College Brain Trust
Enrollment Management Workshop
City College of San Francisco
August 13, 2012

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Past President, California Community Colleges Chief Instructional Officers
OVERVIEW

➢ What is enrollment management and who should be involved?

➢ The Schedule of Classes—Planning and Mechanics

➢ Reporting and Compliance—CCFS-320 Report
WHAT IS ENROLLMENT MANAGEMENT?

It is not...

➢ Just a quick fix to your current enrollment problems
➢ Just an enhanced admission or marketing operation
➢ Just an explanation for enrollment-related decisions (class cancellations, etc.)
➢ Just a planning document that “sits on a shelf”
What is enrollment management?

It is...

➤ An institutional commitment and an integral part of strategic planning
➤ A clear articulation of institutional enrollment goals (well beyond sheer numbers)
➤ A plan that aligns services and resources under the umbrella of a larger vision
➤ A data-driven strategy
➤ A living plan that is constantly changing as institutional needs change
WHO SHOULD BE INVOLVED?

At the institutional planning and implementation levels—EVERYONE:

- Must be a shared vision with acceptance of clearly articulated goals
- Acceptance of well defined responsibilities for all members of the college community
- Integral part of participatory governance planning processes, **but**...
  - Need to “avoid the trap” of allowing individual operational/implementation decisions to become subject to “management by committee”
WHO SHOULD BE INVOLVED?

At the operational planning level—Key Administrators and their Management Teams:

- Chief Instructional Officer
- Chief Student Services Officer
- Chief Business Officer
- Chief Information Services Officer
- Institutional Researcher
- Marketing/Public Information Administrators
WHAT INFORMATION IS NEEDED?

- Reliable historical enrollment, course offering, and budget data
- Useful "what if" projection tools based upon these historical data
- Ability to actively monitor progress so that timely adjustments can be made
- Identification of key performance indicators
- Identification of benchmarks
Schedule of Classes

- Focus of Academic and Fiscal Planning
- Central to community college mission
- Primary source of both institutional revenue and expenditures
- Must balance consideration of academic needs and fiscal realities
SCHEDULE PLANNING—FISCAL CONSIDERATIONS

➤ Size of the schedule:
  ➤ To grow or not to grow...
  ➤ Is growth funded?
  ➤ How much growth can you afford?
    ➤ Costs of additional faculty and staff
    ➤ Impact of other projected expenditures
  ➤ What is the capacity for growth?
    ➤ Facilities/Budget for Distance Education Support
    ➤ Adequate numbers of faculty in targeted areas
    ➤ Adequate student support services
Size of the schedule:

- Is a reduction necessary?
  - Is there a choice? Can better efficiency/productivity address the problem?
- Can have unintended long-term impact
  - Example—Significant community college system enrollment decline following 2002-2004 budget constraints
- Sometimes, there is just no choice...
Size of the schedule:

- Dealing with State-Imposed Workload Reduction

- Can better efficiency/productivity address the problem?

- Scheduling Priorities—Transfer, Career Technical, Basic Skills

- Use Data to Drive Decisions

- Reduce/Eliminate Low Priority Course Offerings

- Know and Use Faculty Contact Hour/FTES Ratio

- Evaluate Importance of Semesters vs. Intersessions
Size of the schedule:

Dealing with State-Imposed Workload Reduction (cont.)

- Consider Program Discontinuance
- Need to Consider Contractual Obligations for Each Strategy
- Consider Allowing for Unfunded FTES "Cushion"
Balance between Academic/Fiscal Perspectives
  ➢ CIO and CBO must learn to understand and respect each other’s “worlds.”
  ➢ Disturbing this balance can have unintended long-term consequences.
Establish culture of basing recommendations and decisions on information rather than institutional "myths"

Importance of good historical information regarding student demand patterns, such as:

- History of course offering size and distribution
- History of individual course offering experience/trends:
  - Courses with Largest Enrollments
  - High Enrollment/Demand Courses
  - Low Enrollment/Demand Courses
  - Course cancellations/additions during previous registration periods
  - Course Fill Rates
➢ Provide effective “friendly” formatting of such information to all involved in the scheduling process
➢ Allocate specific numbers of weekly faculty assigned hours (preferable to numbers of sections) to divisions/departments
➢ Establish and enforce specific class time patterns
➢ Maintain appropriate balance among time patterns and days of offering
Allocate classrooms to divisions/departments

