Enrollment Management
Board Retreat
February 10th, 2017
Paul Jarrell, Executive Vice President
Santa Barbara City College

Sources of CCC Funding

- Unrestricted General Fund (~95%)
  - Resident General Apportionment
  - Non-Resident Tuition

- Categorical Programs (~3%)
  - Funding to serve a particular population/program and address a specific need
    - SSSP, Equity, Basic Skills, CTE/SWP, EOPS, DSPS, etc.
  - Source of Budget "increase"
  - Often "one-time"

- Capital Projects Funds (~2%, varies)
  - Buildings, equipment, maintenance
Show Me the Money!

- Exhibit C
  - Calculates what a district **could** earn if it meets or exceeds its total funded FTES, not what it will earn.
  - General Apportionment

<table>
<thead>
<tr>
<th>FTES</th>
<th>General Apportionment calculations</th>
<th>Basic Allocations</th>
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</thead>
<tbody>
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CALIFORNIA COMMUNITY COLLEGES 2015-16 BUDGET FORMULA CONSULTATION SANTA BARBARA COMMUNITY COLLEGE DISTRICT

<table>
<thead>
<tr>
<th>Program</th>
<th>Code</th>
<th>Description</th>
<th>FTES</th>
<th>General</th>
<th>Basic</th>
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<tbody>
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</table>
## Basic Allocations

### Basic Allocation Calculation Before Current Year COLA

<table>
<thead>
<tr>
<th>State Approved Center Funding Rates</th>
<th>Total State Approved Centers</th>
<th>Total State Approved Centers Revenue</th>
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<tbody>
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### Workload Measures

<table>
<thead>
<tr>
<th></th>
<th>Basic FTEs</th>
<th>Marginal FTEs</th>
<th>General FTEs</th>
<th>Uncertainty FTEs</th>
<th>Restored FTEs</th>
<th>Stability FTEs</th>
<th>Total Funded FTEs</th>
<th>Unfunded FTEs</th>
<th>Actual FTEs</th>
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<tbody>
<tr>
<td></td>
<td>50.56 (2004)</td>
<td>5.04 (2004)</td>
<td>5.98 (2004)</td>
<td>5.98 (2004)</td>
<td>0.00</td>
<td>0.00</td>
<td>11,772,745</td>
<td>0.00</td>
<td>11,772,745</td>
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<tr>
<td>Non-credit FTEs</td>
<td>5.04 (2004)</td>
<td>5.04 (2004)</td>
<td>5.98 (2004)</td>
<td>5.98 (2004)</td>
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<td>0.00</td>
<td>277,983</td>
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<tr>
<td>Credit FTEs</td>
<td>5.98 (2004)</td>
<td>5.98 (2004)</td>
<td>5.98 (2004)</td>
<td>5.98 (2004)</td>
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<td>0.00</td>
<td>208,600</td>
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<tr>
<td>Total FTEs</td>
<td>11,772,745</td>
<td>11,772,745</td>
<td>11,772,745</td>
<td>11,772,745</td>
<td>0.00</td>
<td>0.00</td>
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<td>0.00</td>
<td>11,772,745</td>
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</tbody>
</table>

Base = based upon last year actuals

Restored = Due to stability last year

![Diagram showing basic allocations](chart.png)
Apportionment Calculations

I. Base Revenue = Ratio of Decline
   A. Base Revenue
   B. Adjusted Base Revenue
      1. Cost-to-Base Adjustment
      2. State and Local Base Revenue
      3. Property Development Fund
   C. Gross Base Revenue

II. Intuition Adjustment
    A. Intuition Adjustment
    B. Intuition Adjustment

III. Basic Allocation & deskignment
     A. Basic Allocation Adjustment
     B. Basic Allocation Adjustment
     C. State Aid

IV. Rollovers
    A. Local Rollovers
    B. Rollover Rollovers
    C. Excess Rollover Revenue

V. Other Revenue Adjustments
   A. Other Revenue Adjustments
   B. Local Rollover Rollovers
   C. Local Rollover Revenue

VI. Base Adjustment

VII. Total Local Revenues

VIII. District Revenue Source
     A. District Revenues
     B. District Revenues
     C. District Revenues

IX. Other Allowances and Total Apportionment
    A. Other Allowances
    B. Total Apportionment

Revenue Sources

VIII. District Revenue Source
     A1. Property Taxes
     A2. Less Property Taxes Excess
     B. Student Enrollment Fees
     C1. State General Apportionment
     C2. Full-Time Faculty
     D. Estimated EPA
     E. Revenue Shortfall
     F. Total Revenue Plus Shortfall

Available Revenue

Total Revenue Plus Shortfall

$28,739,169
$0
$8,072,110
$29,474,090
$756,415
$10,877,457
$7,919,290
$1,146,530
$79,065,780
SO........

If we want all potential State revenue,
we MUST generate all funded FTES !!!

Only Resident FTES Counts

15/16 General Fund Budget

State Target = 14,346 FTES  SBCC Earned = 13,185 FTES
Apportionment = $74 million  Apportionment = $68.5 million

State Funded = Earned + Stability + Other
$68.5 + $5.5* + $4* = $78 million  * one time

Non-residents = 2,592 FTES

General Fund Revenue
  Non Resident International Students - $11.5 million*
  Non Resident Out of State - $6.2 million
* expenditures to support International Program - $1.4 million

Total General Fund = $96 million***  *** approximate
What is Enrollment Management?

