



ENROLLMENT MANAGEMENT PLAN

Peralta Community College District

Berkeley City College

College of Alameda

Laney College

Merritt College

2011-2012



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The Districtwide Enrollment Management Plan is based on the Mission, Vision, Values, and Strategic Goals of the district. Since the 2008-2009 academic year, one of the consistent districtwide institutional objectives has been to reach productive FTES enrollment meeting the level of funding the State will provide based on FTES caps.

Peralta Community College District Mission and Vision

We are a collaborative community of colleges. Together, we provide educational leadership for the East Bay, delivering programs and services that sustainably enhance the region's human, economic, environmental, and social development. We empower our students to achieve their highest aspirations. We develop leaders who create opportunities and transform lives. Together with our partners, we provide our diverse students and communities with equitable access to the educational resources, experiences, and life-long opportunities to meet and exceed their goals.

In part, the Peralta Community College District provides accessible, high quality, educational programs and services to meet the following needs of our multi-cultural communities:

- Student preparation for transfer to baccalaureate institutions;
- Articulation agreements with a broad array of highly respected Universities;
- Achievement of Associate Degrees in Arts and Science, and certificates of achievement;
- Acquisition of career-technical skills that are compatible with industry demand;
- Promotion of economic development and job growth;
- Remedial and continuing education;
- Lifelong learning, life skills, civic engagement, and cultural enrichment;
- Early college programs for community high school students;
- Supportive, satisfying, safe and functional work environment for faculty and staff; and
- Preparation for an environmentally sustainable future.

Values

Our values represent the core commitments and beliefs that will guide our actions and our efforts to realize the vision of the Strategic Plan.

STUDENTS AND OUR COMMUNITIES

Student Success and Equity – The colleges and service centers evaluate all decisions in light of how they will equitably support student and community success and empowerment.

Diversity – We recognize and celebrate the strengths of our diverse students, communities, and colleagues.

EXCELLENCE AND INNOVATION

Excellence – We promote the highest level of quality in all programs and services.

Innovation – The colleges and service centers support creative approaches to meet the changing demographics, economic, and educational needs of our communities.

Financial Health – We effectively manage resources.

Environmental Sustainability— We engage in model environmental sustainability practices.

COMMUNICATION AND COLLABORATION

Collaboration – The colleges and service centers use a consultative decision-making process based on trust, communication and critical thinking.

Trust – We support one another’s integrity, strength and ability.

Employee Development – We promote the development of all employees.

Communication – We seek first to understand, then be understood.

Respect – We treat one another with care and respect.

Districtwide Strategic Planning Goals

- A. Advance Student Access, Equity, and Success
Actively engage our communities to empower and challenge all current and potential students to succeed
- B. Engage our Communities and Partners
Actively engage and partner with the community on an ongoing basis to identify and address critical needs.
- C. Build Programs of Distinction
Create a cohesive program of unique, high-quality educational programs and services.
- D. Create a Culture of Innovation and Collaboration
Implement best practices in communication, management, and human resource development.
- E. Develop Resources to Advance and Sustain our Mission
Ensure that resources are used wisely to leverage resources for student and community success in a context of long-term environmental sustainability.



Strategic Goals & Institutional Outcomes 2011-2012

August, 2011

The following are the Peralta Community College District's strategic goals and institutional outcomes for the Academic Year 2011-12 (July 1, 2011 – June 30, 2012) which will be evaluated in Summer 2012.

Strategic Focus for 2011-2012: Given the state of the economy and State budget, our focus this year will be on student success in the core educational functions of basic skills, transfer, and CTE by encouraging high-leverage structural innovation and transparency and communication on spending within an established budget.

