Establishing infrastructure in Enrollment Management Planning at Community Colleges

Tamika Brown, MS
Assistant Vice Chancellor of Enrollment Management
Peralta Community College District
Oakland (Bay Area), Northern California

College of Alameda, Berkeley City College, Laney College, Merritt College
Presentation Learning Outcomes

• How to engage stakeholders in Enrollment Management

• Promising practices in building support for Enrollment Management in both Instruction and Student Services

• The Do’s and Don’ts of establishing policies and procedures at the Administrative level in Enrollment Management
Why should we engage in Enrollment Management at the community college level?

- Funding model
- Growth funding
- Categorical programs funding
- Student success
- Declining enrollment
- Efficiency
- Educational Master plan
- Workforce demands
California Community College Funding Model

Full-time Equivalent Student (FTES) is a student enrollment metric that is used by the California Community College (CCC) system to allocate funds to colleges. FTES is based on student contact hours generated at a college. For every 525 student contact hours generated, the college reports one FTES. Colleges report all the student contact hours to the Chancellor’s Office in a report called the CCFS-320 Apportionment Attendance Report. Nearly 1.2 million FTES is generated by California’s community colleges.
Video

https://youtu.be/2-cEK2aXlxQ
Peralta Community College District
FTES Enrollment Targets for the 2017-18 Academic Year

• FTES target for 2017-18 is 19,500
• District Budget Allocation Model (BAM) and FTES targets based on 4 colleges: **38% Laney, BCC 21.5%, COA 18.5%, Merritt 21.3%**
Why Engage Instruction AND Student Services in Enrollment Management Planning

*Strategic Enrollment Management (SEM)* is the intentional planning and execution of marketing, recruitment, orientation, assessment, counseling, financial aid, course scheduling, teaching and support services (such as tutoring, early alert etc.), and other activities that promote enrollment growth and student success.
Why Engage Both Instruction AND Student Services in Enrollment Management Planning?

• **Access** – the ability of students to enroll in course sections (classes).
• **Retention** – completing a class in the term offered.
• **Persistence** – returning in the following term.
• **Equity** – access to college achieved through college-sponsored support and interventions irrespective of academic or socioeconomic challenges.
• **Success** – completing courses with a grade of “C” or better; attaining needed skills for transfer or employment.
• **Completion** – attaining the student’s educational goal, such as an associate’s degree, a career-technical certificate, or transfer preparation.
Why Engage Instruction AND Student Services in Enrollment Management Planning?

Creating a student-centered schedule of classes and support services is a requirement for ensuring optimal student success and completion.

The role of instruction in planning and creating a student-centered schedule that maximizes potential enrollment is a critical function of the college for achieving student success and earning apportionment.

Managing enrollments effectively means that the college has a keen awareness of the factors that matter to prospective students as they choose which college to attend. Marketing and recruitment strategies designed to attract the student to the college and convince the student to enroll. In essence, each and every part of the college has a role to play in student success, increasing enrollment, and sustaining college funding.
Student Success Continuum

Recruitment/Marketing → Orientation → Classroom Experience → Co-curricular Support → Student's College Career: ACCESS TO NEEDED CLASSES → Achieve Degree/Goal

From Bontrager, 2004; “ACCESS TO NEEDED CLASSES” added by Justice, 2017
### Where Do I Start?

<table>
<thead>
<tr>
<th>Starting point</th>
<th>Where I started</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Establish a budget and support staff&lt;br&gt;• Clearly define your role in EM planning to district/college leadership&lt;br&gt;• Meeting collectively and individually with College Presidents and Vice-Presidents to establish your immediate agenda&lt;br&gt;• Set-up regular Enrollment Management meetings <em>(see agenda)</em>&lt;br&gt;• Review student data and <strong>FTES targets</strong> for the College(s)/District&lt;br&gt;• Define key terms (FTES, Productivity, FTEF, SEM etc.)&lt;br&gt;• Learn about innovative programs&lt;br&gt;• Reach out to other institutions for ideas&lt;br&gt;• Establish marketing/re-branding plan (short/long-term)</td>
<td>▫ Myself (newly create position)&lt;br&gt;▫ A &amp; R Analyst staff member&lt;br&gt;▫ 4 college outreach lead(s)&lt;br&gt;▫ SEM planning consultant&lt;br&gt;▫ RP Group <em>(research consultant)</em>&lt;br&gt;▫ Modest budget to purchase marketing material&lt;br&gt;▫ Past meeting minutes/plans for review&lt;br&gt;▫ Framework to establish a delineation of College/District roles/responsibilities&lt;br&gt;▫ District researcher to produce <strong>Enrollment Charts</strong></td>
</tr>
</tbody>
</table>
Infrastructure Building

**Need as Advocates**

- Who should be at the table (keep in the loop of all EM activity):
  - Chancellor *
  - Key Faculty Leadership
  - College Presidents
  - Vice-Presidents
  - Classified Leadership
  - District**

*endorsement

**Key classified staff and Administrators

**Need as Experts (to move the agenda)**

- Identify key support personnel with expertise and build relationships:
  - Researcher (analytical data)
  - Outreach lead(s)
  - Vice-Chancellors (Finance, Academic Affairs, Workforce Development)
  - Functional Analysts
  - IT (programmers)
  - Admissions & Records
  - District and/or College faculty leads
  - College Presidents
  - Vice Presidents
  - Counselors
  - Webmaster
  - Classified staff
  - Early Adapters (faculty/staff)
Infrastructure Building
DISTRICTWIDE MEETINGS

