

On Rumpelstiltskin and Enrollment Management

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The Journey

Background, Context, Setting the Stage,
and
How did I get here?

Overview

What can you expect from this presentation?

- Enrollment management from an Instructional perspective
- Practical interaction with pertinent documents and reports
- Examples of how one college carries out Enrollment Management procedures

Participants should expect to develop

- Confidence and comfort with Enrollment Management at a beginner's level
- Knowledge of where to find resources

Overview

What can you *not* expect from this presentation?

- Feeling overwhelmed
- An advanced understanding of Enrollment Management
- Manual calculation of enrollment variables
- Philosophy on the existence of Enrollment Management
- An expectation that you can weave straw into gold

About that Last Statement...

“There are too many different facets against which we can measure our effectiveness, and because external circumstances are unpredictable, we will never achieve 100% effectiveness. As such, a necessary component of [Enrollment Management] is continuous improvement. To continuously improve, our organization must constantly adapt to changing students, technologies, and societal demands. We attempt this continuous improvement by deepening our understanding and improving how well we execute and utilize limited resources. Sometimes continuous improvement means maintaining the same level of effectiveness while traversing seemingly insurmountable challenges.”

--Swim Buddy

What will you need?

- Caffeine, snacks, and deep, cleansing breaths
- A curious mind and growth mindset
- Humor
- Private and public note-taking materials
- An interest in applying what you learn

Response 1:

What is Enrollment Management anyway?

One Definition

Enrollment Management is a term that is used frequently in higher education to describe well-planned strategies and tactics to shape the enrollment of an institution and meet established goals. Plainly stated, enrollment management is an organizational concept and a systematic set of activities designed to enable educational institutions to exert more influence over their student enrollments.

Such practices often include marketing, admission policies, retention programs, and financial aid awarding. Strategies and tactics are informed by collection, analysis, and use of data to project successful outcomes. Activities that produce measurable improvements in yields are continued and/or expanded, while those activities that do not are discontinued or restructured. Competitive efforts to recruit students is a common emphasis of enrollment managers.

The numbers of universities and colleges instituting offices of "enrollment management" have increased in recent years. These offices serve to provide direction and coordination of efforts of multiple offices such as admissions, financial aid, registration, and other student services. Often these offices are part of an enrollment management division.

Some of the typical aims of enrollment management include:

- Improving yields at inquiry, application, and enrollment stages.
- Increasing net revenue
- Improving retention rates
- Increasing applicant pools

More-advanced enrollment managers also tend to focus as much on retaining admitted students as on deciding whom to recruit.

They smooth out administrative hassles, guarantee at-risk students the advising and academic help they need, and ensure that the different parts of the college's bureaucracy work together to get students out the door with a degree.

Response 2

Considering the previous slide,
re-write and develop Response 1.

What elements did you add?

Response 3

Now that you've encountered one definition of Enrollment Management, how would you explain Enrollment Management to your grandparent?

Buddy Check

Wisdom of the Bullfrog: Leadership Made Simple (But Not Easy) by Admiral William H. McRaven

Always Have a Swim Buddy – (Have a partner in your leadership journey)

- *When parachuting, it is your swim buddy who checks your parachute before you jump. ...You learned it early in SEAL training, that you never did anything, at any time, without a swim buddy, someone who could bail you out of a tough situation. ...**your swim buddy was your protection, your conscience, your friend, and frequently your salvation.***
- *While I have often said that a leader “is not allowed to have a bad day,” that pertains only to their demeanor in public. However, every leader does have bad days. Every leader does need someone to talk to. Every leader must find someone they can trust. ...Call them wingmen, copilots, first mates, shotgun riders, Skipper and Gilligan, Thelma and Louise, Barney and Fred, brothers, sisters, husbands, wives, partners—call them whatever you like, but without a good swim buddy you will be destined to make bad decisions, you will be confronted with the difficulties of life alone, you will sometimes wallow in self-pity, and nothing you do will be as fulfilling.*

Breaktime!

What resources are available?

