The Porterville College Mission Statement

OUR MISSION

With students as our focus, Porterville College provides our local and diverse communities an excellent educational experience that fosters intellectual curiosity and growth, lifelong learning, and prepares our students for personal 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, vocational 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.

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.
- **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 for its staff.
- As an integral part of the community, the College will interact with and be responsive to local business and industry.
- 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 Management Committee Charge

Enrollment management is a comprehensive process designed to help achieve and maintain optimum enrollment (recruitment, retention and graduation rates). It is an institution wide process that permeates virtually every aspect of the College's function and culture.

The Enrollment Management Committee's Primary Charge Includes:

- Ensuring that student access and success are our first priorities.
- Ensuring that course offerings address the core mission of the California Community Colleges: Basic Skills, Career and Technical Education, Transfer with a focus on articulation with four year institutions.
- Stabilizing enrollments (reverse declining enrollment, control growth and plan for fluctuations).
- Integrating instructional and Student Services programs.
- Improving services (shorten response time to students, increase satisfaction and reduce paperwork).
- Improving access to information (putting our information systems to optimum usage).
- Reducing vulnerability to demographic changes.
- Responding to economic forces (expansion, recession, employment rates).
- Evaluating strategies (tracking what works and changing what doesn't work).

Enrollment management begins with the first student contact. It is a deliberate process that requires time for planning, full implementation and development of the information infrastructure that will sustain the efforts. It is based on a team effort which crosses traditional college organizational lines. Enrollment management focuses on the longitudinal care and comprehensive education of students.
Introduction

The Porterville College Enrollment Plan, adopted in fall of 2011, is designed to guide enrollment planning for the next four years. This document is the result of numerous discussions of the committee and consultation with various resources and groups.

Initial discussions regarding the Plan began in fall 2009, ensuing with a review of plans created for other colleges. The committee then discussed a number of data elements that it would like to review on a regular basis as well as current trends in enrollment. Then, we brainstormed enrollment-related goals for the next few years and settled on six, each of which are discussed later in this document.

A Focus On Data

The Porterville College enrollment management committee is focused on the review and analysis of data to inform its decision-making. The next section includes four pages of broad college-wide data depicting enrollment and other trends over the three-year period from 2008-09 to 2010-11. Overall, though the college is experiencing record demand, state budget shortfalls have resulted in the reduction of sections and increased waitlists. Faculty productivity is at its highest level to date.

In addition to these macro-level indicators, the committee will also be looking at more detailed data addressing a variety of specific areas. We will review one or more of these on a regular basis at our twice-per-month meetings. Here we list just a few of those areas:

Demographics. We review student demographics on a regular basis. This allows us to understand the students we are serving and to see how those students change over time. Further, we examine community demographics both to compare them to those of the college and to predict future enrollment trends.

Enrollment trends by division and subject. In addition to college-wide enrollment trends, we review those at the division and subject level to see which areas of the college are experiencing growth and to understand where resources should be placed. Other areas we examine by division and subject include waitlist data and the number of degrees and certificates awarded.

Enrollment trends by course type. While we look at enrollment trends by division and subject, we also review some of the same metrics according to the type of course: basic skills, transferable, vocational, etc.

K-12 enrollment and high school enrollment yield. We examine enrollment trends at the local K-12 level so that we can predict future growth. In addition, looking at the percentage of recent high school graduates who attend Porterville College each fall, we can not only predict growth, but understand where to place outreach efforts.
**Distance education enrollment trends.** Distance education data, including, but not limited to, online teaching, is reviewed to ensure that course offerings meet the distance education needs of students.

**Occupational trends.** We look at labor market data to understand trends in occupational growth and decline so as to provide the programs students need.

**Student success data.** There is a lot that fits into this category. In addition to things discussed in other areas, we review data on course retention and success rates, transfer information, persistence from one term to the next, and various other metrics of student success.

**Accountability reports.** State and federal accountability data, particularly the annual Accountability Reporting for the Community Colleges (ARCC) report, are useful in analyzing how the college is doing on key metrics important to the public. These reports also allow us to compare ourselves over time and benchmark Porterville College against groups of peer colleges.