- College Presidents’ (monthly cabinet)
- SEM Taskforce (at least 1 academic year)
- District Academic Senate (per request)
- District Planning & Budget (per request)
- Student Support & Success and Services bi-weekly
  - Admissions
  - Matriculation process (orientation, assessment, counseling)
  - Early Alert
- Outreach leads districtwide meetings (monthly)
  - Master calendar
  - Tracking system
  - E-campaigns
  - Marketing material
Infrastructure Building
DISTRICTWIDE MEETINGS

• Vice Presidents (Instruction/Student Services) Enrollment Management bi-weekly meetings
  ▫ Increase student success:
    • Class Scheduling (data review)
    • Enrollment Management College Strategy
    • Course cancellation policy/procedure*
    • Setting FTES targets
    • New enrollment initiatives (i.e. promise programs)
    • Support districtwide consistency in the implementation of student services
    • Improving the “on-boarding” process for students (outreach/admissions/enrollment)
Infrastructure Building

Create a SEM plan

(PCCD draft plan)

• Creating a Strategic Enrollment Management (SEM) Plan (at least 1 academic year)
  ▫ Establish taskforce membership
  ▫ Provide overall of SEM planning (review past plans)
  ▫ Vetting the process (click here)
  ▫ Defining Enrollment Management
  ▫ Guiding principles and assumptions
  ▫ Core Components
  ▫ Data (educational master plan, environmental scan, scorecard data etc.)
  ▫ Goals/outcomes
  ▫ Evaluation process
Infrastructure Building

• **Remove existing barriers** to enrollment, persistence and student success
  - Examples from Peralta Colleges:
    - Repeatability forms (automation!)
    - Admissions and Records (refresher training)
    - Faculty/Deans training on census submission and apportionment
    - Student Grade Corrections
    - Incompletes
    - Course Add/drop process
    - Bursar hold/non-payment drop process
    - Financial Aid
    - Student Enrollment Center improvements
    - Rebranding (clear communication on website on admissions/enrollment steps etc.)
# Do’s and Don'ts

**Do:**

- Listen and identify the needs of key stakeholders
- Have the “meeting” before the meeting
- Send agendas out early *(see example)*
- Take notes/meeting minutes and sign-in sheets
- Publish all meeting minutes
- Follow-up on action items *(show improvement)*
- Establish College EM training needs
- Send out weekly communication of FTES target process until census and at the end of term
- Provide data to inform discussions and the decision making process
- Give credit to the team and celebrate victories
- Continue to seek professional development

**Don’ts**

- Go it alone (break out of silos and get buy-in on new initiatives)
- Leave faculty out of the conversation
- Assume everyone has the same agenda
- Move too fast! Vet every new initiative and have an evaluative process
- Attempt to be the expert in all areas, build a supportive and knowledgeable team
- Accomplish activities without building infrastructure
- **Get distracted by campus/district politics**
Peralta Community College District Enrollment Management Accomplishments for 2016-17

**Infrastructure building**

- Strategic Enrollment management District plan (data driven, widely vetted, template for colleges etc.)
- Non – Credit (PeopleSoft)
- Early Alert and other tools to increase student retention, success and completion
- Pipeline programs (i.e. dual enrollment, Promise programs, articulation)
- External marketing and outreach (tracking from prospect to enrollment) with student interest forms
- Facilitation of District wide meetings – SSSP working group, EA working group*, Vice-Presidents, SEM advisory taskforce
- 1st annual Enrollment Management Summit: Keynote dr. Pourzanjani
- Personnel: 2nd A & R analyst,
- District coordination of Multiple Measures for assessment
- Coordination with Academic affairs to address scheduling, MOUs etc.

**Activities**

- Outreach & Recruitment (master calendar)
- E-campaigns “in-reach” applied but never enrolled
- IT Query for Abv Student educational plans
- Marketing campaigns, (TV/Print), Website updates
- Community based organizations
- Training on the application and enrollment process (i.e. adult ed)
- Training district wide (census & grade submission, A & R staff, counselors, BI tool training etc.
- Increase communication with key stakeholders (i.e. weekly EM updates)
- Improvements in A & R processes and procedures
- Improvements to Passport (enrollment process)
- Return student letter
- Improve add process for faculty/students
- Incompletes new AP
# PCCD Enrollment Management Retreats

**March 3, 2017**

**AGENDA**

Peralta Colleges Enrollment Management Summit  
Merritt College  
Newton/Seale Conference Room

