ENROLLMENT MANAGEMENT

An introductory glimpse

at the science of college size

ENROLLMENT MANAGEMENT

- What is enrollment management?
- Why is it important?
- Who is responsible?
- What does it look like?
- Can we get there from here?

WHAT IS ENROLLMENT MANAGEMENT?

it depends….

WHAT IS ENROLLMENT MANAGEMENT?

- Well-planned strategies and tactics in higher education to shape the enrollment of an institution and meet established goals.

Wikipedia

- More advanced enrollment managers also tend to focus as much on retaining admitted students as on deciding whom to recruit and accept. They smooth out administrative hassles, guarantee at-risk students the advising and academic help they needs, and ensure that the different parts of the university's bureaucracy work together to get students out the door with a degree.

Matthew Quirk

ENROLLMENT MANAGEMENT @ COMMUNITY COLLEGE

Building a class schedule that enables the college to:

- achieve FTES targets
- meet student demand for access to instructional programs and courses
- ensures delivery of student support services to maximize student success
- maintain healthy fiscal position

ENROLLMENT MANAGEMENT

- From the president's cabinet perspective–
  - Maximize opportunity for students
  - Achieve FTES target
  - Stay within budget

ENROLLMENT MANAGEMENT

- From the instructional dean perspective –
  - Faculty load and assignment (full and part-time)
  - FTES targets
  - Budget
  - Facilitate degree and certificate completion
  - Ensure multiple attendance options
  - Maximize cap load ratios
  - Program growth or reduction
  - Faculty hiring

(WHAT THE DEANS ARE REALLY THINKING)

How am I going to do that?

ENROLLMENT MANAGEMENT

- From the student services dean perspective –
  - Admissions
  - Assessment
  - Orientation
  - Advising
  - Registration
  - Counseling
  - Support services

ENROLLMENT MANAGEMENT

- From the HR perspective –
  - Recruit, recruit, recruit
  - Hire
  - Onboard new employees
  - Freeze positions

ENROLLMENT MANAGEMENT

- From the IT perspective –
  - Network capacity
  - WiFi capacity
  - Technical support
  - New project implementation

ENROLLMENT MANAGEMENT

- From the budget perspective –
  - No overspending!
  - Grant and outside funding
  - Contract education for credit
  - FTES achievement
  - No overspending!

ENROLLMENT MANAGEMENT

- 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?

- At the district level
  - Chancellor's Executive Cabinet
  - District Administrative Council
  - District Council

Must be a shared vision with clearly articulated goals!

WHO?

- At the college level - EVERYONE

- Must be a shared vision with clearly articulated goals!
- Integral part of strategic planning

- **Primary responsibility**
  - Vice President of Instruction
  - Instructional Deans

WHAT IS THE MAGIC NUMBER?

525

525

- Student contact hours comprising 1 FTES
- Full-time faculty teaching load for 1 year
- Ideal faculty productivity measured by WSCH/FTEF

Assumptions

- 18 week semester
- 100% faculty assignment is 15 lecture hours

525

- Student contact hours comprising 1 FTES

15 hours per week x 17.5 weeks x 2 semesters = 525 Hours

525 Hours = 1 FTES

525

- Full-time faculty teaching load for 1 year

15 lecture hours x 17.5 weeks x 2 semesters = 525 Hours

525 hours = 1 FTEF

525

- Ideal faculty productivity measured by WSCH/FTEF

$$\frac{\text{15 lecture hours x 35 students}}{\text{1.0 FTEF}} = 525$$

HOW DO WE DO THIS?

- Data driven and data dependent
  - Historical enrollment, course offerings, and budget data
  - Projection tools to determine outcome of "what if" based on historical data
  - Requires active monitoring of progress to afford timely adjustments
  - Identification of key performance indicators
  - Identification of benchmarks

BUILDING A SCHEDULE

- Considerations:
  - Budget

    Primary source of both institutional revenue and expenditures!
  - FTES target
  - Priorities of Transfer, Career Technical Education, and Basic Skills
  - Degree completion
  - Faculty contract

BUILDING A SCHEDULE

- Fiscal considerations
  - Institutional capacity for growth
  - Capacity for Distance Education and related support services
  - Number of faculty in target areas
  - Student support services
  - Facility support services
  - Efficiency
  - Demand both up and down (Program discontinuance?)
  - Contractual obligations
  - Unknowns beyond district control

BUILDING A SCHEDULE

- Student considerations
  - Data centered decision-making – avoid the trap of myths!
  - Evening, weekend, early morning, online options
  - Minimize cancellations
  - Balance offerings

SO WHAT DO DEANS REALLY DO?