## Setting Goals for the Future

The process for establishing goals for the enrollment management plan began in the 2010-11 academic year. After a series of brainstorming discussions, we narrowed down the goals to the six listed below. The table on the last page of this document also lists those goals, along with the person or persons taking the lead role in their implementation. Below we list each of those goals, along with a brief rationale.

1. **Work with Bakersfield College and Cerro Coso Community College to plan Strategies for sharing courses that are rarely offered due to low enrollment**

   In order to provide for a wide array of programs for its students, Porterville College must offer some classes for which student demand is low. This goal is to seek strategies for sharing such courses with our sister colleges to achieve greater efficiency.

2. **Create strategies for handling issues related to implementing SB1440**

   SB1440 is a new law designed to streamline the transfer of community college students to 4-year colleges. Implementation of this law creates a number of challenges regarding the types of degrees we offer. In some cases, we may need to modify curriculum.

3. **Analyze trends in high school enrollment and their impact on our future enrollment management**

   A substantial portion of our enrollment comes from recently graduated high school students. With this goal, we will examine trends in high school enrollment and the percentage of new students coming in from our local high schools to forecast future demand.
4. **Analyze the relationship between local unemployment rates and enrollment and the potential impact of this relationship on our planning and decision making**

We have seen over the past few years that there is a strong relationship between the local unemployment rate and student demand for classes. We’d like to explore whether this is something that we can track well enough to inform decision-making in planning the number of sections to be offered.

5. **Form collaborative groups to make decisions regarding prerequisites for courses that meet the same transfer and/or general education requirements**

Course prerequisites are needed in a number of areas to improve student success. However, if the faculty teaching one course creates a prerequisite and another course, which meets the same requirement(s) does not, this can affect enrollment in both. With this project, we’ll bring faculty together who teach courses meeting the same requirements so that they can, where feasible, make collective decisions regarding the implementation of new prerequisites.

6. **Consider the feasibility of offering courses off-site**

Porterville College is essentially “landlocked” and while enrollment demand is currently very high, this may not always be the case. With this project, we will investigate the possibility of offering a small number of courses at alternate sites in our service area, allowing us to maintain a high student capture rate from outlying areas.
Active Sections

Fall Headcount
## Enrollment Management Plan Goals

<table>
<thead>
<tr>
<th>Goal</th>
<th>Lead Person</th>
<th>Timeline for Completion</th>
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<tbody>
<tr>
<td>1  Work with Bakersfield College and Cerro Coso Community College to plan Strategies for sharing courses that are rarely offered due to low enrollment</td>
<td>VPAA (interim or new) &amp; Richard Goode</td>
<td>Initial District Policy: End of Fall 2013</td>
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<td></td>
<td></td>
<td>First Classes Shared: Fall 2014</td>
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<tr>
<td>2  Create strategies for handling issues related to implementing SB1440</td>
<td>Richard Goode</td>
<td>Fall 2014</td>
</tr>
<tr>
<td>3  Analyze trends in high school enrollment and their impact on our future enrollment management</td>
<td>Virginia Gurrola &amp; Michael Carley</td>
<td>Fall 2012</td>
</tr>
<tr>
<td>4  Analyze the relationship between local unemployment rates and enrollment and the potential impact on this relationship on our planning and decision making</td>
<td>Valerie Lombardi &amp; Michael Carley</td>
<td>Fall 2013</td>
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<tr>
<td>5  Form collaborative groups to make decisions regarding prerequisites for courses that meet the same transfer and/or general education requirements</td>
<td>James Entz, Andrew Messchaert, &amp; Susan Regier</td>
<td>Some groups formed: Fall 2013</td>
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<td></td>
<td></td>
<td>Decisions made on at least some prerequisites: Spring 2014</td>
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<tr>
<td>6  Consider the feasibility of offering courses off-site</td>
<td>Miles Vega &amp; Bret Davis</td>
<td>Spring 2013</td>
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