8:30am-9:00am Breakfast  
9:00-3:00 Meeting

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Presenter(s)</th>
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</thead>
</table>
| 8:30 – 9:00| Continental Breakfast – sign-in                                     | Tamika Brown  
Chancellor Laguerre, Ph.D.                                                   |
| 9:00 – 9:15| Welcome and overview of the day                                    | Marc Bean, Ph.D., RP  
Group                                                       |
|            | Peralta Colleges Student Retention & Promising Practices for Student Success | Srin Brown, Ph.D.  
Drew Geffhart                                                              |
| 10:15-10:30| District Unoja Programs                                            | Anita Black  
Herbert Kitchen, Ed.D.                                                    |
| 10:30 – 10:45| BREAK                                                             |                                                                              |
| 10:45 – 12noon| Keynote Address: Enrollment Management from recruitment to completion | Omid Pourzanjani, Ed.D.                                                      |
| 12:00-12:30| WORKING LUNCH!                                                   |                                                                              |
| 12:30-1:00| BAM Model College Allocations and Target goals 2017-18            | Ron Little, VC Finance                                                     |
| 1:00-2:00| Enrollment Growth:  
• OUSD dual enrollment data  
• Workforce Development & non credit | Leslie Han, Manager of Strategic Partnerships, OUSD  
Mel King, Ed.D, Associate VC of Workforce Development               |
| 2:00 – 2:30| The role of faculty in Enrollment Management planning            | District Academic Senate                                                   |
| 2:30 – 3:00| Overview of District Enrollment Planning Process                | Tamika Brown                                                            |
| 1:00 – 3:00*| Special Session for the PC District Enrollment Management Advisory Taskforce* including Vice Presidents and College Presidents | Cathy Hasson, Ph.D.  
San Diego City Community District |
NOTES FROM FACULTY at the summit:

The District Academic Senate facilitated our afternoon conversation on the role of faculty in enrollment management.

Key points from our dialogue:

• The District needs to provide support to the campuses in coordinating scheduling to eliminate overlap and gaps in shared disciplines. More conversations need to happen around scheduling based on student demand (i.e. looking at data from SEP queries per campus, waitlist, course productivity/fill rate etc.).
• Faculty will have to adjust and perhaps teach different courses.
• We have to stop cutting and pasting schedules from one semester to next, and college administration, department chairs and faculty need to do a thorough analysis (using the BI tool) to determine what classes to run and how many sections.
• We should set a goal to implement changes in our scheduling practices to have an impact on the spring 2018 schedule and beyond.
• Use SEPs to build schedules
• Faculty should know how much FTES their department is generating. What is the growth?
## PCCD Enrollment Management Retreats

**June 5, 2017**

**AGENDA**
District Enrollment Management Retreat  
Location: District Boardroom  
12-4pm

**Goals:**
- Establish a multi-year plan for target enrollment growth
- Outline specific programs and enrollment strategies over the next 2-3 years
- Identify District level support for Colleges in achieving enrollment targets
- Define the delineation of roles/responsibilities in District/College with consistency in enrollment services

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
<th>Presenter(s)</th>
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</thead>
<tbody>
<tr>
<td>12noon</td>
<td>Chancellor’s Overview of District’s Mission and EM goals</td>
<td>Chancellor Laguerre</td>
</tr>
<tr>
<td>12:15 - 1:00pm</td>
<td>PCCD enrollment and workforce environmental scans</td>
<td>RP Group</td>
</tr>
<tr>
<td>1:00 - 1:30pm</td>
<td>Dual Enrollmnt OUSD pathways to Parks and projected FTEs growth</td>
<td>Leslie Hui</td>
</tr>
</tbody>
</table>
| 1:30 - 1:45pm | **Current admissions data points:**  
|              | - Application numbers by ethnicity, gender, age and intended major  
|              | - Data points from August 2016-present by College  
|              | - Student Education Plans (summer 2017/fall 2017 by College)  
|              | - Financial Aid applications for Fall 2017                     | District Admissions & Records, Student Services, District Financial Aid |
| 2:00 - 2:45pm | **PCCD’s historical fiscal budget allocation model over the last 5 years and present overview of FTEs/FTEF for 2017-18:**  
|              | - What are the lessons learned and strategies moving forward for multi-year planning?  
|              | - Audit findings and preparations for 2017-18                  | District Finance Team, Dr. Michael Orkin, Dr. Ambroz-Galvez |
| 2:45 - 4:00pm | **Discussion on LaVer’s enrollment goals/productivity:**  
|              | - How do we support the Colleges productivity/enrollment goals distrsictwide?  
|              | - How much potential new FTEs can we generate in 2017-18 (i.e., high demand programs/classes, CTE, noncredit, FYE, etc.?) | Emmanuel Gilkerson, Laney College President, ALL |
## FTES Targets 2016-2017