- Begin with full-time faculty assignments
- Build out from the framework based on:
    - Historic course fill rates
    - Eliminating bottlenecks
    - Maintaining balance
    - Cap load ratios
    - Budget
    - Space availability
    - Adjunct faculty availability
    - Productivity
    - Degree completion
    - Rotating schedule
- Stay within budget!

MORE WORK FOR THE DEANS!

- Mechanics of scheduling:
  - Daily contact hours (DCH) = meeting time per day
  - Daily student contact hours (DSCH) = DCH x # students
  - Weekly contact hours (WCH) = DCH x # class meeting days
  - Weekly student contact hours (WSCH) = WCH x # students

DETAILS

- The 50 minute hour
  - CCC alternative math for calculating contact hours
  - Each clock hour consists of 50 minutes of instruction and 10 minutes of passing time between classes or break time within multi-hour classes.

DETAILS

- The 50 minute hour
  - As an example class is scheduled from 8:00 – 9:05

    8:00 – 8:50 = 1.00 +

    8:50 – 9:00 = 0.2 (converted break time) +

    9:00 – 9:05 = 0.1

    1.3 contact hours

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

    65 minutes / 50 = 1.3 contact hours

MORE DETAILS

- Census – snapshot at 20% point of the course

- Weekly census – attendance reporting for course sections that are regularly scheduled for the full semester.

MORE DETAILS

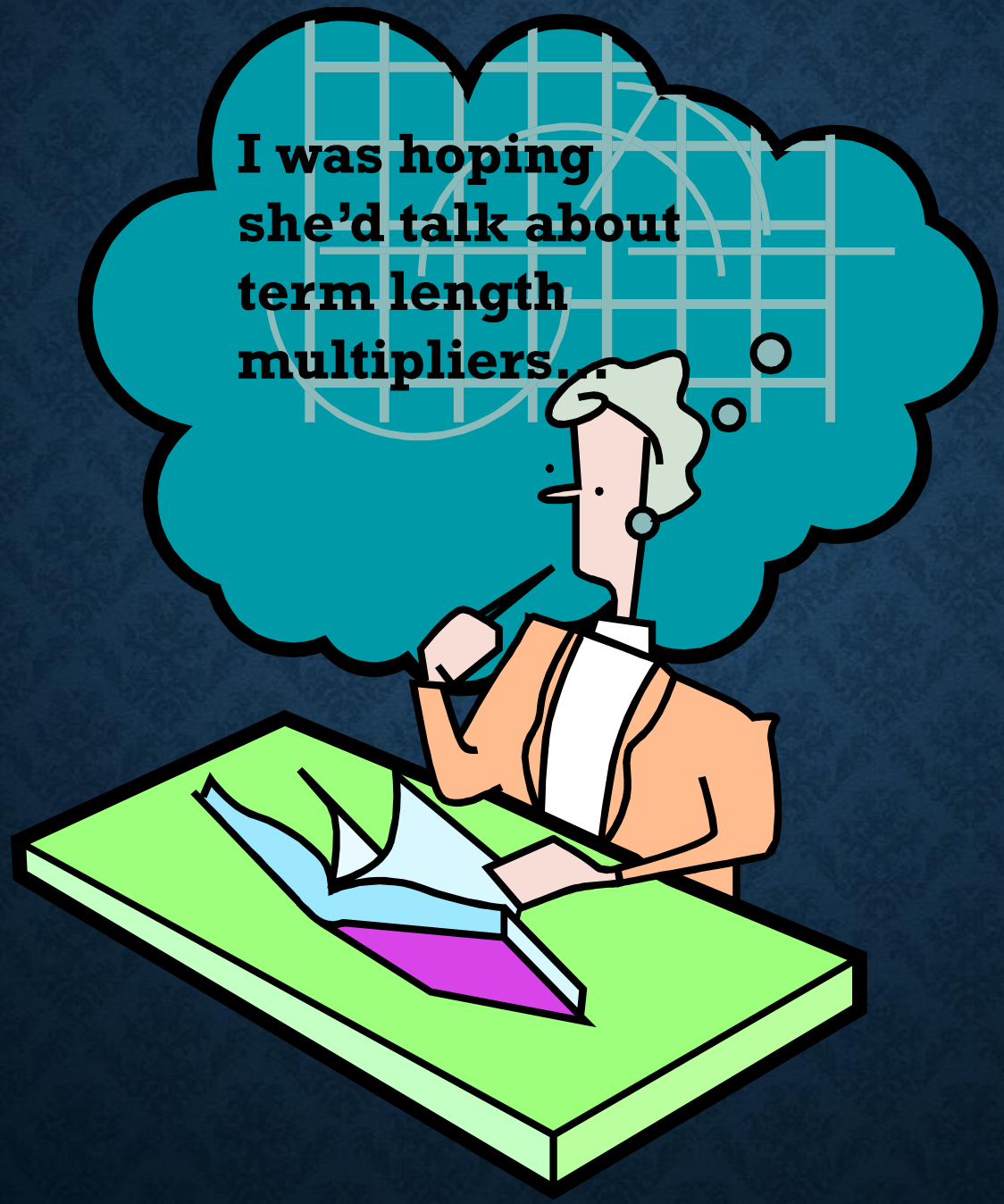
- Daily census – attendance reporting for course sections that meet on a regular basis for at least five days, but meet for less than the full semester.
  - Intersessions
  - Short-term courses within a regular semester