Global

- These are materials and trainings developed by industry-respected sources that go beyond an introductory level
- Excellent reference materials to have on hand for the future, should you find yourself with Enrollment Management responsibilities

Today's focus

- These are example documents that demonstrate how one college approaches Enrollment Management and related processes
- There are many options and alternatives, unique to each college

Global Resources

- [Program and Course Approval Handbook \(PCAH\)](#)
- [Chancellor's Office Manuals](#)
- [CCCCO Strategic Enrollment Management Program](#)
- [Rio Hondo College Strategic Enrollment Management Plan](#)
- [IEPI Applied Solution Kit—Strategic Enrollment Management](#)
- [CAIR 2015: The Challenges of Strategic Planning and Enrollment Management](#)
- [CCCCIO Spring 2024: Engaged Enrollment Management](#)
- [ACCCA 2023: Fundamentals of Enrollment Management](#)
 - [Enrollment Management Fundamentals Worksheet](#)
 - [Target Setting Worksheet](#)

Today's Focus

- [Instructional Outlook Report](#)
- [Minimum Enrollment Guidelines](#)
- [Section to Section Comparison Summary](#)
- [Section Enrollment Detail Report](#)

When you think of Enrollment Management...

What additional resources do you have on your campus that could be useful? Remember, “resources” come in the form of *things* and *people*.

What additional resources would seem to be useful but you either don't have them or you're not sure if you have them?

And if you're unsure, that's OK! We'll return to these questions.

Putting it all together

August

- Instructional Outlook Report, including estimate of upcoming year's FON
- Working with Deans, determine the PTOL budget and schedule (broadly) for the following academic year.
- The VPCAS then prepares the College budget for Board presentation and approval at the September meeting using this PTOL budget figure.

September

- FT faculty declare intention to retire
- Spring schedules visible to students

October-January

- Faculty Hiring Prioritization Committee, a subcommittee of Senate co-chaired by the VPI, organizes the consideration, presentation and ranking of the next year's faculty hires.
- Recommendation to President: endorses or presents alternatives

November 2024

- Summer 2025 schedule created

December 2024

- Fall 2025 scheduled created February-May
- Full-time faculty recruitment, interviews, etc underway.

March

- Summer and Fall schedules visible to students

April

- Verify the accuracy of your FT salaries, working with VPCAS

July

- Begin to prep for determining the next fiscal year's PTOL schedule and budget
- In July 2024, Spring 2025 schedule created

The Role of Participatory Governance

August:

- Instructional Outlook Report
- Composed by VPI and Hiring Prioritization Co-chair
- States faculty hiring global priorities for the upcoming year
- Faculty Obligation Number (FON)

The Role of Participatory Governance

September:

- Faculty are incentivized to declare intent to retire

The Role of Participatory Governance

October-January:

- Faculty Hiring Prioritization Committee
- Faculty Hiring Prioritization Process
 - Division priorities
 - Selection of desired position
 - Presentation of desired position
 - Deliberation by Hiring Prioritization Committee
 - Presentation to Academic Senate
 - Recommendation to President

The Role of Participatory Governance

February-May:

- Recruiting is in process and interviews conducted
- Full-time faculty are hired for the following academic year

From this point forward, we know the number of full-time faculty who need full loads, or 100% loads, for the following academic year.

The Role of Schedule Development

Meanwhile... While the wheels of Participatory Governance are turning, a schedule of classes is being designed simultaneously.

The Role of Schedule Development

Addressing the pressures of developing an ideal schedule and accompanying budget

What do we have:

- A team
- A schedule
- A budget
- Rinsing and repeating is an *option*
- Analysis is preferable

The Role of Schedule Development

Sample analysis of high-level enrollments and FTES generation using a like-semester comparison report.

The Role of Schedule Development

But first, what is an FTES?

- Full-time Equivalent Student
- One FTES=15 units per semester
- 12 units per semester is considered full-time for financial aid.

The Role of Schedule Development

For one department, what did last semester's schedule look like?

	2023MSP			2024MSP			
MJC Technical Education - MTECH							
MJC Auto Body Collsn & Repair - MAUBD	3	63	16.80	3	47	12.53	-4.27
MJC Auto Technician - MAUTE	11	215	41.46	11	207	39.55	-1.91
MJC Computer Electronics - MCMPE	5	86	14.40	0	0	0.00	-14.40
MJC Electronics - MELTE	15	318	47.47	16	382	53.73	6.27
MJC Logistics - MLOGS	3	56	5.60	0	0	0.00	-5.60
MJC Machine Tool Technology - MMACH	8	87	16.53	8	90	15.76	-0.78
MJC Sheet Metal - MSM	2	36	3.60	2	51	5.10	1.50
MJC Welding - MWELD	10	203	33.83	12	248	41.33	7.50
Division Totals	57	1,064	179.69	52	1,025	168.01	
Change in MJC Technical Education	Sections -5			Enrollment -39			FTES -11.68

The Role of Schedule Development

What do we see?

- MTECH decreased five sections
- MTECH decreased 39 students (enrollments)
- MTECH decreased 11.68 FTES (Full-time Equivalent Students)
- What else?

