

# **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, as well as goals and targets used in the Counseling disciplines.

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.

In addition, CEMC and DEMC will also analyze, provide input, and work collaboratively to design strategies and activities with the goal of optimizing revenue yields under the Student Centered Funding Formula (SCFF).

Each CEMC will receive seven (7) 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 and Counseling Discipline 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 and Counseling discipline metrics 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, counseling discipline metrics, 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 six (6) 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; two (2) of the faculty representatives must come from the Counseling Disciplines, one (1) from each college. Additionally, six (6) representatives of the District appointed by the Chancellor, including each College President or their designee, and two (2) appointees from the Counseling area, one (1) from each college, 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 and Counseling Discipline Goals**

The WSCH/FTEF goals for each college and the District shall be established on an annual basis by the District, after consulting with t/he 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. The WSCH/FTEF goals for the colleges will be established by the DEMC for the upcoming year no later than last working day of November the previous Academic Year. If this date cannot be achieved, the parties will work on another mutually agreeable date.

The Counseling Discipline plan and goals will be established within the framework of a balanced budget. The goals and metrics used in this section will be determined as described in 26E.1 below.

#### **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, at least one of whom will come from the Counseling discipline, 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 and Counseling discipline 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, through the leadership of the committee's chairs, 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 ARGOS report available. See [Article 1C.1r.](#) for ARGOS definition.

Likewise, the Counseling discipline goals will be based on data from previous academic years. In academic year 2022-23, a task force of counselors and administrators from both colleges, SARS specialists, and ITS will convene to create a data dashboard that will become available by June 1, 2023. Counseling discipline faculty in agreement with Student Services administrators will determine the metrics which will be used. It is understood that these metrics will evolve and change over time.

### **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, ARGOS 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.1r.](#) for definition of ARGOS.)

Guided by the student services data, the strategies and goals of the Counseling Discipline Plan shall be developed with contractually agreed upon factors such as room availability, students facing technical challenges (*e.g.* signing into Cranium Café, scheduling appointments), nature of appointments and necessary subsequent follow up. Support staff will be taken into account. The District shall provide the discipline with access to all the necessary resources (i.e., SARS reports, Cranium Cafe reports, dashboard metrics) to formulate the discipline's goals.

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

Adjustments in the WSCH/FTEF goals, and/or the Counseling discipline 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 Committee Chairs 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.

Each Counseling Division Discipline Plan will provide a rationale for the mix and proportionality of online counseling and teaching modalities they want to use to provide instruction and services (See: [Article 19A](#)).

#### **26E.5 Evaluation**

Each discipline's success in achieving its WSCH/FTEF or Counseling discipline 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 and CEMC Committee Chairs. 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. The Counseling discipline data dashboard will serve as one guide to improve the Counseling Division.

Discipline Plans. This process will commence in Academic Year 2022-23, with an understanding that the necessary data, structures and strategies of this work will be developing, evolving and growing over the course of the year.