- Class size/room capacity match
- Avoid culture of departmental “control” (priority rather than entitlement; establish point in time where classrooms revert to general use)
- Monitor facilities use data and adjust the offering accordingly

- Consider online vs. “on ground” distribution of course sections
Faculty Assignment and Load—Legal and Contractual issues

Full-Time Faculty:
- Contract Load
- Overload
- Assignment Preference Provisions
- Banking of Contract Load
Faculty Assignment and Load—Legal and Contractual issues:

- Part-Time Faculty:
  - 67% Law (formerly 60% Law)
  - Contractual Re-employment Provisions
- Class Size—Minimum and Maximum
- Often some conflict between effective scheduling and contractual obligations
- Need for district instructional "voice" in collective bargaining
- Constantly monitor throughout the schedule building process relationship between recommendations and the planned allocation
- Maintain constant communication with participants about recommendation/plan relationship
- Without strong intervention—schedules tend to “roll over” from semester to semester
➢ Daily active monitoring of the schedule during registration periods
  ➢ Evaluate match between actual student enrollment and the course offerings
  ➢ Make necessary scheduling adjustments in a timely manner
  ➢ Constant communication/interaction among Instruction, Counseling, and Enrollment Services
  ➢ Evaluate effectiveness of each schedule, learn from your successes and mistakes, and use for next schedule
SCHEDULING MECHANICS

 Definitions...

 ➢ Daily Contact Hours (DCH):
   Meeting time per day

 ➢ Daily Student Contact Hours (DSCH):
   Daily Contact Hours × Number of Students

 ➢ Weekly Contact Hours (WCH):
   Daily Contact Hours × Class Meeting Days

 ➢ Weekly Student Contact Hours (WSCH):
   Weekly Contact Hours × Number of Students
The 50-Minute Hour

CCC “Alternative Math” for calculating contact hours

Basic Concept—That each clock hour consists of 50 minutes of instruction and 10 minutes of passing time (between classes) or break time (within multi-hour classes)
The 50-Minute Hour

- Multi-Hour Class Example (7:00 p.m. to 10:00 p.m.)
  - 150 minutes of instruction; 30 minutes of break/passing time
- When classes extend beyond the hour by a fractional amount

- Beginning with 0.3 hours—representing 5 minutes beyond the hour—contact hours increased by 0.1 for each 5-minute increment
The 50-Minute Hour (cont.)

Using 8:00-9:05 as an example:

8:00-8:50 = 1.0 +
8:50-9:00 = 0.2 (converted break time) +
9:00-9:05 = 0.1

1.3 Contact Hours

50 is the divisor in calculating contact hours for fractional extension of the hour:

65 Minutes / 50 = 1.3 Contact Hours
<table>
<thead>
<tr>
<th>Meeting Time</th>
<th>DCH</th>
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</thead>
<tbody>
<tr>
<td>50 minutes</td>
<td>1.0</td>
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<tr>
<td>55 minutes</td>
<td>1.0</td>
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<tr>
<td>60 minutes</td>
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<tr>
<td>65 minutes</td>
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<td>115 minutes</td>
<td>2.0</td>
</tr>
<tr>
<td>120 minutes</td>
<td>2.0</td>
</tr>
</tbody>
</table>
### Effect of Accounting Rules on Student Contact Hours

*Attendance Accounting Student Contact Hours per Class Meeting*  
*Numbers indicate nonproductive and therefore inappropriate patterns*

<table>
<thead>
<tr>
<th>Sample Start-Stop Times (including breaks)</th>
<th>Meeting Length (including breaks)</th>
<th>Attendance Accounting Student Contact Hours</th>
<th>Required Minutes of Break</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-8:50 a.m.</td>
<td>50 minutes</td>
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<td>0</td>
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<tr>
<td>8-9 a.m.</td>
<td>55 minutes</td>
<td>1.3</td>
<td>5 minutes</td>
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<tr>
<td>8-9:10 a.m.</td>
<td>70 minutes</td>
<td>1.4</td>
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<td>8-9:15 a.m.</td>
<td>75 minutes</td>
<td>1.5</td>
<td>10 minutes</td>
</tr>
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<td>8-9:20 a.m.</td>
<td>80 minutes</td>
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<td>0</td>
</tr>
<tr>
<td>8-9:25 a.m.</td>
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<td>0</td>
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<tr>
<td>8-9:30 a.m.</td>
<td>90 minutes</td>
<td>1.8</td>
<td>0</td>
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<tr>
<td>8-9:35 a.m.</td>
<td>95 minutes</td>
<td>1.9</td>
<td>5 minutes</td>
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<td>8-10 a.m.</td>
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<td>10 minutes</td>
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<td>20 minutes</td>
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<td>8-12 a.m.</td>
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<td>Contact Hours</td>
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Class Scheduling Examples

