

Los Angeles City College
Enrollment Management Plan
Spring 2009

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Introduction

Background:

Enrollment Management has been practiced at Los Angeles City College (LACC) since the early 2000s through an ad hoc committee known as the Enrollment Management Team (EMT). The initial membership of the EMT included the Dean of Research, the Executive Dean, the President of the Academic Senate, and the Vice President of Academic Affairs (VPAA). After a period of time, the committee was expanded to include the deans of Academic Affairs, the Chair of the Chairs' Caucus, the AFT Chapter President, an academic counselor, and a representative from Student Services. As currently constructed, all department chairs are included on the EMT.

The initial purpose of the Enrollment Management Team was to maximize efficiency of course offerings by looking at enrollment trends, cancelling classes with low enrollments, adding classes per demonstrated demand, and planning for future semesters' offerings.

College Mission

As approved by Shared Governance Council June 2, 2008

As a comprehensive community college, Los Angeles City College offers life-long learning opportunities and provides programs, coursework, support, and guidance to develop and sustain a community of learners--both near and far--with the knowledge, skills, and attitudes necessary for optimal growth and achievement in their personal and professional lives.

Los Angeles City College primarily serves students who are eighteen years of age or older; the college also extends outreach to anyone with ability to benefit from the programs and services provided.

Los Angeles City College offers post-secondary lower division arts and sciences coursework, career and technical education, and essential skills classes designed to provide students with degrees, certificates, and fundamental skills. The primary mission includes the following educational components enabling students to complete:

- a curriculum designed for transfer to a four-year university
- an associate degree and/or certificate leading directly to entrance into the work force
- an essential skills program designed to assist underprepared students and others who seek special assistance to achieve their educational goals

The College affirms the fundamental roles of English as a Second Language (ESL), essential skills, and support services that are intrinsic to student success at the post-secondary level.

The College promotes awareness of local, regional, state, and global development; fosters skills that enhance personal growth and contribute to success in the workplace; and encourages cooperative efforts aimed at sustainability of the community and its environment.

Purpose and Scope:

Enrollment management is necessary to properly determine the allocation of full-time equivalent faculty (FTEF). Funds are allocated by the state, based on enrollments (FTES). The college administration must decide how to allocate funds to departments. Classes with larger enrollments are more efficient.

As practiced at LACC, enrollment management is the process of optimizing enrollment by balancing economic efficiency with educational needs and objectives and quality of instruction. This balance is achieved with the following assumptions and practices:

- Schedule classes on the basis of demonstrated demand and effective academic sequencing
- Observe contractual obligations on class size
- Cancel course sections that are not likely to meet contractual minimum enrollment by the first day of instruction
- Add course sections when demand indicates the likelihood of filling classes to contractual average class size of 34 students per section
- Observe criteria for exempting course sections from cancellation for low enrollment

Situation Analysis

Demographic Trends:

Historically, the age 35 and over group has made up the largest proportion of LACC students, however, the proportion of students within this age group has been slowly declining in recent years. In Fall 2007 approximately only 11 percent of LACC enrollment was attributable to persons age 19 and under (not currently in high school) and approximately 27% were within the age 20 to 24 group. During the same term, District-wide enrollment data reveals that approximately 18% of enrollment was from persons age 19 and under (not concurrently in high school) and 29% of enrollment was from persons age 20 to 24. Furthermore, in fall 2007 the average age of a student at LACC was 30.4 years old while District-wide the average student age was 27.8 years old.

The student population at LACC has been predominantly female. In fall 2007 approximately 59 percent of LACC enrollment was female. During the same term, approximately 60% of all students District-wide were female. Between Fall 2000 and 2007 the female student population at LACC grew by approximately 15% while the male student population grew by only 3%.

The proportion of Hispanic/Latino students has experienced a decline in enrollment at LACC between fall 2000 and 2007. The fastest growing ethnic group at LACC has been the Asian/Pacific Islander student population, which grew by almost 4 percent between fall 2000 and 2007. Conversely, the Black/African American population at LACC actually experienced a decline between fall 2000 and 2007. Fall 2007 District-wide data reveals that Hispanic/Latino students made up approximately 48 percent of all LACCD students and Black/African American students made up about 16 percent of total District-wide enrollment.