<table>
<thead>
<tr>
<th></th>
<th>Alameda</th>
<th>BCC</th>
<th>Laney</th>
<th>Merritt</th>
<th>District</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ANNUAL 2016-17</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Annual RES FTES target</td>
<td>3,444</td>
<td>3,917</td>
<td>7,275</td>
<td>3,863</td>
<td>18,500</td>
</tr>
<tr>
<td>Annual RES FTES to date</td>
<td>3,305</td>
<td>3,702</td>
<td>6,637</td>
<td>3,923</td>
<td>17,567</td>
</tr>
<tr>
<td>% of Annual RES FTES TARGET</td>
<td>96%</td>
<td>95%</td>
<td>91%</td>
<td>102%</td>
<td>95.0%</td>
</tr>
<tr>
<td>Annual RES FTES remaining to meet target</td>
<td>140</td>
<td>215</td>
<td>638</td>
<td>-60</td>
<td>933</td>
</tr>
<tr>
<td>Annual NON-RES FTES to date</td>
<td>261</td>
<td>646</td>
<td>656</td>
<td>205</td>
<td>1,768</td>
</tr>
<tr>
<td>Annual TOT FTES to date</td>
<td>3,566</td>
<td>4,347</td>
<td>7,293</td>
<td>4,128</td>
<td>19,335</td>
</tr>
<tr>
<td>% NON-RES FTES</td>
<td>7.3%</td>
<td>14.9%</td>
<td>9.0%</td>
<td>5.0%</td>
<td>9.1%</td>
</tr>
<tr>
<td>Annual 2016-17 FTEF allocation</td>
<td>209</td>
<td>256</td>
<td>448</td>
<td>231</td>
<td>1,144.4</td>
</tr>
<tr>
<td>Annual FTEF Actual (not including dual enrollment FTEF)</td>
<td>231</td>
<td>263</td>
<td>504</td>
<td>248</td>
<td>1,245.7</td>
</tr>
<tr>
<td>Annual PRODUCTIVITY</td>
<td>15.5</td>
<td>16.5</td>
<td>14.5</td>
<td>16.7</td>
<td>15.5</td>
</tr>
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</table>
Early Alert Spring 2017 Pilot results

<table>
<thead>
<tr>
<th>Description</th>
<th>Alameda</th>
<th>Laney</th>
<th>Merritt</th>
<th>Berkeley</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absence</td>
<td>11</td>
<td>50</td>
<td>14</td>
<td>9</td>
<td>84</td>
</tr>
<tr>
<td>Assignment Performance</td>
<td>19</td>
<td>35</td>
<td>3</td>
<td>15</td>
<td>72</td>
</tr>
<tr>
<td>Attitude/Motivation</td>
<td>3</td>
<td>4</td>
<td></td>
<td>12</td>
<td>19</td>
</tr>
<tr>
<td>Class Participation</td>
<td>2</td>
<td>13</td>
<td>2</td>
<td>12</td>
<td>29</td>
</tr>
<tr>
<td>DSPS</td>
<td>8</td>
<td>2</td>
<td>3</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>ESL</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Inappropriate Behavior</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Tardiness</td>
<td>5</td>
<td>14</td>
<td>9</td>
<td>4</td>
<td>32</td>
</tr>
<tr>
<td>Test Performance</td>
<td>25</td>
<td>26</td>
<td></td>
<td></td>
<td>51</td>
</tr>
<tr>
<td>Tutoring</td>
<td>25</td>
<td>6</td>
<td>6</td>
<td>1</td>
<td>38</td>
</tr>
<tr>
<td>Totals</td>
<td>101</td>
<td>165</td>
<td>39</td>
<td>59</td>
<td>364</td>
</tr>
</tbody>
</table>
Census Submission for Apportionment


<table>
<thead>
<tr>
<th>College</th>
<th># of Enrollment Sections</th>
<th># of Submitted Census Online</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alameda</td>
<td>375</td>
<td>296</td>
<td>79%</td>
</tr>
<tr>
<td>Berkeley</td>
<td>587</td>
<td>465</td>
<td>79%</td>
</tr>
<tr>
<td>Laney</td>
<td>1097</td>
<td>767</td>
<td>70%</td>
</tr>
<tr>
<td>Merritt</td>
<td>429</td>
<td>255</td>
<td>59%</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>College</th>
<th># of Enrollment Sections</th>
<th># of Submitted Census Online</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alameda</td>
<td>356</td>
<td>335</td>
<td>94%</td>
</tr>
<tr>
<td>Berkeley</td>
<td>642</td>
<td>574</td>
<td>89%</td>
</tr>
<tr>
<td>Laney</td>
<td>1100</td>
<td>964</td>
<td>88%</td>
</tr>
<tr>
<td>Merritt</td>
<td>448</td>
<td>412</td>
<td>92%</td>
</tr>
</tbody>
</table>
Enrollment Management
Scheduling for 2017-18 targets
Balance the percentage of classes that run 20 students or below (should be around 12% or less) with above 30+ students. Approximately 60% of our classes should fall above 30+ students on the balance scale.
E-Campaigns

Berkeley City College
2050 Center St, Berkeley, CA 94704

Date

Dear,

Congratulations and welcome to the Peralta Community College District! We have received your admissions application and are excited that you have chosen Berkeley City College to pursue your educational goals.

Take the next steps to attend Berkeley City College in Spring 2017. Open enrollment begins November 30, 2016, and classes begin Monday, January 23, 2017! Look at our class schedule for available courses!

1. Take an online orientation at http://www.studentgateway.com/berkeley. The online orientation will help you become familiar with our campus and the services we provide to meet your educational goals.

2. Sign up for an assessment in English or English as a Second Language (ESL) and Mathematics. The Assessment Center is located in Rooms 131 on the first floor. Make appointment by calling (510) 981-2104, or email us at bcc-assessment@peralta.edu

3. Make an appointment to see a counselor to develop an education plan. To make an appointment, call (510) 981-5556, email councilor.prime@peralta.edu, or visit us in person on the 1st floor, near Breezeway. Our hours are Mon & Thurs: 8:30 am - 5:30 pm, Tues & Wed: 8:00 am - 5:00 pm, and Fri: 8:00 am - 3:00 pm.