The Role of Schedule Development

What can we interpret from this report IF these are 3-unit courses?

- MTECH decreased five sections **5 sections = ~200 students**
- MTECH decreased 39 students (enrollments)
- MTECH decreased 11.68 FTES (Full-time Equivalent Students) **200 students = 20 FTES**
- What are the impacts (positive & negative) to the Division that this department is part of?
- What are the impacts to the College?

Development

What can we interpret from this report IF these are 3-unit courses with 40 students in each?

	2023MSP			2024MSP			
MJC Technical Education - MTECH							
MJC Auto Body Collsn & Repair - MAUBD	3	63	16.80	3	47	12.53	-4.27
MJC Auto Technician - MAUTE	11	215	41.46	11	207	39.55	-1.91
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Division Totals	57	1,064	179.69	52	1,025	168.01	
Change in MJC Technical Education	Sections -5			Enrollment -39			FTEs -11.68
College Totals	1,592	42,986	5,027.28	1,619	48,089	5,713.41	
Change in MJC	Sections 27			Enrollment 5,103			FTEs 686.14

The Role of Schedule Development

What can we interpret from this report?

- The college increased 27 sections *27 sections = ~1,080 students*
- The college increased 5,103 students (enrollments)
- The college increased 686.14 FTES (Full-time Equivalent Students) *~1,080 students = ~108 FTES*
- What are the impacts to the College?

The Role of Schedule Development

Where did those numbers come from?

- An assumption that each section holds 40 students
- An assumption that each section is 3 units
- FTES formula:
 - $\text{Total Student Contact Hours} \times \text{Enrollment} / 525 = \text{FTES}$
 - 52.5 contact hours per 3 unit class, varies by college
 - 525 is the number of hours in one FTES (15 units x 17.5 weeks per semester, two semesters per year)

The Role of Schedule Development

Reviewing the entire Section to Section Comparison Summary, identify any evidence of impactful alterations between the Spring 2023 and Spring 2024 schedules.

Buddy Check

- What additional characteristics of the Section-to-Section Comparison Summary do you notice?
 - What will you ask?
 - What will you overlook at this point?
- Our analysis is from a high-level, unfamiliar with the workings of the department. What would the Dean be more likely to know about MTECH?
- How are you feeling about conducting high-level analysis of a department and of a college schedule? Can you do back-of-the-napkin analysis?

Breaktime!

The Role of Schedule Development

Sample analysis of high-level fiscal considerations

The schedule consists of sections taught by faculty, paid from one of three categories:

- Full-time faculty
- Over-load (extra assignments)
- Part-time faculty

The Role of Schedule Development

- All full-time faculty must have at least the equivalent of a 100%, full load assignment
 - This could entirely consist of teaching
 - 5 sections each weighed at 20% load for two semesters
 - This could consist of a combination of teaching and reassignment
 - 4 sections weighted at 20% load plus 20% reassignment for two semesters

Maximize full-time faculty in the classroom. How? What alternatives are there?
Costs are known because salaries and assignments are fixed.

Faculty Obligation Number (FON)

- Pursuant to Education Code 87482.6 and CCR Title 5, Section 51025, the FON is the number of full-time faculty a District is required to employ each Fall as adjusted by the lower of the projected fundable growth at the time of the budget enactment (at advance) OR the actual percentage change in funded credit FTES from the prior year (P2).
- Premise
 - Full-time instructors are better able to support the needs and goals of our students.
 - Auditors audit the calculation annually
- History of FON
 - AB1725 (passed in 1988) established a goal to reach 75% of instructional hours to be taught by full-time faculty and 25% by part-time faculty
 - Funding was initially appropriated in reaching this goal
 - Baseline FON Compliance Established (Based on local FON in 1988-1989)
 - FON increased proportionally with funded credit FTES
 - Board of Governors (BOG) take action (in November) to determine if there are adequate funds (i.e. COLA and growth funds) in the current year to increase FON for the following year (Fall)

Faculty Obligation Number (FON)

- Annual Process & Calculation
 - The CCCCO tracks all Districts' actual data related to the calculation and sets a target
 - Every fall, count your FT faculty and full-time equivalent load of all PT faculty
 - Full time history faculty teaches 5 sections, so 5 sections taught by part-time faculty equals 1 FTEF
 - Remove replacement faculty from the calculation
 - Calculate the proportion
 - Report this information to the CCCCO. Meet your target or pay the fine!
- Consequences of not meeting FON
 - Penalty – Number of faculty positions to be filled in achieving FON multiplied by average replacement cost of a full-time faculty
 - No Waiver – Title 5, Section 51025 (e) does not provide authority to waive the penalty for noncompliance (penalties may be frozen, not waived)
 - Funds from penalty distributed systemwide (one-time) to fund diversity in hiring (E.C.S. 87107)

□ Note to the wise... temporary deficit factor applied to the TCR artificially reduces your Advance FON compliance number.