The majority of students at LACC are high school graduates, making up approximately 49 percent of fall 2007 enrollment. However, District-wide data shows that during the same term (fall 2007) the proportion of all LACCD students who were high school graduates was approximately 61 percent.

Environmental factors affecting enrollment:

Feeder high schools combined to provide 8397 students to LACC in fall 2007. However, enrollment from these feeder high schools only accounted for 56 percent of fall enrollment from new high school graduates during this term. Data regarding enrollment from feeder high schools suggest that increased outreach efforts should continue with LACC and its feeder high schools so that a larger proportion of the college's enrollment from new high school graduates come from these feeder schools. A new Science Technology Engineering and Math (STEM) high school scheduled to open in northeast Los Angeles during the fall of 2011 will provide a new feeder high school to LACC and create outreach opportunities.

Lack of direct driving and public transportation routes to LACC from certain areas such as the northeast part of Los Angeles combine to make participation rates from some parts of the LACC service area less than ideal.

Communities within the northeast Los Angeles area are an underserved sector within the District's service area. Although LACC offers outreach courses at Eagle Rock High School and Franklin High School (local feeder high schools in northeast Los Angeles) course offerings are extremely limited due to space constraints and scheduling conflicts at the high school sites. Expansion of space dedicated to higher education at local high schools is restricted and secondary to space needs for high school instruction. Scheduling conflicts regarding times when courses may be offered and limitations of when spaces may be used for higher education restrict the college from increasing utilization of space at local high schools.

Competition:

LACC competes with Glendale College to the North, Pasadena City College to the Northeast, East Los Angeles College to the East, Santa Monica College to the West, Los Angeles Trade Technical College and West Los Angeles College to the Southwest.

Enrollment Trends:

From 2000 to 2002, LACC's credit enrollment jumped from 15,271 to 18,372. From 2003 through 2008 Credit enrollment has varied between 16,119 and 17,478. From 2000 to 2003, non-credit enrollment dropped from 6186 to 4432. From 2004 to 2006, non-credit enrollment varied between 4589 and 4514 but in 2008 it rose to 8239. The worsening economic forecast in California is likely to create an increase in enrollment due to rising unemployment. However, possibilities for enrollment growth are limited by funding opportunities. The 2008-2009 budget from the State of California limited funding for enrollment growth to only 3 percent.

Planning Assumptions

Scheduling is based on student demand, not instructor convenience

Scheduling and planning are data-driven (specify appropriate data – i.e. previous semesters offerings, etc...)

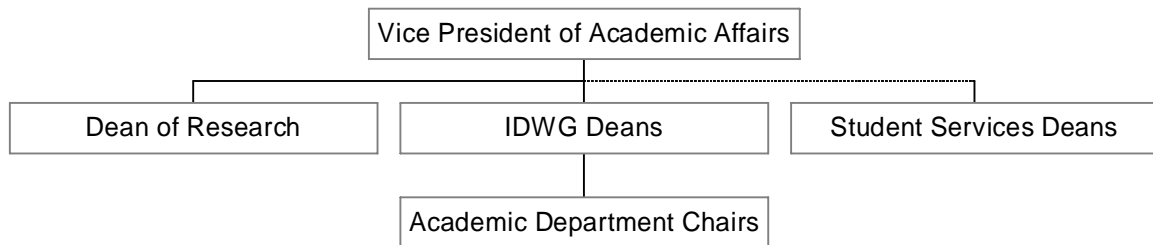
Students should be able to complete a degree or program within a reasonable period of time

Scheduling timelines should be transparent and clearly communicated

Appropriate enrollment information should be easily accessible to students

Organizational Structure

Enrollment management is handled with the following reporting structure:



The Vice President of Academic Affairs (VPAA) is ultimately responsible for making enrollment decisions. She/he does this with input from three different groups of deans. The Dean of Institutional Effectiveness (Research) provides all of the relevant statistical information. The Interdepartmental Work Group (IDWG) deans coordinate with their academic department chairs to coordinate faculty assignments and the Student Services deans provide information regarding admissions, counseling, etc. that are relevant to enrollment management decisions. All of these groups meet together as the Enrollment Management Team (EMT) on a weekly basis 3-4 weeks prior to each academic term and continue to meet 3-4 weeks into each term.

