



PORTERVILLE COLLEGE

ENROLLMENT MANAGEMENT PLAN 2017-2022 Draft



Mission:

With students as our focus, Porterville College provides our local and diverse communities quality education that promotes intellectual curiosity, personal growth, and lifelong learning, while preparing students for career and academic success.

In support of our values and philosophy, Porterville College will:

- Provide quality academic programs to all students who are capable of benefiting from community college instruction.
- Provide comprehensive support services to help students achieve their personal, career and academic potential.
- Prepare students for transfer and success at four-year institutions.
- Provide courses and training to prepare students for employment or to enhance skills within their current careers.
- Provide developmental education to students who need to enhance their knowledge and understanding of basic skills.
- Recognize student achievement through awarding degrees, certificates, grants, and scholarships.

Porterville College Values

Our Values

Porterville College's core values define the character of the institution and are active ingredients in all that the College does. Through our commitment to these values the College can better serve and be more responsive to its students, staff, and community:

- *Collaboration* - working together to encourage input and dialogue in a collegial and cooperative manner.
- *Respect* - treating each other with respect, trust, and dignity.
- *Innovation* - nurturing and supporting exploration of new ideas, programs, and services to enhance our service to the community.
- *Accountability* - continuously assessing where we are as a College and to assume responsibility for all that we do.
- *Equity* - reducing achievement gaps between demographic groups.
- *Participation* - fostering and encouraging the involvement of staff and students in campus activities and the various aspects of the College decision-making process.

Our Philosophy

In support of our mission and values, Porterville College will base its decisions and actions upon the following beliefs:

- All students at Porterville College will be treated with respect and dignity regardless of who they are or the goals they have established for themselves.
- The College staff will provide the best service possible to its students in order for them to meet their individual academic or vocational goals.
- The College will encourage innovation, creativity, and new ideas and will support professional development opportunities.
- As an integral part of the community, the College will develop and enhance partnerships with schools, colleges, universities, businesses and community-based organizations to respond to the educational, workforce, and economic development needs of the region.
- As an integral part of the Kern Community College District, the College will participate in and be actively involved with all district-wide committees and governance structures.

Enrollment Strategic Directions



Purpose

Purpose

The purpose of the enrollment management plan is to guide the efforts of the college to maximize opportunities to support student success. This plan outlines goals, activities, and desired deliverables over the next five years of college's enrollment management efforts. This is a living document and changes will be made to meet the growing needs of students, community, and the college as necessary.



2012-2016 Plan Status Update

Goal	Status
1. Work with Bakersfield College and Cerro Coso Community College to plan Strategies for sharing courses that are rarely offered due to low enrollment	<ul style="list-style-type: none">• This activity has not been realized
2. Create strategies for handling issues related to implementing SB1440	<ul style="list-style-type: none">• Porterville College has implemented SB1440 with 13 transfer degrees
3. Analyze trends in high school enrollment and their impact on our future enrollment management	<ul style="list-style-type: none">• The KCCD Office of Institutional Research and Reporting now produces a high school enrollment yield report providing information on the number and percentage of each high school's graduating class that enrolled at Porterville College. We are also tracking projected high school enrollment in data collected for our Educational Master Plan. And, the college has recently invested in dual enrollment at several of the area high schools
4. Analyze the relationship between local unemployment rates and enrollment and the potential impact on this relationship on our planning and decision making	<ul style="list-style-type: none">• Enrollment demand increases with the unemployment rate, which in our area swings up and down substantially. We now track the unemployment rate closely, but the fuller study originally planned could not be prioritized
5. Form collaborative groups to make decisions regarding prerequisites for courses that meet the same transfer and/or general education requirements	<ul style="list-style-type: none">• These collaborative groups were created, discussion ensued, and divisions did make changes to several prerequisites based on these discussions. After examining the impact on enrollment and student success, some of these prerequisites were adjusted further
6. Consider the feasibility of offering off-site courses	<ul style="list-style-type: none">• Porterville College has started offering classes at the Porterville Adult School site. Fire academy/technology courses are offered off-site. Additional locations are subject to discussions with the community and faculty.

