

ARTICLE 26

ENROLLMENT MANAGEMENT

26A. Productivity Assessment

There will be a District Enrollment Management Committee (DEMC), described in [Article 26C](#). The DEMC shall develop a common understanding of the issues, methods, and data to be utilized in order to set appropriate Weekly Student Contact Hour/Full-time Equivalent Faculty (WSCH/FTEF) targets for the colleges.

There will be a College Enrollment Management Committee (CEMC) at each college, described in [Article 26E](#). Each CEMC shall annually provide a prioritized list of planned activities designed to achieve cost effective productivity improvements. This list shall consist of activities initiated in the disciplines as well as activities initiated by the CEMCs. This list shall consist of activities requiring financial support as well as activities requiring no additional financial support. The prioritization and implementation timelines of these activities will be voted on by the members of the CEMCs, and the list will be forwarded to the DEMC for additional allocations if appropriate.

Each CEMC will receive five (5) Calculated A Hours (CAHs) reassign time (or equivalent stipend) per semester.

26B. Basic Principles

The District and the Faculty Association agree that the following principles shall be the basis for productivity assessments in the District.

26B.1 Academic Quality

Improvements in the District's economic productivity must not be achieved at the cost of each college's academic quality.

26B.2 Productivity Achievement

Improvements in the District's economic productivity must be pursued and achieved by cooperation of managerial staff, classified professional staff, and Faculty staff equally.

26B.3 Data Input

Work of the DEMC and CEMC's shall be based upon accurate data pertinent to the issues being examined.

26B.4 Productive Economic Effect

Improvements in the District's academic productivity must not be achieved through economic expenditures that threaten the District's economic survival.

26B.5 Effect On Students

Improvements in the District's economic and academic productivity must be achieved in conjunction with, and not at the expense of, student access, student success and student equity.

26C. District Enrollment Management Committee (DEMC)

The DEMC shall be composed of four (4) representatives appointed by the Faculty Association, including a minimum of one (1) Faculty representative from each College Enrollment Management Committee (CEMC) described in [Article 26E](#) below, and four (4) representatives of the District appointed by the Chancellor, including each College President or their designee, and appropriate non-voting staff as necessary. The DEMC shall have appropriate support services and unimpeded access to all relevant data.

26D. Establishing District/College Weekly Student Contact Hour/Full-Time Equivalent Faculty (WSCH/FTEF) Goals

The WSCH/FTEF goals for each college and the District shall be established on an annual basis by the District, after consulting with the DEMC, as part of the District's annual Budget development process. The WSCH/FTEF goal(s) will be established within the framework of a balanced Budget. The colleges shall not exceed their FTEF allocation. WSCH/FTEF goals shall be met fairly and equitably across each division of the College based upon their capabilities. The DEMC shall also make recommendations to the CEMCs and the District about cost effective productivity innovations and procedures to be implemented in the future.

26E. College Enrollment Management Committees (CEMCs)

Each college will have a College Enrollment Management Committee (CEMC). The CEMCs shall be composed of four (4) representatives appointed by the Faculty Association and four (4) representatives appointed by the College President, as well as non-voting support staff as necessary. The CEMCs will be co-chaired by a Faculty member and one of the appointees of the College President. The CEMCs will make recommendations as described below and will serve as a resource to the Faculty on the planning for and implementation of cost effective productivity goals. The CEMCs shall be responsible for recommending annual WSCH/FTEF goals to the DEMC and the College President for each of the disciplines or groupings of disciplines, and workload goals for other services.

26E.1 Establishing Discipline Performance Productivity Goals

At the college level, the CEMC will recommend annual WSCH/FTEF goals for each of the disciplines or grouping of disciplines, and the workload goals for the other services, in order for the college to attain its overall assigned workload goals. The goals will be based on the data from the previous three (3) Academic Years, also using the latest Fall SWOXEN report available. See [Article 1C.1r](#) for SWOXEN definition.

26E.2 Factors Determining Weekly Student Contact Hour/Full-Time Equivalent Faculty (WSCH/FTEF) Goals

Contractually agreed upon factors such as room availability, teaching methodology, class size, State imposed professional standards, etc., will be taken into account when determining College WSCH/FTEF goals. The CEMC shall consult each discipline prior to recommending the discipline's goals. The CEMC shall provide the discipline with all the necessary resources (i.e., enrollment data, SWOXEN reports, analysis of enrollment trends, comparison of WSCH/FTEF at other community college districts in the Bay Ten, etc.) to formulate the discipline's goals. See [Article 1C.1s.](#) for a listing of the Bay Ten Community College Districts; and, [Article 1C.Ir.](#) for definition of SWOXEN.)

26E.3 Weekly Student Contact Hour/Full-Time Equivalent Faculty (WSCH/FTEF) Goal Adjustments

Adjustments in the WSCH/FTEF goals shall be made by the CEMC in cases where the Committee used insufficient and/or erroneous data. In the event that the CEMC is unable to recommend discipline WSCH/FTEF goals, the appropriate College Vice President shall set the discipline's goals.

26E.4 Discipline Plan

Each discipline, or grouping of disciplines, will work with the appropriate Administrator and the CEMC to develop a Discipline Plan for achieving their recommended WSCH/FTEF goal to be submitted to the responsible College Vice President. The discipline, or grouping of disciplines, can exceed or go below contractual or past practice class size maximums or class size minimums as long as their Division Discipline Plan achieves their WSCH/FTEF goal and serves student needs and enrollment patterns. This Plan must be submitted in time to facilitate timely scheduling. There will be an opportunity for a minority opinion to be stated and attached to each Plan. The College President will ultimately approve or impose a Plan in time for class scheduling. A discipline may consult with the CEMC at any time in this process.

26E.5 Evaluation

Each discipline's success in achieving its WSCH/FTEF goals will be evaluated by the responsible College Vice President as soon as appropriate Enrollment and Census data are available. If the discipline fails to meet its WSCH/FTEF goals, a subcommittee appointed by the CEMC will convene and will work with the discipline to develop a revised Discipline Plan for achieving the Discipline's WSCH/FTEF goals. The Discipline may consult with the CEMC at any time in this process.

26E.6 Review Of Discipline Plan

The appropriate Administrator will then review the new Discipline Plan. If the appropriate Administrator does not believe the Plan is workable or will cause an adverse impact on students, the appropriate Administrator, in consultation with the responsible College Vice President, may revise the Plan. In these cases, the appropriate Administrator will inform the Faculty and the CEMC why the Plan is being revised and will propose alternatives. The appropriate Administrator

and the Discipline will make a concerted effort to write a Plan that is approved by the appropriate Administrator. The appropriate Administrator will ultimately approve or impose a Plan in consultation with the responsible College Vice President to meet the schedule deadline.

26E.7 Counseling Division Discipline Plan

The Counseling Division at each college, including the appropriate Administrator and Faculty members, shall create the Counseling Division's annual Discipline Plan. This document will include qualitative and quantitative measurements of activities, timelines, accountability strategies, and student contacts per hour. The Counseling Division shall submit their Plan at the same time as the Instructional Discipline Plans in accordance with CEMC guidelines.