Enrollment Goals

Enrollment optimization:

The primary goal of the EMT is to optimize enrollment. The form of that optimization changes periodically, based on multiple factors, budget often being the primary determinant. For example: At times when the college has fallen below base, a figure determined by the District and the State, enrollment optimization is focused on generating the largest amount of growth possible. At times when the budget is constrained, enrollment optimization often means growing at a pre-determined rate so as not to exceed the percentage of growth that will be funded by the state.

Facilitate Ease of Enrollment:

Access has been a constant challenge for students in the California Community College system. Enrollment management must include coordinated actions to increase access through such activities as convenient assessment testing, mandatory and online college orientation, readily available student assistance, offering courses at non-traditional times such as late afternoons and weekends, and offering more late-start, compressed, online, and hybrid courses.

Facilitate Educational Planning:

Students often enter community college without a specific action plan and without a clearly defined educational goal. Enrollment management should facilitate the process of planning. This can be accomplished through a number of actions on the part of the college including: requiring students to develop an educational plan that encourages them to take foundational courses early, clearly mapping the curriculum of all degree and certificate programs, simplifying the formats of information available to students such as structured pathway pamphlets, and providing clear, accurate, and user-friendly course catalogues and class schedules.

Increase retention:

Retention and persistence are recurring problems at the community college level. Enrollment management must also focus on increasing retention and persistence by improving a number of systems including the early alert system and by developing information to promote student success such as advertising the many programs available through the Student Success Initiative.

Enrollment Strategies

Criteria for demonstrating course demand:

- Data from previous years/semesters
- Number of students enrolled in a program
- Number of students enrolled in a cohort
- Estimated or planned growth

Class cancellation guidelines:

- Contractually, the Vice President of Academic Affairs may cancel a class for low enrollment at any time before the first class session if the number of students enrolled is fewer than fifteen except in the case of “advanced classes” where the minimum number of students to keep a class open during the first two weeks of the semester is eight or in the case of accreditation mandated limits such as Nursing, Dental Technology, etc...
- Classes may be exempt from cancellation with consideration for the following:
 - The course is necessary for degree, transfer, certificate completion
 - The course is part of a program sequence
 - The course is part of a pilot program or cohort
 - The course is a special class defined in Title 5, section 56028, designed to address the educational limitations of students with disabilities.

Action Plans

GOAL 1 Access		Ensure that all students receive support services available at LACC, including academic counseling, financial aid advice, strategic learning skills, tutoring services, library services, appropriate accommodations, and all other necessary support services.				
Activities		Strategic priority	Implementation Responsibility	Timeline to Completion	Self-Assessment Measures	Monitoring Oversight
1.1	Enhance the Early Alert System so that students identified by faculty as those who may need support services receive those services in a timely manner.	Goal B Success	District Matriculation Coordinators, District ITC	Winter 2009		EMaP
Activities: 1.1.1 Participate in district workgroups. 1.1.2 Collaborate with Admissions to encourage faculty to use system 1.1.2.a. Collaborate with Staff Development for training on how to use system. 1.1.2.b. Meet with departments to offer information and support. 1.1.3 Finalize contact system. 1.1.4 Follow up on contact system.						
1.2	Establish easily accessible mandatory assessment testing options for all students, thereby offering drop-in assessment testing for students. Students should be encouraged to take foundational courses (in response to these assessments) early on so that they develop the skills necessary to succeed in general education courses as well as their chosen major.	Goal A Access	Matriculation	Spring 2010		EMaP
Activities: 1.2.1 Provide a step-by-step "seamless" enrollment process for students with assessment as step #2. 1.2.1.a For students who apply online, information will be sent by email with reminders. 1.2.1.b For students who enroll in person, a hard copy will be provided initially. Reminders will be sent by email or automated calls. 1.2.2 Create an assessment process that allows for students to get assessment results at the time of the test. 1.2.3 Identify space in the temporary site that incorporates an office for the assessment coordinator and a proctor.						