5. Enroll for classes by logging onto http://passport.peralta.edu
   *Make sure you complete steps 1-5 or else you’ll difficulty adding classes.***

Need additional help? We are here to help you! Stop by the welcome desk on the first floor of Berkeley City College and a student ambassador will be available to direct you to the appropriate office.

Again, thank you for choosing the Peralta Community Colleges. Our faculty and staff are dedicated to helping you achieve your goals. We look forward to seeing you on campus!

Sincerely,

Jovanna Betancourt
Interim Vice President of Student Services

---

Thank you for your interest!

You recently filled out a prospective student form indicating you are considering advancing your education at Berkeley City College, College of Alameda, Laney College, or Merritt College in the near future.

I am reaching out to let you know that open enrollment for summer and fall 2017 classes starts in just three weeks on May 15!

We have hundreds of classes available to help you reach your educational goals – whether they be transferring to a four-year institution, obtaining an associate’s degree or certificate, acquiring job skills, or personal enrichment.

We also have more than 150 associate degree majors to choose from and over 88 career/technical programs for in-demand fields such as healthcare, bioscience, engineering, information technology, design, media, human services, and construction.

Our colleges are affordable too. Classes are $49/unit (plus campus fees), and financial aid is available to those who qualify.

I’ve provided some resources below to help you explore all we have to offer. If you have further questions, feel free to email us at outreach@peralta.edu or contact a specific department at your campus of interest.

We look forward to seeing you on campus!

Tamika Brown
Assistant Vice Chancellor of Enrollment Management

Application and Enrollment Instructions
December 2016 Applied Not Enrolled Email Campaign

<table>
<thead>
<tr>
<th>Number of Students Enrolled</th>
<th>Units Enrolled</th>
<th>FTES</th>
<th>Conversion Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>888</td>
<td>7,317.5</td>
<td>487.83</td>
<td>12.32%</td>
</tr>
</tbody>
</table>

Emails were sent to 7207 students who applied in fall 2016 but had not yet enrolled in courses.
Alameda: 996, Berkeley City: 2430, Laney: 2079, Merritt: 1702

**Enrollment by College**
- Berkeley City College: 245
- College of Alameda: 126
- Laney College: 329
- Merritt College: 188

**Enrollment by Discipline**
- MATH: 1,044
- ESL: 1,214
- ENGL: 1,108
- BUS: 89
- ART: 18
- SPAN: 15
- HIST: 11
- COUN: 5
Book a Counseling Appointment TODAY to Develop Your Student Education Plan!

Dear Student,

Do you know what classes to take next semester? Are you undecided about your major or career options? Make an appointment with a College of Alameda counselor today! A counselor can help you develop your comprehensive student education plan which is a roadmap that lets you know what classes you need to complete to meet your academic goals.

To schedule an appointment, visit the counseling department in the A building or call (510) 748-2209. You may also book your appointment online clicking here.

Counseling Department
A Building, Administration
Monday 8:00am- 7:00pm
Tuesday - Friday: 8:00am – 4:30pm
Phone: (510) 748-2209

Spring 2017
Key Dates

March 17
Last Day to Petition for your Degree/Certificate

March 31
Cesar Chavez Holiday Observance

April 10-14
Spring Break

May 1
Last Day to Drop a Spring 2017 regular session class with a W

May 19
Malcolm X’s Birthday -- Holiday Observance

May 22-26
Finals Week

May 26
Spring 2017 Semester Ends

May 26
Graduation Ceremony

Follow us on Facebook, Twitter & Instagram!
Passport Improvements

Welcome to the Peralta Colleges!

The Passport Student Center is your gateway to class enrollment and academic information. Log in to enroll in classes, view your Student Education Plan (SEP) and unofficial transcripts, view and pay fees, update personal information, find district and campus resources, and more.

New Students: To enroll in classes you must first apply to one of the Peralta Colleges. You will receive a welcome email with your Student/User ID and Password within 24 hours of your application submission. Note that although you are submitting an application to one college, you will be able to enroll in classes at all four Peralta Colleges.

Former Students: If you have not enrolled and received a grade (including W or I) in a class within the last two semesters, you will need to submit a new application to one of the Peralta Colleges. You will receive a welcome email within 24 hours of your application submission.

Apply Here: [http://web.peralta.edu/enrollment-2/](http://web.peralta.edu/enrollment-2/)

Continuing Students: If you have enrolled and received a grade (including W or I) in a class within the last two semesters, use your current User ID and Password to access your Student Center. Use the Forgot User ID and/or Password link if you have forgotten your login information.

