ENROLLMENT MANAGEMENT & POSITION CONTROL

Nuts & Bolts Workshop

March 15, 2019

Enrollment Management & Position Control

- Two Elements to Enrollment Management for Finance
  - *Resources – Revenue for Student Contact Hours continues to be a significant percentage of a district's total resources*
  - *Costs – as long as we have 50% law, the largest single expenditure component of a district's budget is instructional salaries and benefits*

How much time do you or your staff spend on either of these elements?

Enrollment Management & Position Control

- Enrollment management is about maximizing access
  - *Dollars to support instructional program are limited*
  - *Finance's focus is on the utilization of resources to achieve optimal access*
  - *Student Success is an integral aspect in optimizing access*

Enrollment Management & Position Control

- Managing under the new funding formula is much more complex
  - *How do you calculate break even for a section?*
  - *Will there be a loss in enrollment as we improve outcomes?*
  - *Forecasting more difficult due to timing of data*
    - Advance will use data two years behind

Enrollment Management and Position Control

- **Enrollment Management – Student Contact Hours**

- Full-time Equivalent Students (FTES) is defined as one FTES for every 525 contact hours
- 525 is derived from 15 hours per week multiplied by 17.5 weeks (traditional length of a semester) * 2
- Hours not Units –
  - *One Unit for lecture is eighteen hours of contact over a semester*
  - *One Unit for lab is fifty-four hours*

Enrollment Management and Position Control

- **Enrollment Management – FTES or Weekly Student Contact Hours**
  - *Using FTES aligns with foundation (base) grants for colleges and centers*
  - *Using average number of weekly student contact hours is more relatable to the class schedule*
  - *To use WSCH, take fall/spring FTES goal, multiply by 525/Term length multiplier (TLM) resulting in average student contact hours for the fall and spring terms – 525/17.5 = 15*

TLM (weeks)	FTES	*	Average Fall/Spring WSCH
17.5	20,000	15.00	300,000
17.0	20,000	15.44	308,000
16.5	20,000	15.91	318,200

Enrollment Management and Position Control

- Instructional Staffing - Budgeting the Instructional Program (Fall and Spring)

  Basic Calculation is FTES or WSCH Goal / Productivity

  Productivity is how many FTES or WSCH should be generated per Full-time Faculty Equivalent (FTEF)

Enrollment Management and Position Control

- Productivity is either FTES / FTEF, or WSCH / Instructor (FTEF)

  WSCH example: 300,000/600 Instructors (1.0) = 500 average student contact hours per week for the college as a whole

  *An example for an individual instructor is a pure lecture load consisting of 5, 3-unit sections. That instructor has 15 scheduled contact hours. If each section has 33 students, then the weekly student contact hours is **495** which is also the productivity for that instructor*

  Productivity <u>across</u> districts is not always comparable due to variations of lecture to lab ratio

  For example, District A pays lab instructional hours at the same rate as lecture. A pure lab load with 33 students per section would generate 495 contact hours. District B pays lab hours at 75% of the lecture rate. A pure lab load would generate 660 contact hours (20 hours of contact).

Enrollment Management & Position Control

Fill Rates and Productivity

- *Fill rates are useful for gauging demand*
  - Current semester compared to prior semester (Spring to Spring)
  - Instructional delivery method such as On line compared to On ground
  - Scheduling attributes such as day or evening

Fill Rates do not necessarily equate to efficiency

Example, two sections of the same course are scheduled with 20 students maximum and both are filled; Compare to one section with 40 student maximum at 85% or 34 students; Efficiency is 300 compared to 510.

With the two sections, more revenue is generated but most likely not enough to offset the cost of paying for two instructors and the FTEF from the second section could have been deployed for a different offering.

Enrollment Management & Position Control

- Determining Staffing level is relatively easy – WSCH / Efficiency
- 300,000 WSCH at 500 weekly hours per FTEF = 600 FTEF

  Budget regular FTEF and then allocate adjunct/overload to achieve 600 total
- Tracking and Accountability are critical
  - *Monitor enrollment and staffing prior to the start of the term and through census*
  - *FTEF and not $$ can be tracked if standard rates are used for adjunct/overload*
  - *Instructional programs held accountable to what?*

Questions?