-based admissions and its impacts on enrollment of different student demographic groups, including gender, underrepresented minority students, nonresident and international students, transfer students, low-income students, and first-generation students.

- Advising practices that include outreach to first-generation college students who are especially vulnerable to the negative outcomes of cascading capped majors

The Capacity-Based Admissions Workgroup also recommended:

- Establishing criteria for capped status, overseen by the Committee on Admissions

- Aligning timelines between capped majors in the capped major tool

A more integrated enrollment strategy may eventually replace the capacity-based admissions pilot with a more integrated enrollment management model where all departments/programs set enrollment targets based on resources and student demand. Current student interest is reflected in application data; however, this workgroup should also consider how academic areas might cultivate prospective student interest. While this would represent a large shift in the way admissions and enrollment management is conceived at
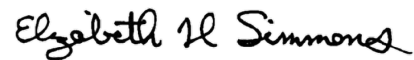
UC San Diego, it has the potential to address some of the challenges capacity-based admissions have presented. **Hence, this workgroup is also charged with developing a plan and timeline for the transition to an integrated enrollment management model.** The implementation plan must discuss how capacity-based admissions may continue through a transition period.

Several of the other Capacity-Based Admissions Workgroup's recommendations require different types of ownership of aspects of capacity-based admissions. **The Enrollment Management Goals Workgroup should work to clarify this, both during a transition period as well as under a new, more integrated enrollment management strategy.**

This workgroup should consult broadly, seeking input from the Academic Senate, including the Committee on Admissions, leaders of academic units, and faculty and staff colleagues with expertise in this area.

We hope to convene this workgroup in Winter Quarter 2021. Ideally, the workgroup will submit its final report to the EVC by the end of Spring Quarter 2021.

With best regards,

Elizabeth H. Simmons
Executive Vice Chancellor

CC: Dean Moore