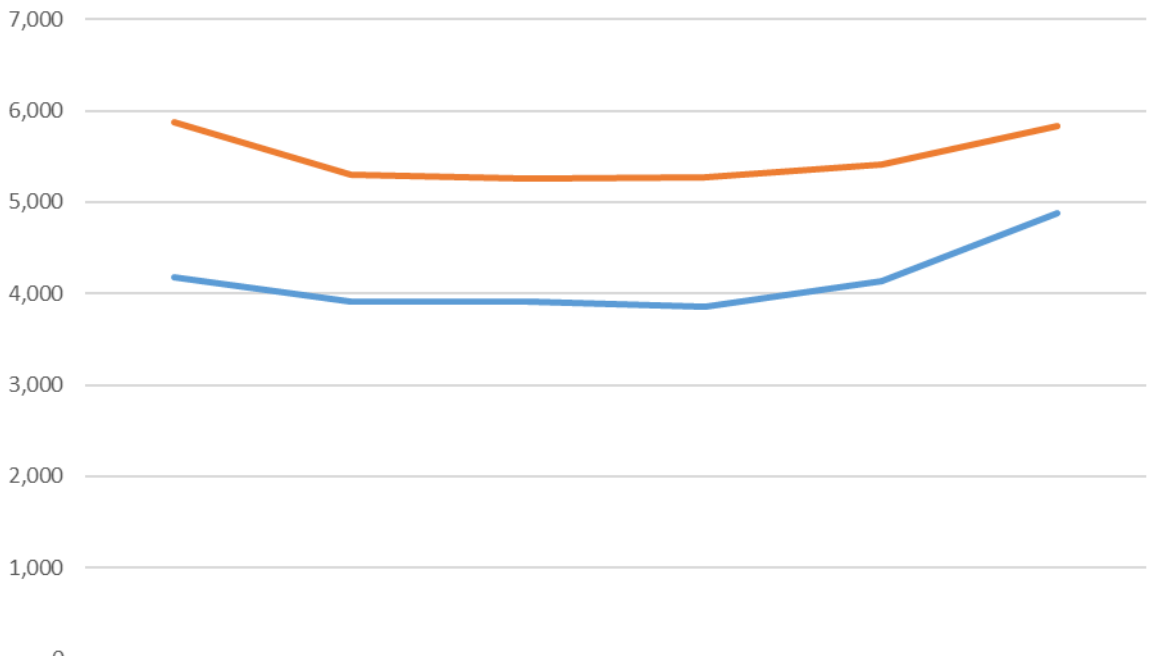
Current Enrollment Status

Data Descriptive

- Unduplicated Headcount, 2011-2017
- Total Sections by semester, 2011-2017
- Enrollment, 2011-2017
- Students Per Section, 2011-2017
- First Day Waitlist, 2011-2017
- Annual FTES, 2011-2017
- Productivity, 2011-2017
- Course Retention, 2011-2017
- Course Success, 2011-2017