MORE DETAILS

- Positive attendance– attendance reporting based on actual student attendance for the course
  - All noncredit courses
  - All open entry/open exit courses
  - Irregularly scheduled courses

MORE DETAILS

- Alternative attendance accounting method
  - Independent study/work experience - unit based rather than contact hours
    - Non-classroom based instruction
    - Includes online instruction
  - WSCH based FTES calculation for lab hours
    - Online labs
    - TBA hours


I was hoping she'd talk about term length multipliers...

TERM LENGTH MULTIPLIER

- Number of weeks of instruction in regular fall/spring semesters
  - Includes all instructional days, final exam days, and approved flexible calendar days
  - Standard Term Length Multiplier = 17.5
  - Compressed Calendars range from 16.0 – 17.5
  - Quarter System Calendars = 11.67

REMEMBER THE MAGIC NUMBER?

- FTES Weekly Census formula
- Calculated at Census

$$\frac{\text{WSCH or (WCH x \# students) x Term Length Multiplier}}{525}$$

Here it is!

FTES WEEKLY CENSUS EXAMPLE

- 30 students in a class that meets 75 minutes per day twice a week (3.0 WCH) for 17.5 weeks (standard term multiplier)

$$\frac{(3.0 \text{ WCH} \times 30 \text{ students}) \times 17.5 \text{ TLM}}{525} = 3.0 \text{ FTES}$$

FTES DAILY CENSUS EXAMPLE

- 30 students in a class that meets 90 minutes per day twice a week (1.8 DCH) with 29 class meetings (6 weeks, 5 days per week, less 1 holiday)

(1.8 DCH x 30 students) x 29 class meetings

525 = 2.98 FTES

2.98 FTES < 3.00 FTES….

POSITIVE ATTENDANCE FORMULA

Total ***actual*** hours of attendance

525

SCHEDULING TRIVIA

- 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 9:25 a.m., not 8:00 a.m. to 9:26 a.m.).

SCHEDULING TRIVIA

- 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 hours indicated in the approved course outline of record.

CCFS - 320 REPORT

- Primary basis for college funding
- Cooperative effort among fiscal, instructional, and enrollment services staff
- Includes all types of attendance accounting methods 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
  - First two require use of annualizers

- P1 – First Principal Apportionment – January 15
  - Provides CCCCO initial glimpse of system enrollment
  - CCCCO then gives districts initial take on how various funding streams may be allocated (growth).

- P2 – Second Principal Apportionment – April 20
  - Still an estimate, used as the basis for initial funding allocation
  - Subject to recalculation/prior year adjustments in February of the next year

CCFS - 320 REPORT

- Annual Report – July 15

- Recal Report – November 1
  - Opportunity to submit amended/corrected report prior to Recalculation of Apportionment in February of the following year

CAN WE GET THERE FROM HERE?

RESOURCES

- Student Attendance Accounting Manual (SAAM)
- CIO Manual