Strategic Goals	2011-2012 Institutional Outcomes
A: Advance Student Access, Equity, and Success	<p>A.1 Access: Focus access on programs and course offerings in the essential areas of basic skills, CTE, and transfer, and stay within range of the state-funded allocation by managing enrollment to 18,500 FTES. * (To be re-evaluated if the State budget triggers further reductions). In addition, enable access to educational opportunities by increased contract education, fee-based instruction, distance learning, and international and out-of-state enrollments.</p> <p>A.2 Success: Implement identified institutional, instructional, and student support changes to improve by 10 percentage points student movement through basic skills/foundation course sequences by 2014-2015.</p> <p>A.3 Equity: Plan, design and implement structural changes to increase fall to fall persistence among major ethnic groups and bring all groups to within 2 percentage points of the highest group by 2014-15.</p>
B: Engage and Leverage Partners	<p>B.1 Partnerships: Leverage, align, and expand external (i.e., community, business) partnerships to improve student learning and success in core educational functions.</p>
C: Build Programs of Distinction	<p>C.1 Assess SLO's and SAO's and ensure their analysis, adjustments and priorities are incorporated in Program Reviews and Annual Program Updates: Close the assessment loop by using program reviews and annual program updates in instruction and student services to improve student learning and student success.</p> <p>C.2 Create Alternately Designed Programs: Continue to create or expand programs exemplifying alternative and innovative designs with promise for substantially improving student success.</p>

<p>D: Create a Culture Innovation and Collaboration</p>	<p>D.1 District-Wide Collaboration and Innovation: 1. Implement ways to make connections and build bridges across the district and colleges that would promote an ethic of care and create a welcoming environment that permeates the colleges and the district; and 2. Improve the Planning-Budgeting Integration Model in order to a) improve coordination and communication between PBI committees and between district planning and budget integration with that at the colleges and b) ensure PBI committees set and achieve key milestones/goals.</p> <p>D.2 Use Technology in Redesign of Educational Experiences: Enable more efficient and deeper student learning and student success through the creative use of technology.</p>
<p>E: Develop and Manage Resources to Advance Our Mission</p>	<p>E.1 FTES Target: Achieve FTES target within the state allocation for the district of 18,500 FTES and attain a productivity level of at least 17.5 FTES/FTEF. *(to be re-evaluated if state budget triggers further reductions).</p> <p>E.2 Focus Budgeting on Improving Student Success through Support for Structural Changes: Respond to projected state deficits and budget cuts by designing budgets in keeping with the district Budget Allocation Model that a) are based on program review and strategic directions; b) improve student success through support for structural change; c) create efficiencies by sharing of positions, facilities and other resources within and across the colleges; d) consider the total cost of programs and support activities; e) shift resources to core educational functions; and f) continue to increase alternative funding sources.</p> <p>E.3 Fiscal Stability: Continue comprehensive improvements to the financial management systems of the district and make budget and finance information transparent and accessible to internal stakeholders. Ensure expenditures for all cost centers stay within the established budget to maintain a balanced budget.</p>

Enrollment Management Overview

Background

For the last several years, the Peralta Community College District comprised of Berkeley City College, the College of Alameda, Laney College, and Merritt College, has had to work with reduced FTES targets in keeping with ongoing workload reductions from the State. Given the California State Budget, the State has decreased funding and sets a lower cap for FTES (full-time equivalent students) almost annually and has not provided for growth funding. Therefore the Peralta Community College District has had to strategically focus on ways to maintain optimal student enrollment within the parameters of being funded for less. Further the four colleges have factored in persistence; retention; course completion; program completion; and scheduling of basic skills courses, courses needed for student transfer, courses needed to complete college programs.

Definition of Enrollment Management

Enrollment Management is the systematic approach to recruiting and retaining students for optimal enrollments within the academic and workforce development within the context of the colleges and district

Why Enrollment Management?

Without a comprehensive strategy to manage enrollments, the Peralta Community College District and the four colleges will find it difficult to increase productivity, service, quality, and competitiveness.

What is Enrollment Management?