- Enrollment management takes place whenever a college makes a conscious decision to increase, decrease, or change its enrollment.

- Two Approaches
  - Chase FTES
    - Identify a target that works for SBCC, and actively manage matriculation and course offerings to achieve target
  - We prefer the latter!

- Must be efficient

Guiding Principle:

Provide access to classes students need and provide support to empower students to be successful.
Strategic Enrollment Management

- Program value
- Cost/value ratio
- Cost to scale

- Selectivity
- Readiness
- Student experience
- Student persistence, progression and success

- Image/position
- Student demand
- Industry demand
- Program value
- Program capacity

- Target student populations
- Target market regions
- Target modalities

The Lexicon of Enrollment Management

- Headcount – Enrollments – FTES
  - Headcount – unduplicated, unique students
    - Use Fall term as standard
  - Enrollments – duplicated
    - Each student may be enrolled in more than one course
  - FTES – Fulltime equivalent students
    - Standardized “headcount” as if each student were enrolled in approximately 15 units
    - Funding basis for CA Community Colleges
In General.....

• 1 FTES = 1 full time student taking classes
  • 15 hours per week for
  • 2 semesters of 17.5 weeks each for a total of

• 525 contact hours

But it's not quite that easy........

FTES Calculations

• By WSCH (Weekly Student Contact Hours)
  • For classes that span the entire primary term

• By DSCH (Daily Student Contact Hours)
  • For classes that meet on a regular basis, but do not meet full term or are outside primary term

• By Positive Attendance
  • For classes that meet irregularly or are non-credit. Based on ACTUAL attendance, not enrollment

• By Alternative Attendance Method
  • For Independent Study/Work Experience and Some Distance Education
FTES Calculation - WSCH

- \( WSCH = (\# \text{ students at Census}) \times \text{Contact hours} \)
  - MATH 150
    - 32 students \( \times 5.6 \text{ hrs/wk} = 179.2 \text{ WSCH} \)
  - BUS 101
    - 30 students \( \times 3.4 \text{ hrs/wk} = 102.0 \text{ WSCH} \)
  - BUS 101
    - 40 students \( \times 3.4 \text{ hrs/wk} = 136.0 \text{ WSCH} \)

- \( FTES = (WSCH \times TLM) / 525 \)
  - MATH 150
    - \( (179.2 \text{ WSCH} \times 16) / 525 = 5.46 \text{ FTES} \)
  - BUS 101
    - \( (102.0 \text{ WSCH} \times 16) / 525 = 3.11 \text{ FTES} \)
  - BUS 101
    - \( (136.0 \text{ WSCH} \times 16) / 525 = 4.15 \text{ FTES} \)

QUESTION:
For a given course, what is the only variable for affecting FTES?

Other Methods of Calculation

Slightly fewer FTES per course

- DSCH
  - Uses enrollment at census
  - Must consider holidays

- Positive Attendance
  - Uses actual hours of attendance for each student

- Alternative Method
  - Uses units instead of contact hours
    (some exceptions)
A LOOK AT EFFICIENCY

The True Cost of Education

• FTES generated (income)
  • Dependent on size of class and WSCH

• Instructional costs (expense)
  • Staffing
    • Fulltime Faculty – approximately $125,000
    • Hourly Faculty – approximately $75.00/hr to $120.00/hr
    • Lab technicians, assistants, tutors, etc.
  • Supplies and materials

• Non-instructional costs (expense)
  • Everything else!

• 50% Law –
  • This statute (Education Code §84362) requires “there shall be expended each fiscal year for payment of salaries of classroom instructors by a community college district, 50 percent of the district’s current expense of education.”
Measures of Efficiency

• Instructional Productivity (PROD)
  - WSCH/FTEF
  - Known as the "525"
  - For compressed calendars 540-560 is efficient!

• Average Class Size (ACS)
  - Directly related to PROD - higher class size, more WSCH
  - 35 – 37 is efficient!

• Total Cost of Instruction
  - Expense per FTES
  - (Actual expense charged to a Department)/(Actual FTES earned by a Department)
    • Annual basis

Where are we?

• Headcount - Fall 2016
  - Credit 17,608

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<tbody>
<tr>
<td>In District</td>
<td>6,212</td>
<td>5,366</td>
<td>5,337</td>
<td>5,046</td>
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<td>SB County</td>
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<td>1,312</td>
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<td>Other CA</td>
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<td>1,577</td>
<td>1,586</td>
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<td>Out of State</td>
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<td>1,563</td>
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Efficiency - Expense per FTES (all)

2013-2014: $3,918.74
2014-2015: $3,050.25
2015-2016: $3,251.10

How can we be more efficient?

• Income

• Class size at Census
  • Scheduled Class Size Limit
    • Closer Numbers
    • Large Group Instruction
  • Class Size first day of class
    • Adequate number of sections/course
    • Waitlist size
    • First day adds
  • Retention to census
    • Early engagement

• Persistence
How can we be more efficient?

- **Expense of Instruction**
  - Faculty Pay (not an option)

- **Other Expenses**
  - Reassigned time
  - Staffing – LTAs, SPAs, hourlies, etc.
  - Use of classroom supplies
  - Facilities