Login & Browser Help: [http://web.peralta.edu/it/student-passport/](http://web.peralta.edu/it/student-passport/)

Additional Application and Enrollment Information: [http://web.peralta.edu/admissions/enrollment-steps/](http://web.peralta.edu/admissions/enrollment-steps/)

Need Additional Help? Contact us
Passport Improvements
Student Center
Passport Improvements
Enroll Page
# FTES Targets for 2017-18

## Allocations by Semester

### Summer 2017 (10% of annual)

<table>
<thead>
<tr>
<th></th>
<th>Alameda</th>
<th>BCC</th>
<th>Laney</th>
<th>Merritt</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>RES FTES</td>
<td>361.4</td>
<td>415.4</td>
<td>754.1</td>
<td>419.1</td>
<td>1,950.0</td>
</tr>
<tr>
<td>TOT FTES</td>
<td>385.3</td>
<td>477.7</td>
<td>815.1</td>
<td>439.4</td>
<td>2,117.5</td>
</tr>
<tr>
<td>FTEF</td>
<td>22.0</td>
<td>27.3</td>
<td>46.6</td>
<td>25.1</td>
<td>121.0</td>
</tr>
</tbody>
</table>

### Fall, Spring, 2017-18 (each 45% of annual)

<table>
<thead>
<tr>
<th></th>
<th>Alameda</th>
<th>BCC</th>
<th>Laney</th>
<th>Merritt</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>RES FTES</td>
<td>1,626.4</td>
<td>1,869.2</td>
<td>3,393.3</td>
<td>1,886.2</td>
<td>8,775.0</td>
</tr>
<tr>
<td>TOT FTES</td>
<td>1,733.7</td>
<td>2,149.8</td>
<td>3,668.0</td>
<td>1,977.4</td>
<td>9,529.0</td>
</tr>
<tr>
<td>FTEF</td>
<td>99.1</td>
<td>122.8</td>
<td>209.6</td>
<td>113.0</td>
<td>544.5</td>
</tr>
</tbody>
</table>

### Annual 2017-18

<table>
<thead>
<tr>
<th></th>
<th>Alameda</th>
<th>BCC</th>
<th>Laney</th>
<th>Merritt</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>RES FTES</td>
<td>3,614.1</td>
<td>4,153.7</td>
<td>7,540.7</td>
<td>4,191.5</td>
<td>19,500.0</td>
</tr>
<tr>
<td>TOT FTES</td>
<td>3,852.8</td>
<td>4,777.3</td>
<td>8,151.2</td>
<td>4,394.2</td>
<td>21,175.5</td>
</tr>
<tr>
<td>FTEF</td>
<td>220.2</td>
<td>273.0</td>
<td>465.8</td>
<td>251.1</td>
<td>1,210.0</td>
</tr>
</tbody>
</table>
### Weekly Enrollment Chart

**FTES targets with productivity by College/District**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-18 RES FTES Target</td>
<td>19,900.00</td>
</tr>
<tr>
<td>BAM 3 yr ave - NON-RES FTES</td>
<td>1,888.00</td>
</tr>
<tr>
<td>2017-18 TOT FTES Target</td>
<td>21,788.00</td>
</tr>
<tr>
<td>2017-18 estimated FTES allocation</td>
<td>1,299.60</td>
</tr>
</tbody>
</table>

**Productivity Target**: 17.50

#### Summer 2017

<table>
<thead>
<tr>
<th>Term</th>
<th>Alameda</th>
<th>Berkeley</th>
<th>Laney</th>
<th>Merritt</th>
<th>PCCD</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTES Target</td>
<td>382.30</td>
<td>413.90</td>
<td>753.70</td>
<td>420.10</td>
<td>1,950.00</td>
</tr>
<tr>
<td>FTES Actual</td>
<td>332.79</td>
<td>435.44</td>
<td>611.71</td>
<td>403.83</td>
<td>1,823.72</td>
</tr>
<tr>
<td>FTES deficit</td>
<td>20.51</td>
<td>-21.54</td>
<td>135.59</td>
<td>16.27</td>
<td>128.28</td>
</tr>
<tr>
<td>FTES % of Target</td>
<td>91.85</td>
<td>105.20</td>
<td>81.96</td>
<td>96.13</td>
<td>93.52</td>
</tr>
<tr>
<td>NON-RES FTES Actual</td>
<td>23.68</td>
<td>52.83</td>
<td>62.74</td>
<td>31.39</td>
<td>172.24</td>
</tr>
<tr>
<td>TOTAL FTES Actual</td>
<td>355.33</td>
<td>488.07</td>
<td>685.45</td>
<td>435.22</td>
<td>1,995.95</td>
</tr>
<tr>
<td>NON-RES FTES % of TOTAL FTES</td>
<td>7.72</td>
<td>10.78</td>
<td>9.22</td>
<td>7.21</td>
<td>5.63</td>
</tr>
<tr>
<td>Estimated FTES allocation</td>
<td>22.10</td>
<td>27.20</td>
<td>49.60</td>
<td>25.10</td>
<td>121.00</td>
</tr>
<tr>
<td>FTES Actual</td>
<td>23.26</td>
<td>30.69</td>
<td>50.93</td>
<td>26.39</td>
<td>131.27</td>
</tr>
<tr>
<td>PRODUCTIVITY</td>
<td>15.32</td>
<td>15.91</td>
<td>13.28</td>
<td>16.49</td>
<td>15.21</td>
</tr>
</tbody>
</table>