It is:

- An institutional commitment
- A clear articulation of institutional enrollment goals
- A plan that aligns services and resources under a vision and to the funding
- A data driven strategy
- A living plan that changes with the changing environment

It is not:

- Just a quick fix to current enrollment problems

- Just an enhanced admission or marketing operation
- Just an explanation for enrollment related decisions (class cancellations, etc.)
- Just a planning document that sits on the shelf

Enrollment Modes

Growth: Financial incentives to increase enrollment
 Decline: Financial losses when enrollment decreases
 Restoration: Working to get back to prior enrollment level
 Stability: Transition to help colleges handle decline – one year of maintenance funding

Enrollment Status

At Cap: Enrollment Cap (Base) is a State determined limit on funding
 Under Cap: Districts under cap are trying to grow and are in restoration mode – working for more FTES to reach their cap
 Over Cap: A district exceeds FTES base and its growth rates set by the State.

The Importance of Schedule Planning

How a college does its schedule planning is important in order to:

- Balance consideration of academic needs and fiscal realities
- Build schedules to grow, not to grow, or reduce based on FTES targets
- Consider carefully contractual obligations
- Maintain constant communication and interaction among Instruction, Student Services, department chairs, and the college community
- Establish a culture of basing recommendations and decisions on information rather than institutional “myths”.

It is important to have good historical information regarding:

- Student demand patterns
- History of individual course offering trends, such as those with highest/lowest enrollments, and course cancellations/additions during previous registration
- Maintain appropriate balance among time patterns and days of offering

- Monitor enrollment daily during enrollment periods and make necessary adjustments in a timely manner
- Evaluate the effectiveness of each schedule for successes and needed changes to use for the next schedule.

Scheduling Mechanics

Census: A reporting snapshot in time at approximately the 20% point in a course

Weekly student contact hours (WSCH): Reporting type for regularly scheduled classes that are semester length.

Daily student contact hours (DSCH): Reporting type for regularly scheduled course sections less than semester length but more than five days.

Positive attendance: Classes that do not meet regularly or open entry/open exit (seat time)

WSCH per FTEF

Fall term – 17.5 weeks x 15 hours (1 FT student) = 262.50 hours

Spring Term – 17.5 weeks x 15 hours (1FT student) = 262.50 hours

1 FTES = 262.50 + 262.50 = 525 hours

1 FTEF = 15 hours per week for 17.5 weeks x 2 = 525 Weekly Faculty Contact Hours

Examples of one class with different sizes:

- Class A = 25 students x 3 hours = 75 WSCH
- Class B = 30 students x 3 hours = 90 WSCH
- Class C = 35 students x 3 hours = 105 WSCH

Calculate WSCH per FTEF

- Class A = 75 WSCH/ .2 FTEF = 375 WSCH per FTEF = 12.5 FTES/FTEF
(Divide by 30 numbers of hours per week in year)
- Class B = 90 WSCH/ .2 FTEF = 450 WSCH per FTEF = 15 FTES/FTEF
- Class C = 105 WSCH/ .2 FTEF = 525 WSCH per FTES = 17.5 FTES/FTEF

FTES per FTEF

- FTES for Week Student Contact hours
Class A = 25 students x 3 hours x 17.5 = 1,312.5/525 = 2.5 FTES
Class B = 30 students x 3 hours x 17.5 = 1,575/525 = 3 FTES
Class C = 35 students x 3 hours x 17.5 = 1,837.5 = 3.5 FTES
- One full time faculty teaching an average class size of 30 students in a 3 hour lecture class will average 15 FTES per FTEF; .5 classes at 3 FTES each.
- 17.5 FTES/FTEF averages 35 students per class; 5 classes @ 3.5 FTES

Examples of Funding

Weekly Student Contact Hours – WSCH

- Weekly Contact Hours (WCH) x Number of Students x Term Length Multiplier
- 3 Hours x 30 students x 17.5 = 1,575
- 1,575 WCH/ 525 = 3.0 FTES
- How the funding works
Class A – 2.5 FTES x \$4,564 = \$11,410
Class B – 3 FTES x \$4,564 = \$13,692
Class C – 3.5 FTES x \$4,564 = \$15,974

Enrollment Management and Matriculation

Matriculation is a process that enhances student access to the California Community Colleges and promotes and sustains the efforts of credit students to be successful in their educational endeavors. The goals of matriculation are to ensure that all students complete their college courses, persist to the next academic term, and achieve their educational objectives through the assistance of the student-direct components of the matriculation process: admissions, orientation, assessment and testing, counseling, and student follow-up.

