



The Enrollment Manager & Chief Business Officer

A Strategic Partnership for Fiscal Stability and Long-Range
Planning in California Community Colleges

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California Community Colleges Context



Unique Challenges

CCCs face distinct fiscal and enrollment hurdles



Critical Partnership

EMs and CBO collaboration central to stability



Policy Environment

California's funding model shapes strategies



Learning Outcomes



Growth mindset

Expand thinking of the role



Opportunity Mapping

What tools might I use to contribute to key discussions



Best Practices

California's funding model shapes strategies

Key Roles

Enrollment Managers

Department Chairs/Deans

- schedule to serve our inclusive mission
- matriculation to provide seamless onboarding
- educational planning, milestone mapping, and retention strategies
- basic needs and mental health & wellness strategies
- financial aid and scholarship disbursement

Vice President/Vice Chancellors

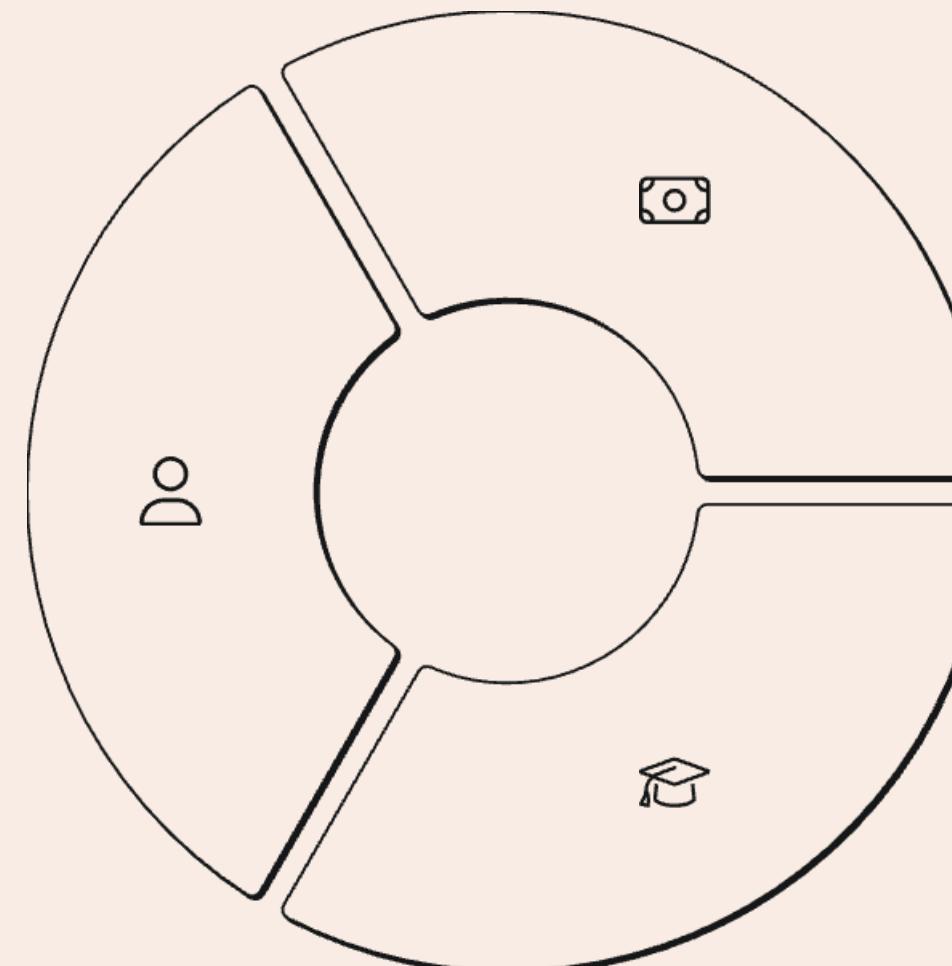
- Set FTES targets and optimize FTEF allocations
- Work with CBO and district partners for equitable BAM
- Work on institutional policies
- Connect enrollment trends and assessment trends to resource allocation

In these roles, I've worked closely with the CBO.