#### Fall 2017

<table>
<thead>
<tr>
<th>Term</th>
<th>Alameda</th>
<th>Berkeley</th>
<th>Laney</th>
<th>Merritt</th>
<th>PCCD</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTES Target</td>
<td>1,629.00</td>
<td>1,892.70</td>
<td>3,391.50</td>
<td>1,890.30</td>
<td>6,775.00</td>
</tr>
<tr>
<td>FTES Actual</td>
<td>558.57</td>
<td>645.22</td>
<td>1,354.51</td>
<td>649.19</td>
<td>3,622.01</td>
</tr>
<tr>
<td>FTES deficit</td>
<td>1,072.03</td>
<td>1,217.48</td>
<td>2,036.00</td>
<td>1,241.11</td>
<td>5,172.99</td>
</tr>
<tr>
<td>FTES % of Target</td>
<td>34.26</td>
<td>34.64</td>
<td>39.04</td>
<td>34.34</td>
<td>38.77</td>
</tr>
<tr>
<td>NON-RES FTES Actual</td>
<td>51.28</td>
<td>137.83</td>
<td>150.03</td>
<td>40.74</td>
<td>268.95</td>
</tr>
<tr>
<td>TOTAL FTES Actual</td>
<td>659.85</td>
<td>783.05</td>
<td>1,500.14</td>
<td>989.93</td>
<td>3,800.96</td>
</tr>
<tr>
<td>NON-RES FTES % of TOTAL FTES</td>
<td>8.41</td>
<td>17.60</td>
<td>10.01</td>
<td>5.90</td>
<td>10.50</td>
</tr>
<tr>
<td>Estimated FTES allocation</td>
<td>99.40</td>
<td>122.30</td>
<td>209.50</td>
<td>113.10</td>
<td>544.30</td>
</tr>
<tr>
<td>FTES Actual</td>
<td>97.05</td>
<td>111.51</td>
<td>211.87</td>
<td>101.33</td>
<td>521.75</td>
</tr>
<tr>
<td>PRODUCTIVITY</td>
<td>6.28</td>
<td>7.03</td>
<td>7.10</td>
<td>6.81</td>
<td>7.28</td>
</tr>
</tbody>
</table>

#### Annual 2017-18

<table>
<thead>
<tr>
<th>Term</th>
<th>Alameda</th>
<th>Berkeley</th>
<th>Laney</th>
<th>Merritt</th>
<th>PCCD</th>
</tr>
</thead>
<tbody>
<tr>
<td>FTES Target</td>
<td>1,902.00</td>
<td>2,276.40</td>
<td>4,145.20</td>
<td>2,310.40</td>
<td>10,725.00</td>
</tr>
<tr>
<td>FTES Actual</td>
<td>891.36</td>
<td>1,083.66</td>
<td>1,972.22</td>
<td>1,953.02</td>
<td>5,225.73</td>
</tr>
<tr>
<td>FTES deficit</td>
<td>1,101.55</td>
<td>1,155.54</td>
<td>2,172.98</td>
<td>1,257.38</td>
<td>5,495.27</td>
</tr>
<tr>
<td>FTES % of Target</td>
<td>44.73</td>
<td>47.47</td>
<td>47.58</td>
<td>45.58</td>
<td>48.72</td>
</tr>
<tr>
<td>NON-RES FTES Actual</td>
<td>74.83</td>
<td>190.40</td>
<td>213.37</td>
<td>72.13</td>
<td>571.18</td>
</tr>
<tr>
<td>TOTAL FTES Actual</td>
<td>965.19</td>
<td>1,271.12</td>
<td>2,185.59</td>
<td>1,235.14</td>
<td>5,796.91</td>
</tr>
<tr>
<td>NON-RES FTES % of TOTAL FTES</td>
<td>7.74</td>
<td>14.98</td>
<td>9.76</td>
<td>8.41</td>
<td>9.65</td>
</tr>
<tr>
<td>Estimated FTES allocation</td>
<td>121.50</td>
<td>148.50</td>
<td>256.10</td>
<td>138.20</td>
<td>665.30</td>
</tr>
<tr>
<td>FTES Actual</td>
<td>120.31</td>
<td>142.19</td>
<td>282.60</td>
<td>127.72</td>
<td>653.02</td>
</tr>
<tr>
<td>PRODUCTIVITY</td>
<td>6.03</td>
<td>8.94</td>
<td>8.32</td>
<td>8.81</td>
<td>8.88</td>
</tr>
</tbody>
</table>
Managing the Enrollment Funnel

- Enrollment Funnel
  - Outreach/recruitment/marketing
    - Outreach lead(s)
    - Transition liaisons
    - Financial aid lead(s)
  - Student interest cards
  - Applications
    - Daily queries for error corrections
    - Admissions email account
  - E-campaigns
  - In-reach
    - Summer 2017
    - Promise programs
    - Super Saturdays
New Applicants by Gender
Summer 17

- Male: 43.73%
- Female: 53.31%
- No Answer: 1.17%
- Decline to State: 1.79%

New Applicants by Gender
Fall 17

- Male: 46.11%
- Female: 51.11%
- No Answer: 1.30%
- Decline to State: 1.47%
New Applicants by Ethnicity
Summer 17

- 24.97% Non-Hispanic White
- 23.76% Hispanic/Latino
- 18.30% Black or African American
- 4.13% Filipino
- 0.71% Pacific Islander
- 1.46% Unknown
- 0.46% American Indian/Alaska Native