When looking at Enrollment Management and Matriculation, colleges may need to look at how to modify or enhance matriculation services, set process for whom to serve (transfer, CTE, basic skills, concurrent enrollment, lifelong learning), and determine how services will be prioritize.

Other issues which need to be considered include, financial aid, priority registration, wait lists, course supply and demand, fee payment policy, and institutional barriers.

Glossary of Terms

FTES: Full-Time Equivalent Student.

District receives about \$4,600 for each FTES.

WSCH: Weekly Student Contact Hour

30 WSCH = 1 FTES, an annualized term (2 semesters of 15 WSCH each.)

The District receives about \$153.35 for each WSCH

1 WSCH is 17.5 “seat hours”

District receives about \$8.76 for each hour

525 hours = 1 FTES (30 X 17.5 weeks)

TO CALCULATE FTES FROM WSCH, DIVIDE THE TOTAL WSCH BY 30. TO CALCULATE THE APPORTIONMENT ON THAT FTES, MULTIPLY THAT FTES NUMBER BY \$4,600.

FTEF: Full Time Equivalent Faculty, a load of 100% taught by one instructor (full-time) or several instructors (part-time). Part-time faculty may not exceed 60% of a full-time load. (now 67% in Jan 09)

Productivity: The efficiency with which we use our resources.

It is figured by dividing the semester WSCH by the semester FTEF. Because FTEF is also an annualized term, productivity can also be figured by dividing the WSCH by 2 times the Load Factor. District target for a productivity of 525 which is the same as 17.5 FTES/FTEF for 07-08. $17.5 \times 30 = 525$. Each decrease of 10 WSCH/FTEF in district wide productivity equates to about \$500,000 in additional costs. So if as a district we decrease from 17.5 FTES/FTEF to 16.5 FTES/FTEF that is the same as 30 point drop or \$1,500,000 in additional costs.

Examples of Different FTES/FTEF Targets

District Wide

17.5 FTES/FTEF Budgeted

17 FTES/ FTEF \$750,000 additional costs (More 1351 \$ needs to be spent)

16.5 FTES/FTEF as a district \$1,500,000 in additional costs.

16 FTES/FTEF \$2,250,000 additional costs

Per Campus as of Fall 2007

If: COA is 18 % of district enrollment

BCC is 18%

Laney is 43 % and

Merritt is 21 %

Then For each 1 point decrease of FTEF/FTES the additional cost or savings per college is: the percentage of \$1,500,00

COA: \$270,000

BCC: \$270,000

Laney: \$645,000

Merritt: \$315,000

Parameters set in 2009 for creating a Class Schedule

The following parameters should be considered when creating a class schedule which requires class reductions given the work load reductions set by the State:

1. Regular full-time instructors may not teach beyond their regular full-time assignments more than .2 equated load or one (1) class on an extra service basis, whichever is greater, except by mutual agreement between the faculty member and the District;
2. Regular full-time instructors may not teach beyond their regular full-time assignment for the purpose of extra service credit until the full-time assignment has been accomplished.
3. The minimum class size shall be set at 20 for vocational/technical classes and 25 for all others.
4. Exception to the minimum class size may include;
 - a) Classes are needed for transfer;
 - b) Classes are needed for completion of a certificate;
 - c) Classes where there are a limited number of work stations;
 - d) Classes for students with disabilities
 - e) Sequential classes;
 - f) Basic skills and remedial/foundational classes.

Please refer to Article 18.D of the PFT Contract Extension for more information on the above parameters.