California's Unique Funding Context

Scale

Serves ~2 M students across diverse regions



State-Driven

Primarily state-funded, not tuition-based

SCFF

Funding tied to enrollment, equity, and outcomes

Why Partnership Matters

Objective	EM Role	CBO Role	Outcome
FTES Targets	Analyze trend data	Align with revenue	Sustainable goals
SCFF Metrics	Target high-need groups	Support Inquiry into Impact	Fiscal health
Long-Range Planning	Forecast trends	Project budgets	Resilience





Enrollment Challenges

CC

Enrollment Decline

Drop since 2019

~2 M

Student Population

Across diverse regions

.5%

Growth Cap

System wide

Disproportionate impact on marginalized groups

Increased demand for online/hybrid courses

Key Takeaways

- Enrollment growth at CCs was stronger than at public or PNP 4-years.
- But CCs are now the only sector that is still below its 2019 level
- Gains were driven by dual-enrolled high school students, and by older students
- 18-20 year-olds grew the least – “only” 3.7%
- Certificate programs and vocational majors growing faster than associates and transfer majors
- Lower-income students are growing fastest, after having fallen farthest during the pandemic

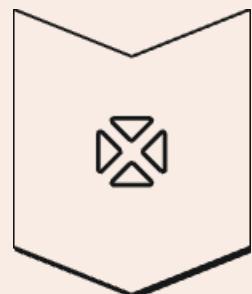
And finally.

Almost finally, lower income students are growing the fastest after

12

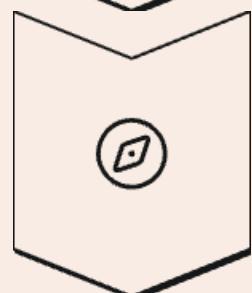


Strategic Enrollment Management



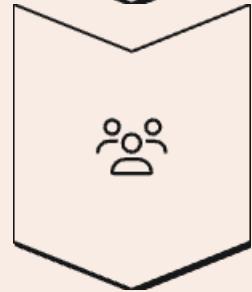
Holistic Approach

Equity-centered strategies



Vision Alignment

Supports Vision 2030 initiatives



Collaboration

Cross-campus teamwork essential



Opportunity Mapping

Example - MiraCosta CCD

California Community Colleges 2024-25 First Principal MiraCosta CCD Exhibit C - Page 1									
Total Computational Revenue and Revenue Sources									
Total Computational Revenue (TCR)									
A. Base Allocation (FTES + basic allocation)									
B. Supplemental Allocation									
C. Student Success Allocation									
Student Centered Funding Formula (SCFF) Calculated Revenue (A) \$ 89,317,308									
2023-24 SCFF Calculated Revenue + COLA (B) \$ 90,248,007									
Statewide Harness Revenue (C) \$ 82,526,448									
Stability Protective Adjustment 1,229,899									
Total Harness Protective Adjustment -									
2024-25 TCR (Max of A, B, or C) \$ 90,248,007									
Revenue Sources									
Property Tax & CMAP									
Less Property Tax Excess									
Student Enrollment Fees									
Education Protection Account (EPA) Minimum of At Least 1,000 Funded FTES									
State General Fund Allocation									
State-General Fund Allocation									
General Fund Allocation									
Full-time Faculty Hiring (FTFH) Allocation (2023-24 Funds Only) \$ 840,537									
Subtotal State-General Fund Allocation \$ 840,537									
Adjustments(s)									
State-General Fund Allocation (Includes Deferral to be Paid in 2025-26) \$ 840,537									
State-General Fund Certification (Exhibit A) \$ 786,221									
Fully Community Supported Deferral Amount \$ 50,314									
Available Revenue \$ 90,248,007									
Section IV. Supporting Sections									
Section IV. FTES Data and Calculations									
FTEs Category									
2023-24 Applied FTES									
2023-25 Applied FTES									
2024-25 Restoration									
2024-25 Decline									
2024-25 Adjustment									
2024-25 Applied FTES									
2024-25 Growth									
2024-25 FTEs									
Credit									
9,304.07									
8,748.18									
-555.89									
Incentivized Credit									
-									
Special Admin Credit									
502.85									
72.45									
-53.02									
COOP									
575.75									
-256.58									
Noncredit									
508.45									
235.34									
Total FTESs									
10,293.33									
Total Values									
352,177,736									
Change from PI to CI									
(\$218,260)									
FTEs Category									
2023-24 FTES									
2024-25 FTES									
2024-25 FTES									
2024-25 FTES									
Credit									
-									
Incentivized Credit									
-									
Special Admin Credit									
529.762									
-527.77									
COOP									
2,368,613									
-2,368,613									
Noncredit									
1,517,776									
Total FTESs									
502,407,039									
Total Values									
(\$218,260)									
Section IV. Emergency Conditions Allocations (ECA)									
FTEs Category									
2023-24 FTEs									
2024-25 FTEs									
2024-25 FTEs									