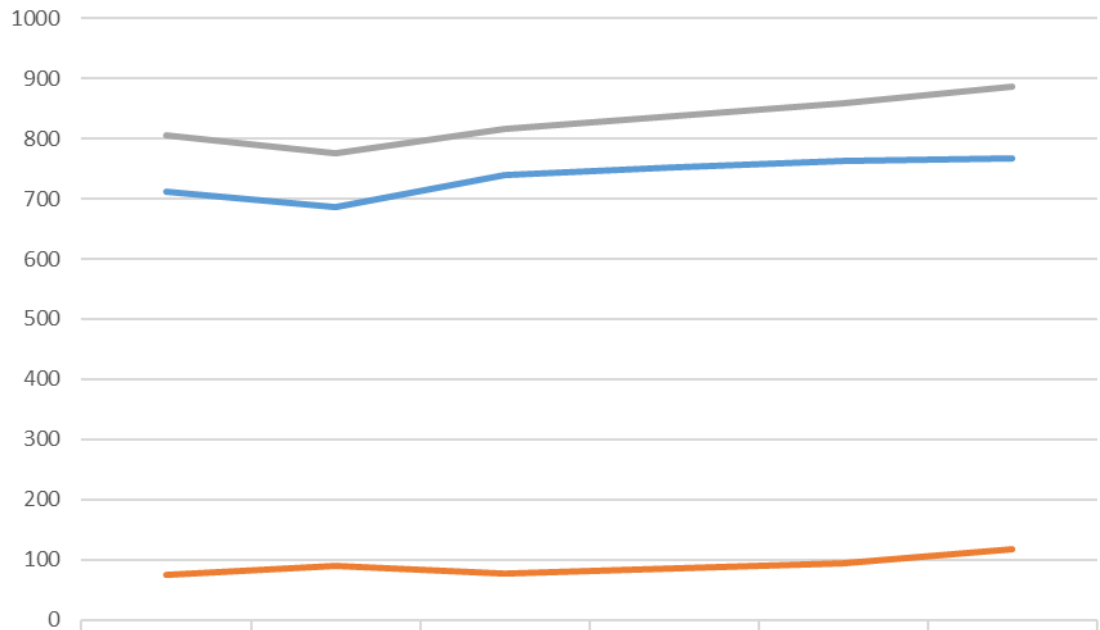
Unduplicated Headcount



	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Fall	4,183	3,909	3,906	3,852	4,136	4,883
Annual	5,871	5,298	5,260	5,273	5,414	5,828

— Fall — Annual

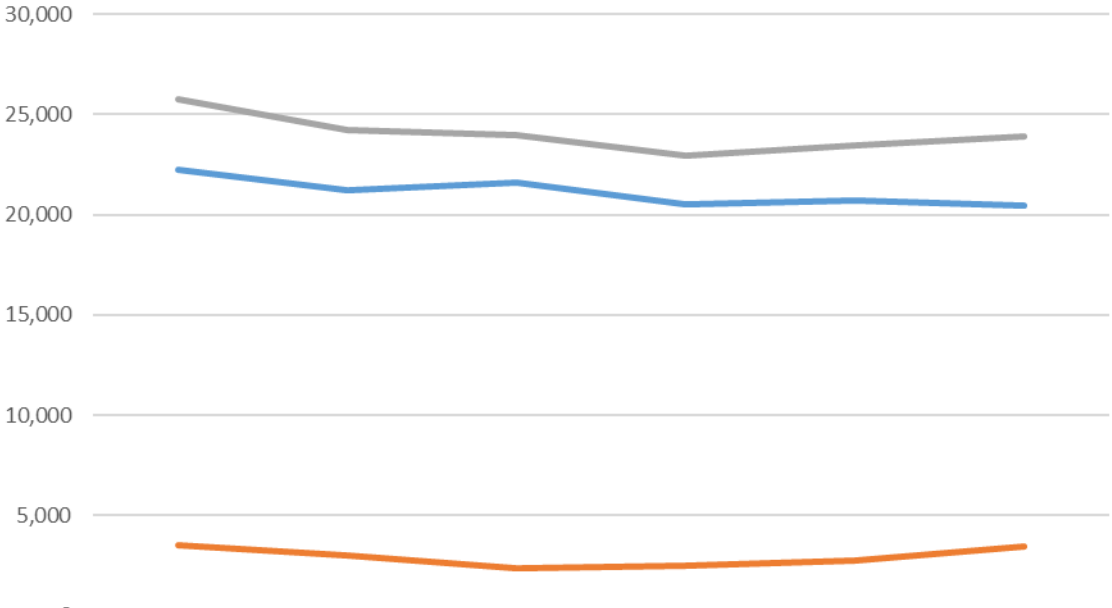
Sections



	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	712	687	740	752	764	768
Distance Ed	74	89	77	85	94	118
Total	806	776	817	837	858	886