Three-Hour Class Across Two Days:

3.0 WCH/2 = 1.5 WCH
1.5 WCH = 75 Minutes
8:00 a.m.-9:15 a.m. TTh—Correct Meeting Time
(Not 8:00 a.m.-9:30 a.m. TTh—Common Error)

Five-Hour Class Across Three Days:

5.0 WCH/3 = 1.67 WCH (rounded to 1.7 WCH)
1.7 WCH = 85 minutes
8:00 a.m.-9:25 a.m. MWF—Correct Meeting Time
More Definitions...

- Census—a reporting “snapshot in time” at approximately the 20% point of a course
- Weekly Census—attendance reporting type for course sections that are regularly scheduled for the full semester
- Daily Census—Attendance reporting type for course sections that meet on a regular basis for at least five days, but meet for less than the full semester
  - Most intersession course sections
  - Short-Term course offerings within a regular semester
And Still More Definitions...

- Positive Attendance—Attendance reporting type based upon actual student attendance for the course section
  - All Noncredit Courses
  - Irregularly Scheduled and Open Entry/Open Exit Courses

- Alternative Attendance Accounting Method
  - Includes Independent Study/Work Experience—Attendance reporting type based upon units rather than contact hours
    - Non-Classroom Based Instruction
    - Also includes most online instruction
  - Also includes WSCH-based FTES calculation for lab hours (Online Labs, TBA Hours)
Term Length Multiplier (TLM)—Number of weeks of instruction in regular fall/spring-semesters
- Inclusive of all days of instruction, final exam days, and approved flexible calendar days
- Standard Term Length Multiplier—17.5
- Compressed Calendars—range from 16.0 to 17.0
- Quarter System Calendars—11.67

Full-Time Equivalent Student (FTES)—the equivalent of one student enrolled 15 hours per week for two 17.5-week semesters
- Both enrollment measure and funding “currency”
- Calculation understanding essential for enrollment management
- 15 Hours \times 35 \text{ Weeks} = “Magic Number” of 525
FTES—CENSUS WEEKLY FORMULA

Full Term—Calculated at Census (20% of Term Length)

\[
\text{W}\text{SCH (WCH} \times \text{Number of Students)} \times \text{Term Length Multiplier}
\]

525
FTES—Census Weekly Example

Class of 30 students meeting 75 minutes per day twice a week (equals 3.0 WCH) for 17.5 weeks (Standard Term Length Multiplier):

\[
\frac{90\ WSCH \times (3.0\ WCH \times 30\ Students) \times 17.5}{525} = 3.0\ FTES
\]
FTES—Census Daily Formula

Less Than Full Term—Calculated at Census (20% of Class Meetings)

\[ DSCH \times (DCH \times \text{Number of Students}) \times \text{Class Meetings} \]

525
FTES—Census Daily Example

Class of 30 students meeting 90 minutes per day (1.8 DCH) with 29 class meetings (6 weeks, 5 days per week, 1 holiday):

\[
\frac{54 \text{ DSCH} \times (1.8 \text{ DCH} \times 30 \text{ Students}) \times 29 \text{ Class Meetings}}{525} = 2.98 \text{ FTES}
\]
**FTES—POSITIVE ATTENDANCE FORMULA**

<table>
<thead>
<tr>
<th>Total Actual Attendance Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>525</td>
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</tbody>
</table>
FTES—Positive Attendance Example

Class of 30 students meeting a total of 3 hours per week (3.0 WCH) for 17.5 weeks), with reported attendance hours at 90% of "Perfect Attendance:"

\[
1575 \text{ "Perfect Attendance" Hours } \times (30 \times 3.0 \times 17.5) \times 90\% \\
\hline
525 \\
\hline
= 2.7 \text{ FTES}
\]
FTES—Alternative Attendance Lecture

\[
\text{Number of Students} \times \text{Units} \times \text{Term Length Multiplier} = 525
\]
3-Unit Class with 30 Students Meeting for 17.5 weeks (Standard Term Length Multiplier):

\[
\frac{30 \text{ Students} \times 3 \text{ Units} \times 17.5}{525} = 3.0 \text{ FTES}
\]
FTES—Alternative Attendance Lab