New Applicants by Ethnicity
Fall 17

- 24.23% Asian
- 30.46% Hispanic/Latino
- 4.21% Filipino
- 1.09% Unknown
- 1.09% American Indian/Alaska Native
- 0.59% Pacific Islander
- 19.06% Black or African American
### New Applicant Top Majors - Fall 17

<table>
<thead>
<tr>
<th>Degree</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUS</td>
<td>21.14%</td>
</tr>
<tr>
<td>CIS</td>
<td>6.74%</td>
</tr>
<tr>
<td>ENGL</td>
<td>2.23%</td>
</tr>
<tr>
<td>ENGL TRANSFER</td>
<td>1.66%</td>
</tr>
<tr>
<td>ENGL MATH</td>
<td>1.49%</td>
</tr>
<tr>
<td>ENGL E/ET</td>
<td>1.39%</td>
</tr>
<tr>
<td>ENGL ASL</td>
<td>1.29%</td>
</tr>
<tr>
<td>ENGL CONM</td>
<td>1.29%</td>
</tr>
<tr>
<td>ENGL ART</td>
<td>1.19%</td>
</tr>
<tr>
<td>ENGL ADAM</td>
<td>1.04%</td>
</tr>
<tr>
<td>ENGL EMER</td>
<td>0.89%</td>
</tr>
<tr>
<td>ENGL AMT</td>
<td>0.84%</td>
</tr>
<tr>
<td>ENGL AUTO</td>
<td>0.84%</td>
</tr>
<tr>
<td>ENGL ESL</td>
<td>0.84%</td>
</tr>
<tr>
<td>ENGL GRAR</td>
<td>0.84%</td>
</tr>
<tr>
<td>ENGL WELD</td>
<td>0.84%</td>
</tr>
<tr>
<td>NURS</td>
<td>9.75%</td>
</tr>
<tr>
<td>LIB ARTS</td>
<td>2.57%</td>
</tr>
<tr>
<td>COMM</td>
<td>0.99%</td>
</tr>
<tr>
<td>COMM HLTS</td>
<td>0.79%</td>
</tr>
<tr>
<td>COMM SCIE</td>
<td>0.99%</td>
</tr>
<tr>
<td>COMM AFRA</td>
<td>0.69%</td>
</tr>
<tr>
<td>COMM ATEC</td>
<td>0.94%</td>
</tr>
<tr>
<td>COMM DMEC</td>
<td>0.69%</td>
</tr>
<tr>
<td>MMAR</td>
<td>2.28%</td>
</tr>
<tr>
<td>MMAR MUSI</td>
<td>0.94%</td>
</tr>
<tr>
<td>MMAR RADT</td>
<td>0.69%</td>
</tr>
<tr>
<td>MMAR HIST</td>
<td>0.69%</td>
</tr>
<tr>
<td>NURS ADJU</td>
<td>0.79%</td>
</tr>
<tr>
<td>NURS V/NU</td>
<td>0.69%</td>
</tr>
<tr>
<td>NURS ECT</td>
<td>0.69%</td>
</tr>
<tr>
<td>PSVC</td>
<td>6.49%</td>
</tr>
</tbody>
</table>
Peralta's Promise

Free Semester of College!
All 2017 Oakland High School Seniors with a GPA 2.0 are eligible
Contact: outreach@peralta.edu

Peralta Colleges offers...
- An affordable and accessible 2-year college education
- 150+ associate degree majors to choose from at four campus locations: College of Alameda, Berkeley City College, Laney College (Oakland) and Merritt College (Oakland).
- 80+ career/technical programs for in-demand fields such as healthcare, bioscience, engineering, Information technology, design, media, human services, and construction.
- Guaranteed or priority transfer opportunities to UC and CSU.
- Numerous student clubs, arts and athletics opportunities.

Californians with an associate degree or certificate nearly double their earnings within three years.*
*California Community Colleges Chancellor's Office

Being an Oakland-Peralta Promise student has many additional benefits...
- A tuition-FREE first term if taking 12 or more units
- Priority enrollment
- Academic support
- Access to the CREWS peer support network and MyCoach college success app
- Additional financial aid available if eligible

Become an Oakland-Peralta Promise Student

[1] Apply to one of the Peralta Colleges
web.peraltal.edu

[2] File the Free Application for Federal Student Aid (FAFSA) or the California Dream Act Application
fafsa.ed.gov
dream.caacc.ca.gov

[3] Complete an orientation, assessment and counseling session
links in application welcome email

[4] Enroll in classes!
passport2.peralta.edu

70% of UC transfer applicants from Peralta Colleges were accepted to a UC campus.*
*Based on fall 2015 data from UC Indocenter
PCCD DUAL ENROLLMENT
408.9 FTES for 2016-17 academic year
Spring 2017 PCCD Dual Enrollment by Semester Units
Fall 2016 PCCD Dual Enrollment by Semester Units

Total
Moving forward to 2017-18

- Summer in-reach/outreach and Super Saturdays
- District SEM plan (finalize draft fall 2017)
- Continue to progression on student retention (i.e. early alert, incompletes etc.)
- District wide coordination in outreach/recruitment including a timeline/schedule (i.e. high school, and adult populations)
- Continuous improvements in the student enrollment experience
- Marketing promise programs
- SSSP (consistency in services)
- District (service center) providing training and service to colleges
- Automation of processes and procedures