— Traditional — Distance Ed — Total

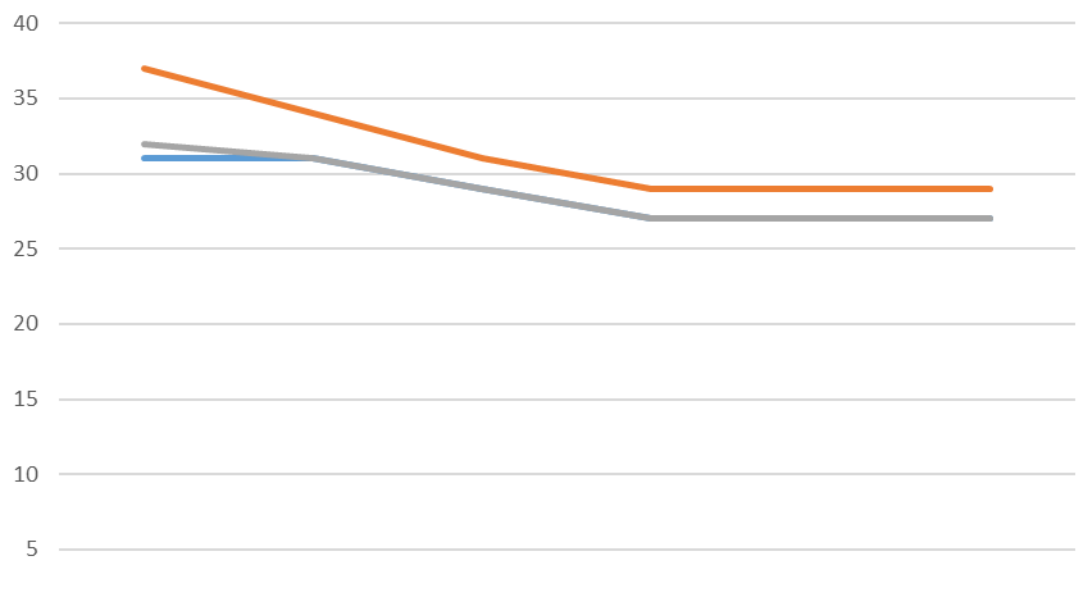
Enrollments



	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	22,256	21,204	21,615	20,497	20,711	20,453
Distance Ed	3,510	3,021	2,378	2,481	2,747	3,457
Total	25,766	24,225	23,993	22,978	23,458	23,910

— Traditional
 — Distance Ed
 — Total

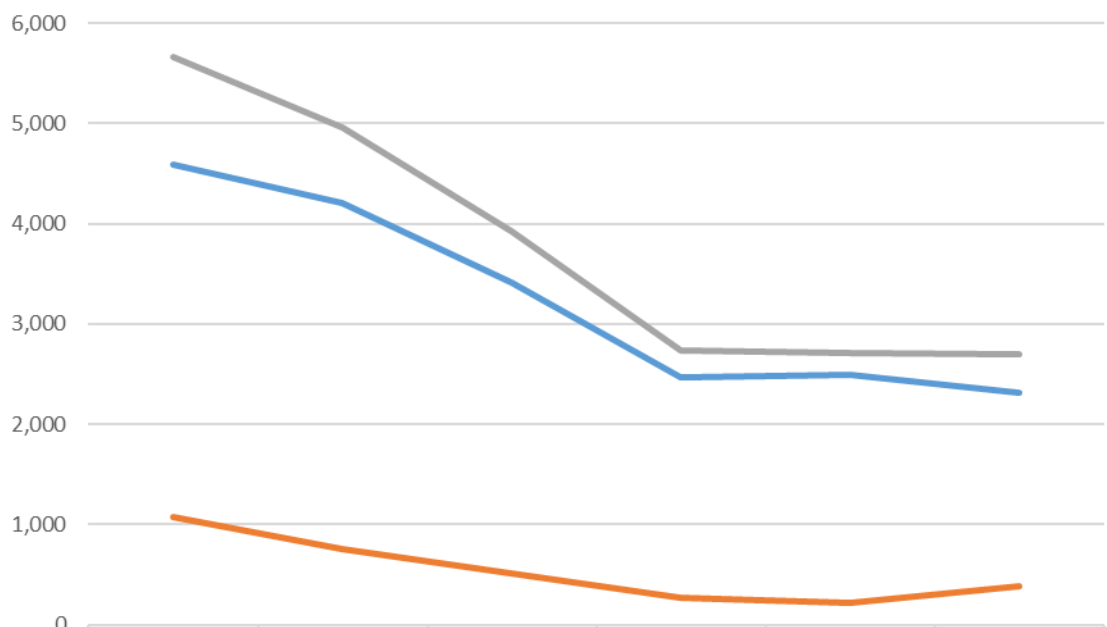
Students Per Section



	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	31	31	29	27	27	27
Distance Ed	37	34	31	29	29	29
Total	32	31	29	27	27	27

