



GUIDING PRINCIPLES FOR ENROLLMENT MANAGEMENT

- o ISPC has developed, modified, and reaffirmed Guiding Principles to assist in scheduling
- o Currently using May 2013 update

GUIDING PRINCIPLES FOR ENROLLMENT MANAGEMENT

1. Course offerings should maintain pipeline courses for our students in order to eliminate bottlenecks.
 - A. Since CTE has a well-established pipeline of course offerings; the percentage of CTE FTES will remain the same, 18-20%
 - B. In an effort to support our students in need of basic skills, the percentage of basic skills and non-transferable/non-basic skills FTES will remain the same, 18- 20%
 - C. Priority for course offerings shall be given to courses that advance students academic progress in AA-T/AS-T patterns.

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2. Course offerings in the transfer-level category should reflect mandatory transfer requirements, especially focusing on CSU requirements.
 - A. The distribution of transfer-level FTES (exclusive of CTE) will reflect proportionally, the options for students to meet degree/transfer goals.
3. Consideration (weight) will be given to courses satisfying more than one requirement and courses that are single-option or near single-option requirement satisfiers based on the Category Weight Score.

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4. Given the disparity between the ISPC recommended distribution and the historical distribution, care should be exercised by those creating the schedule. It is recognized that it may take time to move toward achieving the recommended distribution.
5. In the interest of advancing academic progress, factors impacting student success and course/degree completion will be considered in the schedule development process.

** It should be noted that "FTES" includes the examination of census count data.

Q: What is FTES?

- a) Full-time Equivalent Student
- b) The basis of funding from the state
- c) It is like "currency" with regard to scheduling
- d) All of the above

Q: What is FTES?

Full-time Equivalent Student

1 FTES

1 student

15 hours per week

2 semesters of 17.5 weeks

= 525 contact hours

Apportionment revenue from the State is allocated on the basis of Full-time Equivalent Students (**FTES**) in attendance as reported to the CCC Chancellor's Office on the CCFS-320 Report three times each year

Currently ~ \$4500/FTES

Full-Time Equivalent Student (FTES) Reporting Periods

Period		Report Due
First (P1)	July 1 to December 31	January 15
Second (P2)	January 1 to April 15	April 20
Third (P3)	April 16 to June 30	July 15

Clock Hours vs Contact Hours

- o Clock hour = 60 minutes
- o Contact hour
 - o A period of not less than 50 minutes of scheduled instruction or examination
 - o Too much information

Attendance Accounting Methods

- o Weekly Student Contact Hour
- o Daily Student Contact Hour
- o Positive Attendance
- o Alternative Attendance Accounting

Weekly Student Contact (WSCH)



Weekly Student Contact (WSCH)

- o Primary terms only
- o Course coterminous with the primary term
- o Same number of days each week
- o Same number of hours each week (including TBA hours)
- o Census the week nearest 20% of the number of week in the primary term
- o $FTES = (WSCH)(TLM)/525$

* TLM = term length multiplier
RCCD TLM = 16.4

Daily Student Contact (DSCH)



Daily Student Contact (DSCH)

- o Course meets five or more days
- o Course meets same number of hours on each scheduled day, including TBA hours
- o NOT coterminous with primary term
- o Census day = the class meeting that is nearest 20% of the number of days the course is scheduled to meet
- o $FTES = (DSCH \times CLM) / 525$

* **CLM** = course length multiplier
number of days the course is scheduled to meet

Positive Attendance



Positive Attendance

- o Based on the actual count of enrolled students present at each class meeting
- o Courses meeting fewer than five days
- o Courses irregularly schedule with respect to number of days per week or number of hours on scheduled days
- o All noncredit courses
- o $FTES = PAH/525$

PAH = positive attendance hours

Scheduling – General Process

1. College FTES Goal is determined
2. ISPC recommends distribution of FTES across AY
3. APC operationalizes with [CIO review/approval](#)
 - A. Reviews distribution of FTES (& headcount) from “rollover”
 - i. across the general areas (Transfer, Basic Skills, CTE)
 - ii. specific distribution within Transfer – CSU transfer (A-E)
 - B. Comparison to FTES targets for term
 - C. Add or Remove FTES from general and specific areas
 - A. Applying Guiding Principles
 - B. Utilizing Category Weight Score
 - C. Attending to 2-year rotations
 - D. Come prepared to Scheduling Meeting to finalize schedule

FTES GOAL – example

Academic Year	FTES Allocation	
2011-2012	6062.00 FTES	
2012-2013	5792.78 FTES	
2013-2014	5981.78 FTES*	
2013 Summer	293.09 FTES	(4.9%)
2013 Fall	2791.04 FTES	(46.7%)
2014 Winter	318.47 FTES	(5.3%)
2014 Spring	2579.18 FTES	(43.1%)

*Targets and distributions as of May 2013 – subject to adjustment as needed

Scheduling – Chair Details

1. Receive the rollover and consider needed modifications
 - A. Course rotations
 - B. 2-year patterns
2. Receive feedback from APC subcommittee about FTES allocation in general and specific areas – CIO preapproved
3. Coordinate within your area to best reach scheduling targets (Category Weight Score may be useful)
4. Come to APC Scheduling Meeting prepared to finalize schedule
5. Return rollover to IDS by deadline
6. Download happens at district / proof is generated
7. Review & return proof by deadline

Scheduling - Considerations

On the rollover each term

1. Using the Scheduling Calculator – confirm the courses are scheduled for the appropriate amount of time

Importance

- o Specific days of instruction may change with each academic calendar
- o Cannot assume times on the rollover are correct
- o Ex: some years there may have 13 Mondays and in others there may be more – this impacts meeting time per class
- o Errors in meeting times not only impact hours of instruction but also impact contact hours, which impacts FTES, and ultimately funding

Scheduling - Considerations

On the rollover each term

1. Using the Scheduling Calculator – confirm the courses are scheduled for the appropriate amount of time
2. Adhere to the Scheduling Grid

Importance

- o Not adhering to the Grid creates inefficient room utilization
- o The NC Grid is designed to minimize conflicts for student schedules – when you deviate from the grid, you create potential conflicts for students

Scheduling - Considerations

On the rollover each term

1. Using the Scheduling Calculator – confirm the courses are scheduled for the appropriate amount of time
2. Adhere to the Scheduling Grid
3. Confirm the start and end dates of the sections
4. Confirm the room
5. Confirm the section cap
6. Confirm staffing and faculty pay code
7. Note Accounting Method
 - A. In Primary terms it is assumed to be WSCH, unless noted otherwise
 - B. In Intercession or 8-week courses during primary term, it is assumed to be DSCH, unless noted otherwise

Happy Schedule = Happy Students