(This space is already programmed into the new student services building.)						
1.2.4 When issuing results to students, provide them with a selection of classes at their level.						
1.3	Establish mandatory orientation so that all entering first time, non-exempt, degree seeking or certificate students are required to participate in a comprehensive orientation process (face-to-face or online) that gives them a complete introduction to college resources, financial aid, and education goal setting.	Goal B Success	Matriculation, Counseling Chair	Spring 2010		EMaP
Activities: 1.3.1 Provide a step-by-step “seamless” enrollment process for students with orientation as step #3. 1.3.2 Create an online orientation process that provides priority registration upon completion. 1.3.3 Work with the district Information Technology unit to establish an automated notification system that reminds students after they receive their assessment results to schedule an orientation appointment or take orientation online. This system will be able to send reminders.						
1.4	Encourage the development of Education Plans by requiring or strongly encouraging students to meet with a counselor early in their academic career. This would include identifying a realistic goal, mapping the specific courses needed to attain it, and sketching a timeline for its completion.	Goal B Success	Counseling Chair, Academic Senate President, Staff Development	Fall 2009		EMaP
Activities: 1.4.1 Within the Counseling Department, have Counselors develop multi-year Educational Plans with students. 1.4.2 Collaborate with classroom faculty to encourage students to develop educational plans.						
1.5	Provide Structured Pathway informational pamphlets for incoming students that outline set directions so that students enroll in courses that contribute to their educational goals.	Goal B Success	Articulation Officer, Faculty	Spring 2009	New students are provided with a list of appropriate classes based upon their assessment results.	EMaP
Activities: 1.5.1 Create a series of pamphlets that provide information for first semester students about which courses to take that semester that provide the foundational basis for future success and that meet their educational goals. 1.5.2 Pamphlets should take into consideration assessment results as well as student educational goals. 1.5.3 Students should be directed to meet with a counselor as soon as possible after the semester starts to develop an educational plan to determine which courses should be taken in what sequence that will lead to the student’s educational goal in a timely manner.						

1.6	Create and distribute a student success flyer which includes a list of the common obstacles and problems that students face and a list of corresponding college resources that the student can access to aid in overcoming the obstacle.	Goal A Access	Matriculation, VPSS, Faculty	Spring 2009	Student Success Flyer is distributed in Spring 2009 and included in the 2009-10 Student Planner.	Matriculation
Activities: 1.6.1 Construct flyer. 1.6.2 Distribute flyer.						
1.7	Improve the Student Assistance Center services by providing additional computers, enhancing the aesthetic appeal, and strengthening customer service.	Goal A Access	Matriculation, Faculty	Fall 2009		Dean SS Enrollment
Activities: 1.7.1 Acquire necessary equipment/resources. 1.7.2 Work with Dean SS Enrollment for customer service training for SAC staff.						
1.8	Develop online student support services (i.e. online orientation and advising).	Goal A Access	Counseling Chair, Dean SS Retention, Dean Special Programs	Fall 2009		VP Student Services
Activities: 1.8.1 Complete planning and implementation of online orientation. 1.8.2 Develop plan for online advising.						

GOAL 2 Program Development		Develop, coordinate, and deliver instructional programs tailored to meet the needs of our prime constituencies.				
Activities		Strategic priority	Implementation Responsibility	Timeline to Completion	Self-Assessment Measures	Monitoring Oversight
2.1	Ensure that courses in any given program are offered sequentially and regularly in order to facilitate degree and certificate completion.	Goal A Access	Department Chairs	Fall 2009		Academic Deans, EMT
Activities: 2.1.1 Map curriculum for degrees and certificates. 2.1.2 Develop a plan for offering staggered low-enrolled advanced courses. 2.1.3 Make sure that courses required for graduation/certificate completion are offered according to the schedule.						
2.2	Widely publicize course sequences to students to facilitate completion of degrees and certificates.	Goal A Access	Department Chairs; Counselors	Fall 2009		EMaP
Activities: 2.2.1 Department chairs will work with counseling to construct overall roadmaps for course sequencing. Each department could develop a handout specific to their department which includes sequencing for overall general education programs at the college. 2.2.2 Assignment of special counselors to IDWGs to familiarize at least one person in counseling with the individual department programs should begin immediately. This plan was agreed to over a year ago. 2.2.3 Worksheets originally established for weekend college should be considered as part of the overall planning. Encouragement for establishing these special schedules should be offered in the form of additional class offerings in department scheduling.						
2.4	Ensure that departments assess effective course delivery options, including offering courses at a variety of times, days, and formats (i.e., establishment of a Weekend College, short term classes, non-standard times and days, and online).	Goal A Access	Department Chairs, IDWGs	Fall 2009	Additional course offerings are available online, in the afternoons, and on the weekends.	Academic VP; Academic Deans
2.8	Ensure that an adequate number of foundational skills courses are offered at a variety of times.	Goal B Success	Department Chairs	Fall 2010		Academic Deans
Activities: 2.8.1 Review course offerings in schedule of classes with an eye towards foundational classes offered days (including Saturdays), late afternoons,						