— Traditional
 — Distance Ed
 — Total

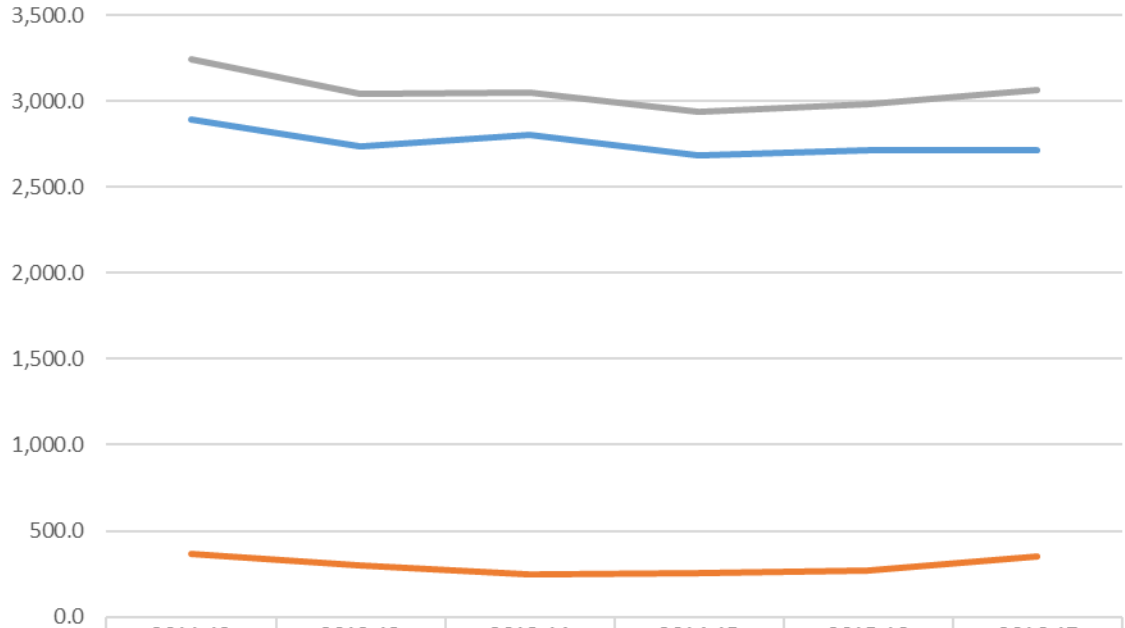
First-day Waitlist



	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	4,586	4,201	3,420	2,467	2,500	2,315
Distance Ed	1,077	758	509	265	213	384
Total	5,663	4,959	3,929	2,732	2,713	2,699