Faculty Obligation Number (FON)

Fallacy	Reality
FON provides a growth target	FON provides a floor to not fall below
When realized, 75% of your classes will be taught by FT faculty	Overload is excluded from the calculation
CCCCO penalizes for not meeting 75% target	Penalty of \$97,855 (2024) per position below FON
FON targets move Districts towards 75%	FON targets maintain status quo
Districts are required to move toward 75%	Only when a District accepts special full time money from the state, is it required to make progress towards 75%

The Role of Schedule Development

- The variable is the portion of the schedule taught by
 - Full-time faculty overload
 - Part-time faculty
- This determines the PTOL (Part-time and Overload) budget and resulting Full-time Equivalent Students served

The Role of Schedule Development

- Priorities
 - Prioritize budget, or
 - Prioritize FTES generation, or
 - Somewhere between

The Role of Schedule Development

Goals

Annual FTES Generation by Term

Projections as of 11/16/2023

	2022-23	2023-24	2024-25
Actual			
Target			
FTES			
Modesto	14,447	14,447	14,591
Modesto	12,983	13,958	14,353

The Role of Schedule Development

What is known?

Assume, last academic year we produced...

- 6,600 PTOL FTES
- 447 PTOL FTEF
- \$33,500 PTOL/FTEF average

Next year...

- There is a 13% increase to PTOL/FTEF cost
- We need to generate 238 more FTES

The Role of Schedule Development

The math...

	2023-2024	2024-2025
PTOL FTES	6,600 produced	6,838 goal
PTOL FTEF	447	463 needed
FTES/FTEF	14.76	14.76
PTOL/FTEF Average	\$33,500	\$37,855
Budget Needed	\$14,974,500	\$17,526,865

An addition of \$2,552,365

The Role of Schedule Development

Let's change the assumptions...

Assume, last academic year we produced...

- 8,000 PTOL FTES
- 450 PTOL FTEF
- \$32,450 PTOL/FTEF average

Next year...

- There is a 5% increase to PTOL/FTEF cost
- We need to generate 450 more FTES

What do you get?

Buddy Check

- What lingering questions do you have?
- When you go back to campus, what reports do you want to see or who do you want to talk with?
- What aspect of this do you imagine using in your current role?

Breaktime!

A Closer Look

Review the Section Enrollment Detail report from the Counseling Department in Spring 2024. What stands out as discussion-worthy? What questions would you ask if you were managing this department? What are the financial implications of what you see?

Section Enrollment Detail Report

July 20, 2024

Term: 2024MSP

Division: MCOUN

FAM	ID	Course	Dates	Units	Weeks	1st Census	TSCH	Beg	Enrollment			Attendance Hours		FTES		
									1st Census Res	NRes	Current	Res	NRes	Res	NRes	
Division: MCOUN																
Department: MGUID																
W	156574	MCOLSK-100-2588	1/16/24 - 5/4/24	3.00	16	1/29/24	54.12 T	44	39	0	33	0.00	0.00	4.02	0.00	
W	156575	MCOLSK-100-2589	1/16/24 - 5/4/24	3.00	16	1/29/24	54.12 T	46	43	0	43	0.00	0.00	4.43	0.00	
W	156576	MCOLSK-100-2591	1/16/24 - 5/4/24	3.00	16	1/29/24	54.12 T	46	33	0	30	0.00	0.00	3.40	0.00	
ID	159738	MCOLSK-100-2895	1/23/24 - 5/4/24	3.00	15	2/8/24	52.50 T	8	7	1	7	0.00	0.00	0.70	0.10	

Everything else

Although Enrollment Management may not be in your job description today and you may or may not have responsibility for a department's schedule, your work does contribute to the broad definition of Enrollment Management.

A few offices mentioned in our definition:

- Marketing, Admissions, Financial Aid, Research, Outreach

Where does your work fit in? How can you contribute?

Before we go...

- Thinking back over the entire presentation, what questions do you have?
 - What questions do you have that you can find answers to?
 - What questions do you need assistance with? Where will you find assistance?
- Next time Enrollment Management is mentioned, what is a 30-second statement (an elevator speech) you can make?
- What are your prime takeaways?

Thank you 😊