Example - FHDA

SCFF outcomes for 2023/24

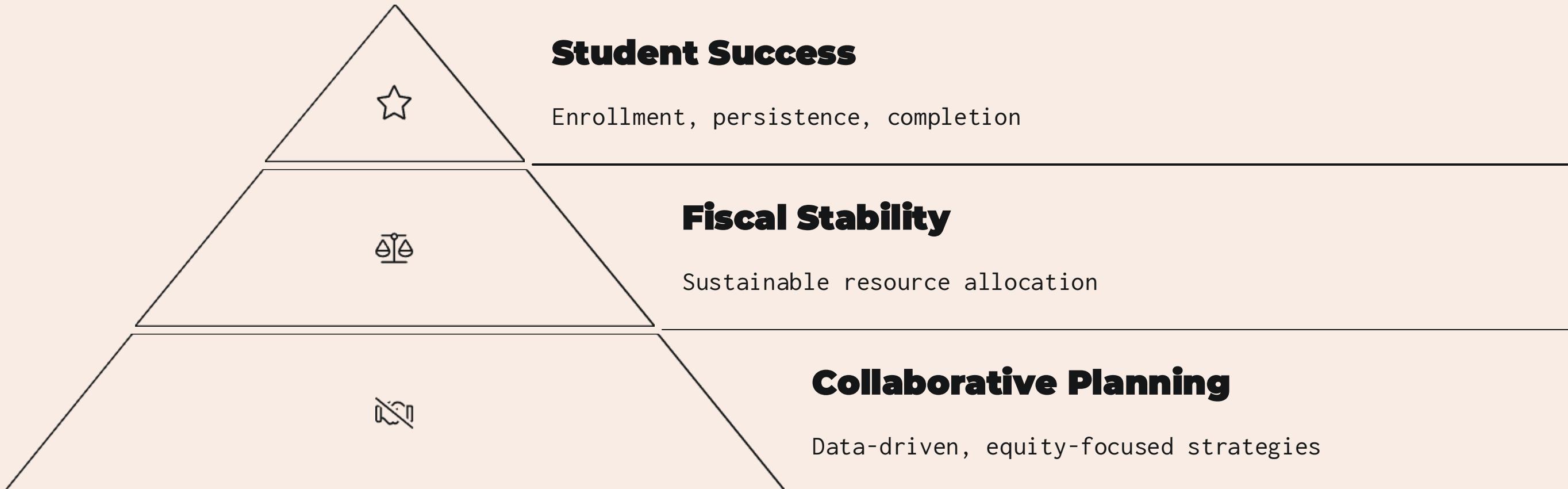
Metric	Foothill	De Anza	Foothill - %	De Anza - %
	2023/24	2023/24	2023/24	2023/24
Credit FTES	7,144	12,317	37%	63%
Noncredit FTES	157	43	79%	21%
CDCP FTES	105	281	27%	73%
Special Admit FTES	954	601	61%	39%
	2022/23	2022/23	2022/23	2022/23
Pell Grant	1,351	3,439	28%	72%
AB 540	412	819	33%	67%
Promise Grant	3,380	6,907	33%	67%
Associate Degrees for Transfer	All students	410	986	29%
	Pell students	126	409	24%
	Promise Grant students	221	608	27%
Associate Degrees	All students	271	638	30%
	Pell students	83	270	24%
	Promise Grant students	146	419	26%
Baccalaureates Degrees	All students	54	0	100%
	Pell students	8	0	100%
	Promise Grant students	24	0	100%
Credit Certificates	All students	365	193	65%
	Pell students	23	60	28%
	Promise Grant students	48	90	35%
Transfer	All students	588	1,579	27%
	Pell students	128	512	20%
	Promise Grant students	215	788	21%
Transfer Level Math and English	All students	521	1,612	24%
	Pell students	112	392	22%
	Promise Grant students	180	614	23%
13.5 or more CTE Units	All students	2,275	2,949	44%
	Pell students	313	871	26%
	Promise Grant students	661	1,386	32%
Regional Living Wage	All students	2,761	1,926	59%
	Pell students	214	356	38%
	Promise Grant students	541	726	43%



Case Studies: Jigsaw Exercise

- I. Every packets came with a thin color sticky note.
- I. (5 minutes) Read the short paragraph that responds to your color in the article “Increasing Enrollment : Successful Strategies from Three Community College”
 - PINK – Ivy Tech
 - GREEN – Greenfield Community College
 - BLUE – Wake Technical Community College
- II. (7- 10 Minutes) Stand out and have “circle gathering” in the corner with your color. Share your insights.
 - I. What was compelling?
 - II. What is actionable?
- III. (5 Minutes) Large Group Share Out. Return to your seat with someone from your group designated as “reporter”

The Power of Partnership



"Helping our students enroll, persist and succeed is something that every single person throughout our system plays a critical role in." – CCC Chancellor's Office

Thank You!