Traditional Distance Ed Total

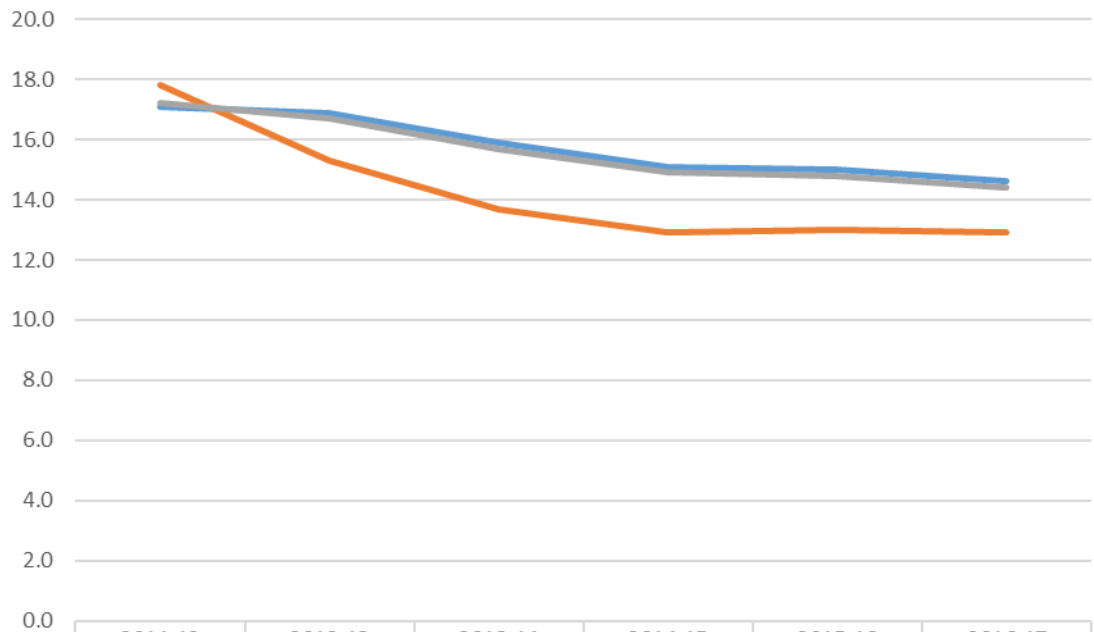
FTES



	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	2,890.8	2,738.5	2,804.7	2,685.7	2,711.6	2,714.0
Distance Ed	365.5	302.0	244.3	252.9	268.7	348.2
Total	3,247.3	3,040.5	3,049.0	2,938.7	2,980.3	3,062.2

— Traditional
 — Distance Ed
 — Total

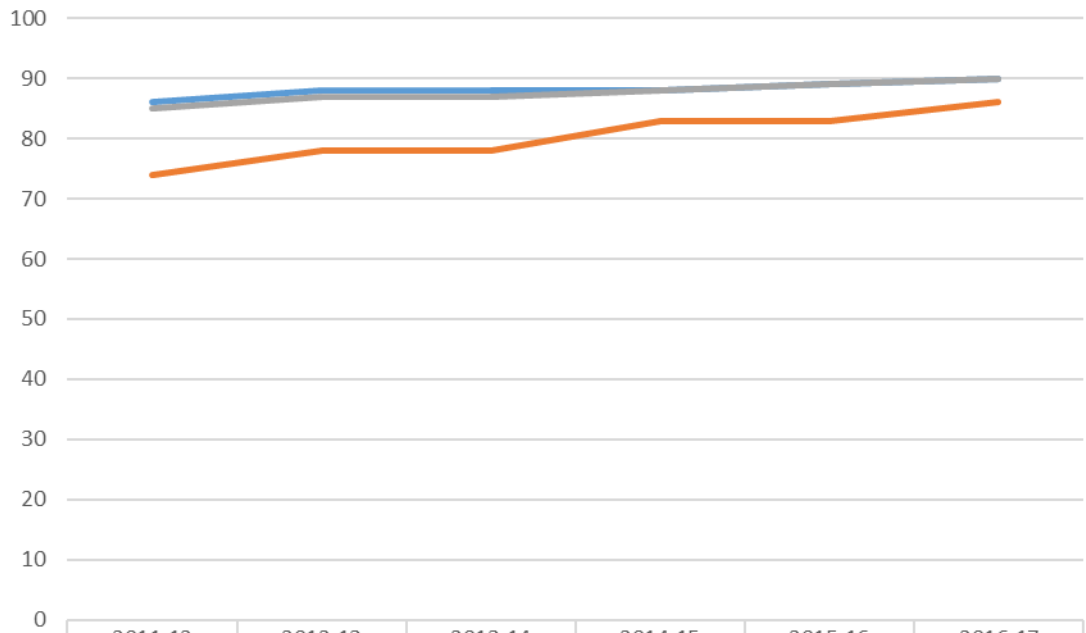
Productivity (FTES/FTEF)