Full Term—Calculated at Census (20% of Term Length)

\[
WSCH = (WCH \times \text{Number of Students}) \times \text{Term Length Multiplier}
\]

525
FTES—Alt. Attendance Lab Example

Class of 30 online lab students meeting 3 hours per week (equals 3.0 WCH) for 17.5 weeks (Standard Term Length Multiplier):

\[
\frac{90 \text{ WSCH} \times (3.0 \text{ WCH} \times 30 \text{ Students}) \times 17.5}{525} = 3.0 \text{ FTES}
\]
SCHEDULING GUIDELINES

➢ A class scheduled for less than a single 50-minute period is not eligible for apportionment.

➢ The start and end of each class meeting shall be explicitly stated in every published schedule of classes and addenda.

➢ Individual class schedules must be based on five-minute increments for starting and ending times (e.g., 8:00 a.m. to 9:05 a.m., not 8:00 a.m. to 9:01 a.m.).
SCHEDULING GUIDELINES (CONT.)

➤ Class scheduling patterns must include passing time for students to move from one class to the next and for faculty to take down one class and set up for the next class.

➤ Class scheduling must be consistent with the class hours indicated in the approved course outline for completion of the course. (Reasonable variances permitted if caused by course compression or exceptions provided for in Title 5)
EFFICIENCY/PRODUCTIVITY MEASURES

➢ WSCH per FTEF (Weekly Student Contact Hours per Full-Time Equivalent Faculty)

➢ Basically a Measure of Average Class Size

➢ “Acceptable” Goal—Average Class Size of 35

➢ For Traditional Calendar = 525 WSCH/FTEF

➢ For Compressed Calendars = 560 WSCH/FTEF or 595 WSCH/FTEF

➢ (Depending upon Term Length Multiplier and Actual Weekly Faculty Contact Hours)
Efficiency/Productivity Measures (cont.)

➤ WSCH per FTEF (cont.)

➤ Different FTEF Calculations according to what is being measured

➤ Include only “in classroom” time—measure of class size efficiency

➤ Include all compensated time (include release/reassigned time) of teaching faculty—measure of instructional budget efficiency

➤ Most useful as internal measure over time
➢ FTES per FTEF (Full-Time Equivalent Students per Full-Time Equivalent Faculty)
➢ Comparative Annual Faculty Assigned Hour Use by Department/Discipline
➢ Comparison of Faculty Assigned Hours and FTES
➢ Fill rates; Percentage of available “seats”
➢ Classroom Utilization Studies
➢ Know your “break even” point in terms of FTES revenue vs. direct instructional costs
REPORTING AND COMPLIANCE

➢ CCFS-320 Report
  ➢ Primary basis for college funding
  ➢ Needs to be cooperative effort among Fiscal, Instruction, and Enrollment Services staff
➢ Reporting of Total WSCH for each attendance type and for each semester/intersession to arrive at total FTES number
  ➢ Weekly Census
  ➢ Daily Census
  ➢ Positive Attendance
  ➢ Alternative Attendance Accounting
CCFS-320 Report

Three regular reporting periods (the first two requiring use of annualizers)

P1 (First Principal Apportionment)—January 15
   - Gives Chancellor’s Office initial idea of total system enrollment
   - In turn, Chancellor’s Office gives districts initial take on how various funding streams (growth, etc.) may be allocated.

P2 (Second Principal Apportionment)—April 20
   - Although still an estimate, used as the basis for initial funding allocation (subject to Recalculation/Prior Year Adjustments in February of the following year)
CCFS-320 Report

- Annual Report—July 15
  - Any changes from P2 submittal reflected in Recalculation of Apportionment in February of following year
- Recal Report—November 1
  - Opportunity to submit amended/corrected report prior to Recalculation of Apportionment in February of following year
ONLINE REFERENCES AND RESOURCES

➤ Student Attendance Accounting Manual (SAAM) and Addendum:

http://extranet.cccco.edu/Divisions/FinanceFacilities/FiscalServicesUnit/StudentAttendanceAccountingManual.aspx#Manuals

[Chancellor’s Office/System Operations/Divisions/Finance & Facilities/Fiscal Services Unit/Student Attendance Accounting Manual]