Also, further considerations should be given to the following factors when reducing the class schedule:

- 1) Enrollment history of the course
- 2) Student retention
- 3) Enrollment at census
- 4) Productivity
- 5) Stand-alone status
- 6) Required for a major or certificate or graduation
- 7) Elective or enrichment
- 8) Growth of the discipline
- 9) Community need
- 10) FTES generation
- 11) Availability to be offered different terms
- 12) Learning Communities and Honors Courses
- 13) Availability of equal courses on same campus or another Peralta campus.

The Relationship between a District-wide and College specific Enrollment Management Plans

Each of the colleges in the Peralta Community College District has an Enrollment Management Plan designed to meet college enrollment goals. The responsibility for establishing and achieving specific enrollment objectives rests with each individual college. Enrollment strategies and objectives can be found in the individual enrollment management plans for the colleges. District level enrollment management planning is designed to support the college plans by marshalling resources, coordinating efforts, increasing communication, and sharing data. The goal at the district level is to establish goals and strategies that will help the colleges achieve their goals. Since 2008-2009, a primary district goal has been to establish a district-wide FTES target based on the level to which the State will fund FTES and to advocate for increased productivity. The district also has been focusing on increasing student retention, persistence, and completion and has consistently reviewed this objective at the District Education Committee.

Strategic enrollment planning includes three main steps in a continuous process: Plan, Do, and Check.

Plan: *Collect and Analyze Data*
Identify Issues
Develop Enrollment Objectives

Do: *Develop and Implement Strategies to meet objectives*

Check: *Did the strategies meet the objectives and address the issues?*

Plan: Planning entails collecting and analyzing data and trends; identifying issues to be addressed; and developing enrollment objectives. Enrollment data has been collected and analyzed at both the District and college level for many years. As noted above, given the need to reduce class schedules the district in 2009 set parameters for use by each of the four colleges.

Due to Workload Reductions, the District's enrollment trends since 2009-2010 are as follows:

District Enrollment Trends 2007-2011				
	District Enrollment Targets	District Actuals	Funded FTES Apportionment	Resident Productivity FTES/FTEF
2007-2008	18,947	19,414	19,414	14.80
2008-2009	20,100	20,359	19,805	15.10
2009-2010	19,900	22,178	19,040	17.76
2010-2011	19,950	20,200	19,500	17.72
2011-2012 estimate	18,300	18,500	17,800	17.80

2009-10 targets were set at 19,900, in August target reduced to 19,200. Productivity was estimated at 16.5, district achieved 17.76 which equated to an additional 1400 FTES. In addition colleges overspend FTEF.

Do: Set annual goals and objectives in keeping with district and college strategic planning goals.

Check: Each spring the colleges and the district will review district and college enrollment management plans and objectives, review enrollment data, review and update enrollment issues, review college enrollment goals, and develop new district-wide enrollment management strategies as needed.

College Enrollment Management Planning

Typically college enrollment management planning will focus on annually implementing a research-based enrollment work plan that addresses the stages of enrollment management, including marketing and outreach, recruitment, and retention.

The plan should be linked to the college's annual institutional priorities, the educational master plan, and program review.

The plan should include managing the elements of the enrollment management cycle (course scheduling, marketing, recruiting and outreach, managing semester and short-term courses, persistence, retention, and completion).

The plan should include a review of course scheduling patterns to ensure that the college is scheduling courses in an integrated manner that best meets student needs.

The college should establish communication channels to address Enrollment Management matters with the campus community.

When fine tuning Enrollment Management, the following should be reviewed:

- Determine your enrollment FTES after each census period
- Review your FTES after each 320 report submission to track goal targets
- Survey students to understand their needs and to gain insight to their satisfaction levels with the institution
- Track retention, course completion, and persistence rates
- Compare the number of degrees and certificates being awarded from year to year
- Track the number of students transferring to four-year institutions
- Identify and eliminate institutional barriers that limit student enrollment and student success
- Ensure sufficient institutional resources are provided to support the enrollment management plan.