	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	17.1	16.9	15.9	15.1	15.0	14.6
Distance Ed	17.8	15.3	13.7	12.9	13.0	12.9
Total	17.2	16.7	15.7	14.9	14.8	14.4

Traditional Distance Ed Total

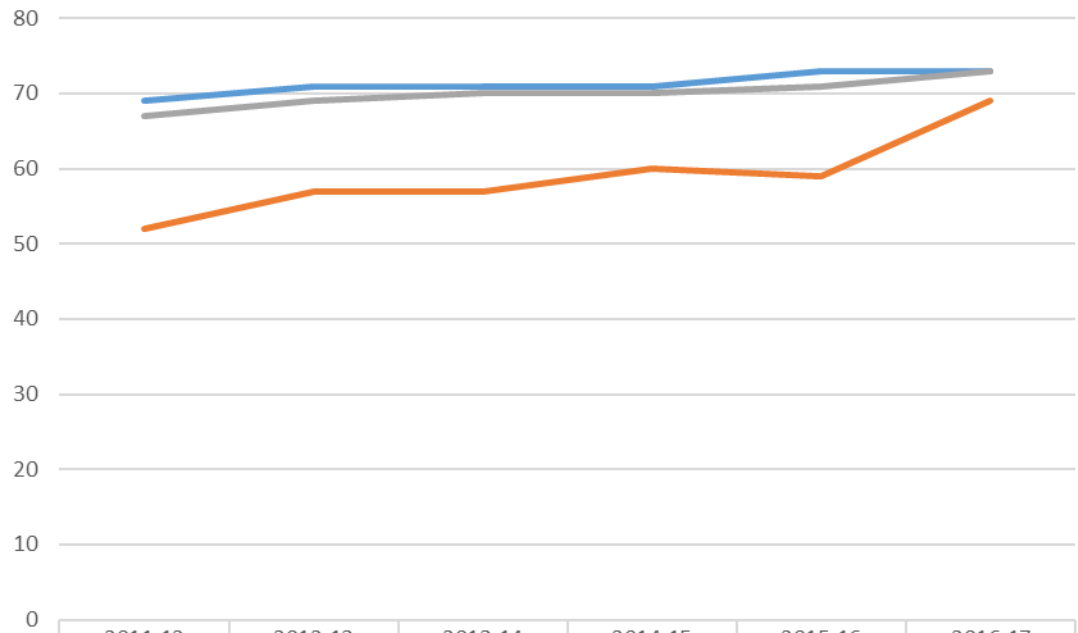
Course Retention Rate (%)



	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	86	88	88	88	89	90
Distance Ed	74	78	78	83	83	86
Total	85	87	87	88	89	90

Traditional Distance Ed Total

Course Success Rate (%)



	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Traditional	69	71	71	71	73	73
Distance Ed	52	57	57	60	59	69
Total	67	69	70	70	71	73

Traditional Distance Ed Total

Enrollment Directions & Strategies



Recruitment

Key Direction	Goal	Target Population	Strategies/Activities	Desired Deliverable	Staff Leads/Sponsors	Timeframe
Recruitment From the 1 st point of contact to initial enrollment	Increase the number of declared majors	1 st time students	Appointments with counselors to work on abbreviated education plans	Abbreviated ed plan	Erin Cruz/Maria Roman	Ongoing/Per semester
	Increase awareness of instructional programs offered	1 st time students	Provide programmatic information sessions or orientations as needed at Porterville College and in the community	Program information sessions/information held	<ul style="list-style-type: none"> • Deans • Division chairs • Student Services 	Ongoing/Annually
		High School Sophomores/Juniors	Provide information session for high school sophomores/juniors and their parents on the PC campus (include copies of the summer & fall schedules)	High school students will enroll in at least one college course during the summer and/or fall semester	<ul style="list-style-type: none"> • Tamara Smee • Division Chairs • Erin Cruz 	Annually Spring
	Increase the number of dual enrollment offerings and track the success of those offerings	High school students	Based on need, offer dual/concurrent enrollment sections at partner high school sites (at least by pathway or program of interest)	High school students to leave high school with at least 6-9 college units	<ul style="list-style-type: none"> • Tamara Smee • Admissions & Records • Deans • Division Chairs 	By semester