<p>evenings, and nights. 2.8.2 Work with department chairs and EMT to make sure that sufficient courses are offered at a variety of times.</p>						
2.10	Ensure that adequate college success courses are offered and that all students are encouraged to enroll in them.	Goal B Success				
<p>Activities: 2.10.1 Participate in district efforts to establish a college success course that can be taught by faculty from all disciplines. 2.10.2 Participate in development of training program for faculty who teach this course. 2.10.3 Offer additional sections of the new course to allow for more (eventually all) new students to take this course early in their college career, preferably the first semester.</p>						
2.11	Expand distance education program.	Goal A Access	Department Chairs, Faculty	Fall 2009		Distance Ed Committee
2.12	Establish additional late-start classes.	Goal A Access	Department Chairs	Fall 2009		Academic Deans
<p>Activities: 2.12.1 Work with department chairs and EMT to establish a variety of start dates for courses, especially foundational skills courses to encourage students who come late to registration to enroll but to begin at the beginning of a course rather than after two or more classes. 2.12.2 Encourage faculty teaching classes that begin at the beginning of the semester to direct students to these late start classes, as appropriate. 2.12.3 Do not cancel late start classes until 1-2 weeks before the class is scheduled to begin.</p>						
2.13	Develop a targeted marketing strategy (i.e. marketing plan) that highlights the college's strengths and defines targeted populations.	Goal A Access	Marketing Director	Fall 2009		President
<p>Activities: 2.13.1 Marketing director develops marketing plan in collaboration with president , management team, and outreach team. 2.13.2 Marketing Plan is widely disseminated to college leadership (SGC, Academic Senate, Student Services Council).</p>						
2.14	Establish a recruitment outreach team that coordinates the efforts of recruitment, outreach, and marketing that includes courses in high schools to complement high school curriculum.	Goal A Access	EOPS , Outreach Office, Marketing Office	Fall 2009		Senior Staff
<p>Activities: 2.14.1 Task Outreach Dean to coordinate an outreach committee for student services with appropriate representation from the President's office, EOPS, Financial Aid, Admissions and Records, Counseling, and Chair of Chairs. 2.14.2 Establish a presence in all charter and feeder schools in the district. 2.14.3 Attend graduation in all of the feeder high schools, including the private schools. 2.14.4 Create a Community Component through the use of In-Reach programs, email, phone banking, banners, and hand delivery of schedules.</p>						

2.14.5 Contact all non profit organizations in the area.						
2.15	Create and maintain an enrollment database for outreach efforts to track prospective students before they apply for admission.	Goal A Access	Outreach Office	Fall 2009		Outreach Dean
<p>Activities: 2.15.1 Extract information re: K-12 students from our existing SIS database in order to recruit.</p> <p>2.15.2 Establish an efficiency formula for outreach recruitment. Performance measurements should be based upon a formula which is based upon the number of Seniors in a high school and the amount of time allotted to the school should be based upon this number. Recruiters will then use performance measurements assigned to the formula to make sure all available students are contacted in each school. (Rolando has a formula – I wrote it down quickly, but only covered the basics above.)</p>						

