

Enrollment Management ACCCA Great Deans July 2019

Presenters

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Topics/Outcomes for Today

- Basic definitions and concepts for enrollment management
- Macro-level enrollment planning
- Micro-level enrollment planning
- Enrollment management scenarios

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What are FTES, WSCH, DSCH,...?

 Full-Time Equivalent Students (FTES) a student or group of students attending 15 hours of instruction per week.

 Academic Calendar - 35 weeks of instruction in two semesters or three quarters

What are FTES, WSCH, DSCH,...?

- Traditional Calendar 175 days with two 17.5 week semesters or three 11.67 week quarters
- Compressed Calendar Less than 17.5 weeks and at least 16 weeks. No loss in instructional time with class meeting times expanded to compensate.

What are FTES, WSCH, DSCH,...?

- Flexible Calendar Up to 15 noninstructional days with no loss of FTES.
- Compressed Calendar Less than 17.5 weeks and at least 16 weeks. No loss in instructional time with class meeting times expanded to compensate.
- Full-Time Equivalent Faculty FTEF or Load or other "Coin of the Realm"

Calculating) FIES

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Term Length Multiplier (TLM)

Contact Hours - Based on 50 minute

Weekly Student Contact Hours (WSCH)

Daily Student Contact Hours DSEH

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Calculating FTES

 Positive Attendance or Actual Hours of Attendance (PA or PAC)

 Alternative Accounting Method of Distance Education, Independent Study, and Work Experience

Calculating FTES

Census Date - Monday of the week nearest to 20% mark of a

course

• FTES Calculation Example

- Enrollment Management Plan and Calendar
- Relationship to Student Centered Funding Formula (SCFF) - FTES, Equity, and Outcome Targets
- Who sets the targets, how is growth determined, and what data are used.

 Who leads Enrollment Management?

What about Guided Pathways?

 Scheduling Data - Historical, Projections, and Efficiencies

 Common Efficiency Measures: WSCH/FTEF, FTES/FTEF, Fill Rates, and others. Enrollment and 3-hour section (0.20 FTEF)?

- 33 students x 3 hours = 99 WSCH or 99 WSCH/0.2 FTEF = 495 (16.5 FTES/FTEF)
- 34 students x 3 hours = 102 WSCH or 102 WSCH/0.2 FTEF = 510 (17.0 FTES/FTEF)
- 35 students x 3 hours = 105 WSCH or 105 WSCH/0.2 FTEF = 525 (17.5 FTES/FTEF)

- Class Caps and Room Caps Who sets them and what are your room size standards?
- Class Minimums: A good idea?
- Course schedule mix: Day/Afternoon/Night, F2F/Online, Weekend College, etc.

Enrollment Management
Scenarios

Micro-Level Planning Schedule for STUDENTS - Easy to say, harder to do

 How do we determine the classes that students need for the upcoming term and for terms further out

 Block schedules and monitoring

2 Days Per Week -Full Term 3 Hour Lect Ce - 48 Hours		2 Days Per Week -Full Term 4 Hour Lecture - 64 Hours		2 Days Per Week - Full 5 Hour Lecture - 80 Ho	
Day	Time Block	Day	Time Block	Day	Time Block
MW	8 am - 9:20 am	MANA/	7.20 am 0.20 am	MW	8:00 am -10:20
MW	9:30 am- 10:50 am		7.50 am - 9.20 am	MW	10:30 am - 12:5
MIN/	11.00 om 12.20 om	MW	9:00 am - 10:50 am		10.50 am - 12.5
	11.00 am-12.20 pm	MW	11:00 am-12:50 pm	MW	1.00 pm - 3.20
MW	12:30 pm - 1:50 pm	MW	1:00 pm - 2:50 pm	MANA	2.20 pm 5.50
MW	2:00 pm - 3:20 pm	MW	3:00 pm - 4:50 pm		8.00 cm 10.20
MW	3:30 pm - 4:50 pm	MW	5:00 pm - 6:45 pm		10.30 am 12.5
MW	5:00 pm - 6:20 pm	ТТН	7:00 am - 8:50 am	ТТН	1.00 pm - 3.20
ттн	8 am - 9:20 am	ТТН	9:00 am - 10:50 am	ТТН	3:30 pm - 5:50 r
ттн	9:30 am- 10:50 am	ТТН	11:00 am-12:50 pm		0.00 pm - 0.00 p
ттн	11-00 am - 12-20 pm	ТТН	1:00 pm - 2:50 pm	1	

Sample Time Blocks

 Guided Pathways - Program Maps, 2-year scheduling plans, Student Education Plan (SEP) data,..
https://www.nwtc.edu/academics /programs/fields-of-interest

 Room utilization and assignment process (How, Who, Why?)
Room "rentership" model

- Course schedule mix: Day/Afternoon/Night, F2F/Online, Weekend College, Location, etc.
- Do you have the right mix of intro-, intermediate-, and advanced-level course sections built? How do you know? Do you have bottlenecks?
- How does your waitlist process work and should it change

Micro-Level Scenarios

Questions or Comments