Clarify Path

Key Direction	Goal	Target Population	Strategies/Activities	Desired Deliverable	Staff Leads/Sponsors	Timeframe
Clarify Path From initial enrollment to the completion of first 15 college units	Increase percentage of students who take 15 units per semester	High school seniors	Counseling sessions on comprehensive education plans	Comprehensive ed plans by the end of the 1 st year	Erin Cruz/Maria Roman	On-going/Per semester
		Strategically increase course offerings available a) online, b) community to meet needs	<ul style="list-style-type: none"> • Feedback from communities • Use data (Fill rates, waitlists, etc.) to determine additional courses to be offered online and/or community 	Students will have additional options in order to take 15 college units per semester Courses offered in community	<ul style="list-style-type: none"> • Division Chairs • Institutional Research Office 	On-going/per semester

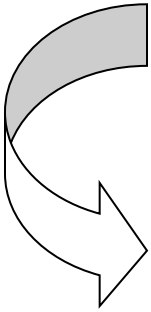
Persistence

Key Direction	Goal	Target Population	Strategies/Activities	Desired Deliverable	Staff Leads/Sponsors	Timeframe
Persistence From the 16 college level units to completion of 45 units	Increase percentage of students who complete 30 units by the end of 1 st year of college	Current students	<ul style="list-style-type: none"> Promote 15 units by semester around campus Have assigned caseloads by advisor/counselor by major Faculty to discuss program or major requirements with students during the 1st month of semester Review waitlist by semester Two year schedules for course offerings 	Completion of 30 units by end of 1 st year	<ul style="list-style-type: none"> Erin Cruz/Maria Roman, Division Chairs Erin Cruz/Maria Roman Division Chairs & discipline faculty 	On-going/Per semester
	Increase awareness of career options within programs/pathways of study	Current students	<ul style="list-style-type: none"> Specific career workshops provided by program of study Professionals, industry, experts, invited to meet with students to discuss career opportunities 	Understanding of career options	<ul style="list-style-type: none"> Job Entrepreneur Career (JEC) Center Division Chairs 	On-going

Completion

Key Direction	Goal	Target Population	Strategies/Activities	Desired Deliverable	Staff Leads/Sponsors	Timeframe
Completion From 45 units to program completion	Increase the number of students receiving associate's degrees and certificates	Current students	<ul style="list-style-type: none"> Promote graduation application throughout campus Faculty to encourage students to apply for graduation 	Graduation application completed & submitted	<ul style="list-style-type: none"> Erin Cruz/Maria Roman Division chairs 	Annually
	Increase number of students who transfer to university	Current students	<ul style="list-style-type: none"> Visits/meetings with university representatives 	Transfer application submitted	<ul style="list-style-type: none"> Transfer center 	On-going/Per semester
	Increase number of students with ready resume, job applications	Current students	<ul style="list-style-type: none"> Provide resume assistance Provide job search and assistance 	Resume Job applications	<ul style="list-style-type: none"> Job Entrepreneur Career (JEC) Center 	On-going/Per semester

2017-2022 Summary of Goals:

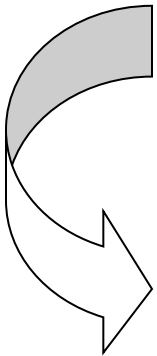


Recruitment:

- Increase the number of declared majors
- Increase awareness of instructional programs offered
- Increase the number of dual enrollment offerings and track the success of those offerings

Clarify Pathway:

- Increase the percentage of students who take 15 units per semester



Persistence:

- Increase percentage of students who complete 30 units by the end of 1st year of college
- Increase awareness of career options within programs/ pathways of study

Completion:

- Increase the number of students receiving associate's degrees and certificates
- Increase number of students who transfer to university
- Increase number of students with ready resume, job applications