GOAL 3 Instructional Support		Coordinate instructional support for the classroom with construction, renovation, and maintenance.				
Activities		Strategic priority	Implementation Responsibility	Timeline to Completion	Self-Assessment Measures	Monitoring Oversight
3.1	Broadly communicate to all campus constituencies notification of all changes that will occur due to construction, renovation, and maintenance.	Goal A Access	VP Admin Services	Fall 2008		Work Environment Committee
Activities: 3.1.1 Campus all users email notification including campus security, facilities, and maintenance. . 3.1.2 Notification to chairs of appropriate committees, i.e. Work Environment Committee, Academic Accommodations Committee. 3.1.3 Temporary signage at strategic entry points to campus and buildings. 3.1.1 Provide weekly updated locator maps/electronic diagrams to departments for distribution to students.						
3.2	Install appropriate signage so that all campus departments and programs are easy to locate.	Goal A Access	VP Admin Services	Fall 2008		Work Environment Committee
Activities: 3.2.1 Campus email to all managers, department chairs, and student representatives for input on needed locator signs. 3.2.2 Provide temporary signs until permanent signs are selected, ordered, and installed at proper heights. Include Braille and international language symbols or translation. 3.2.3 Add permanent directional signage to major pathways within the campus.						
3.3	Assign a site coordinator or point person to all off site locations.	Goal C Account-ability	Dept Chairs, Academic Deans	Summer 2009		EMaP
Activities: 3.3.1 College President with input from Vice Presidents, Chairs, and Deans to appoint temporary off site coordinators and/or permanent managers. 3.3.2 Off site coordinator/manager provides weekly update on activities, issues, or information through campus all users email and directly to appropriate campus committees. 3.3.3 Off-site coordinator develops process and procedure for overall site functions and disseminates information to site and campus entities.						
3.4	Produce a college catalog and schedule of classes that are both easy to read and easy to use, not just for faculty and staff, but for students as well.	Goal A Access Goal B Success	Dept Chairs, Academic Deans	Summer 2009 As courses are updated within the 6 year cycle		EMaP
Activities: 3.4.1 Revising course descriptions for easier comprehension. 3.4.2 Sub committee of EMaP formed to oversee and suggest procedural changes for the catalog and schedule of classes .						

3.4.3 Revising the appearance of schedule of classes by shading, bolding, boxing, and highlighting for clarification.						
3.5	Produce a catalog and schedule of classes that contain accurate information in "the Wrap" as well as the course offerings and other information.	Goal A Access Goal B Success	Dept Chairs, Academic Deans	Summer 2009		EMaP
<p>Activities: 3.5.1 The curriculum assistant has now been assigned to enter pre, co reqs and advisories into protocol so that they will appear in both the catalog and schedule of classes when printed.</p> <p>3.5.2 Sub committee of EMaP formed to oversee and suggest procedural changes for the catalog and schedule of classes.</p> <p>3.5.3 Create a production team to proof both the catalog and schedule of classes.</p> <p>3.5.4 Get The WRAP out earlier to proper parties.</p> <p>3.5.5 Create a better time frame for viewing, correcting, and proofing The Wrap.</p>						
3.6	Correct the curriculum information that is in the catalog and schedule of classes.	Goal A Access Goal B Success	Dept Chairs, Curriculum Dean	Spring 2009		Curriculum Dean
<p>Activities: 3.6.1 As courses are being updated, course descriptions are corrected for clearer understanding.</p> <p>3.6.2 Pre, co req , and advisories are checked by curriculum committee.</p>						
3.7	Create a publication timeline for the catalog and schedule of classes that allows for reasonable time to review information, and then adhere to that deadline in order to produce publications that meet our standards for accuracy and timelines.	Goal A Access Goal B Success	Academic Deans	Winter 2009		EMaP
<p>Activities: 3.7.1 Deans responsible for production will work with an oversight subcommittee to create a timeline to produce the schedule of classes and catalog.</p> <p>3.7.2 The oversight subcommittee will suggest procedural changes to the production team to ensure that all parties adhere to the timeline.</p> <p>3.7.3 Incentives will be provided for departments and individuals to complete their work in a timely manner.</p>						
3.8	Provide oversight to the publications production that includes adherence to the agreed-upon time blocks.	Goal A Access Goal B Success	Dept Chairs, Academic Deans	Sumer 2009		EMaP
Activities :3.8.1 Sub committee created by EMaP to oversee both the catalog and schedule of classes.						
3.9	Begin to use the schedule of classes as a	Goal A	Marketing	Summer 2008		EMaP,

	marketing tool.	Access	Director, Scheduling Dean			VP Academic Affairs
<p>Activities: 3.9.1 Use of compact schedule of classes for distribution among the community. 3.9.2 Assure that the schedule of classes is ready for timely distribution.</p>						

GOAL 4 Planning for Growth		Establish a plan for continuous growth.				
Activities		Strategic priority	Implementation Responsibility	Timeline to Completion	Self-Assessment Measures	Monitoring Oversight
4.1	Coordinate growth targets with LACCD and CCC system office.		President			
Activities: 4.1.1 Stay current with information/changes from CCCCO and LACCD. 4.1.2 Disseminate information widely to campus community.						
4.2	Set minimum annual FTES targets		Senior Staff			
Activities: 4.2.1 Use targets from CCCCO and LACCD to set college goals. 4.2.2 Disseminate information widely to campus community.						