CSUDH | ACADEMIC AFFAIRS

Business Process Guide
Enrollment-Based Budgeting (EBB)

REVISION CONTROL

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Background & Introduction

To advance the mission of the University as a teaching and learning institution, the goal of budgeting within the Division of Academic Affairs is to identify optimal funding levels that balance efficiency and prudent spending with delivering first-in-class instruction (Budget Guidelines for Academic Affairs). In the past, annual budgeting was accomplished mostly through central decision-making. Budgets were allocated based on the previous year's base budget allocation without taking into consideration changes in enrollment. In previous years, enrollment increases resulted in division deficits due to having to incur additional instructional expenses that were not accounted for in the division's budget. As a result, the division adopted an Enrollment-Based Budgeting (EBB) model that meets the financial needs that arise when enrollment changes.

Implementation of this new model impacts several areas of the University, including the Office of the Provost within Academic Affairs (AA), the Division of Administration & Finance, the Office of University Effectiveness, Planning & Assessment, administrators, staff and faculty within the five state-side Colleges (CNBS, CAH, CHHSN, COE & CBAPP), Associate Deans, Academic Resource Managers, Department Chairs, Program Coordinators, and College Schedulers.

The purpose of this business process guide (BPG) is to inform how annual budgeting, using the Enrollment-Based Budgeting model, is applied, as set forth in AA policy 2023-04. The guide outlines use of the model from beginning to end, detailing processes from funding through allocation and assessment from the University to the division, to the colleges, and, finally, to various departments and programs. Tools and resources are also provided. The guide is written by the responsible manager and staff, with annual review, oversight and coordination provided by the Academic Affairs Budget Council.

Related Documentation

In addition to this business process guide, users can review the following documents related to this process:

- Academic Affairs Budget Council - Policy AA 2023-04

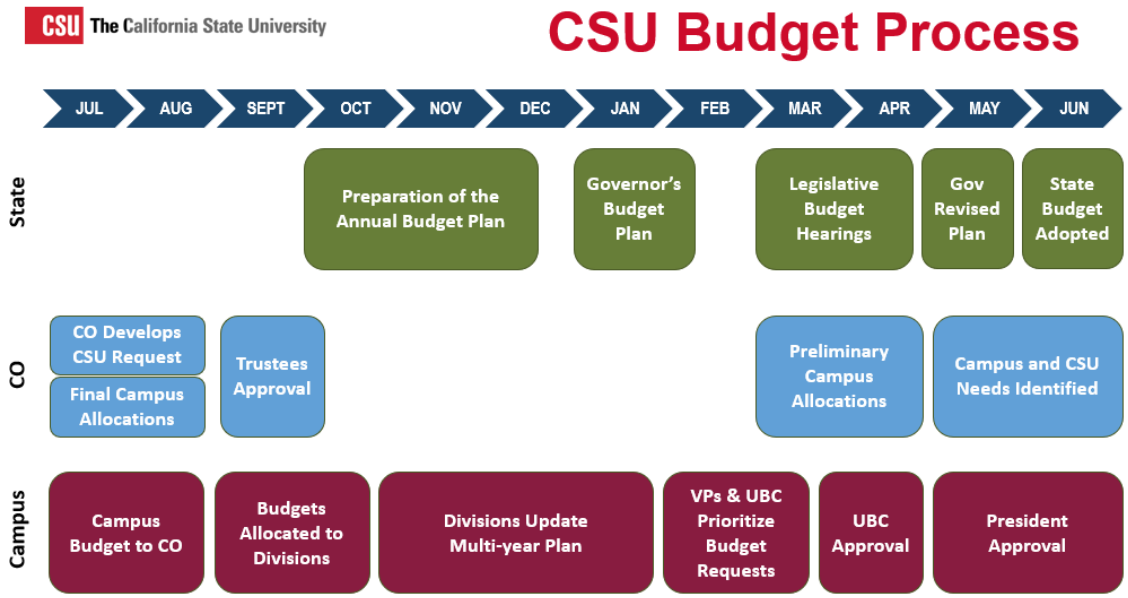
1. CSU Budget Process Overview – High Level

1.1. State, CSU, & DH Budget Process

The state sets a systemwide resident enrollment growth target at CSU and provides an associated General Fund augmentation. The additional funds have been determined using an agreed-upon per-student funding rate derived from the "marginal cost" formula. This formula estimates the cost to enroll each additional full-time equivalent student, and costs are shared between tuition revenue and state General Fund. The CSU aims to place new enrollment strategically at campuses that are expecting significant prospective student demand. Following the final enacted July budget, the Chancellor's Office (CO) issues a final budget allocation memo to the campuses detailing distribution of any additional ongoing General Fund dollars. With new base funds, campuses have little flexibility to address their own strategic initiatives because the CSU must account for mandatory cost increases; however, when given "undesignated" funds, campuses have opportunities in the form of Enrollment Growth or Graduation Initiative.

Budget Allocation Memos are available on the Chancellor's Office website at: https://www.calstate.edu/csu-system/about-the-csu/budget/Pages/coded-memos.aspx

Prior to the final July budget, the University Budget Committee (UBC) and campus leaders meet to discuss campus strategic priorities. If new undesignated funds are allocated to Dominguez Hills, UBC will plan how to use those funds.



1.2. Chancellor's Office Targets

The annual budget allocation memos distributed by the Chancellor's Office establish full-time equivalent student (FTES) target, base, and one-time budget allocations for each CSU campus. Prior to 2022-23, the only effects imposed on campuses for enrolling below/above their established CO target is tuition revenue collection. However, depending on how each campus budgets their tuition revenue (base/one-time), enrollment fluctuations can pose serious impacts. In addition, the CO would not

adjust General Fund allocation on enrollment performance, and campuses would neither lose General Fund if they did not meet target nor receive additional General Fund if they were over target.

In 2022-23, the Interim Chancellor introduced the CSU Enrollment Target and Budget Reallocation Plan. Beginning 2024-25, resident FTES and associated resources will be permanently reallocated from universities with enrollment declines to universities who can grow and help achieve the CSU's systemwide resident student enrollment target.

1.3. University Budget Committee (UBC)

The University Budget Committee (UBC) is established per Presidential Memoranda PM 2014-04 with a mission to "receive, review, and make recommendations to the President concerning budgets, enrollments, and strategic and divisional plans at CSUDH." Membership of the UBC includes representatives from each division, including faculty, staff, students, and administrators. Membership also involves non-voting, and ex-officio members.

The UBC applies university-wide perspectives when making these resource allocation recommendations. It is the responsibility of the UBC to review budget reports, expenditures, existing commitments, and previous years' carry-forward balances. In addition, the UBC can decide whether existing allocations should or should not be continued. The UBC makes base and one-time funding allocation recommendations, in addition to reallocating existing resources. As directed in the PM, the UBC should provide recommendations to the President no later than April 1st of each year. These recommendations for university allocations of new base or one-time funding are important to enrollment-based budgeting.

1.4. Historical Budget Models at CSUDH

Historically, the Academic Affairs budget has been guided by a "modified incremental" budget model. This incremental budget model works under the assumption that many of the expenses are fixed personnel costs that only rise nominally and predictably with general salary increases. It does not consider enrollment trends, nor does it help the campus align its resources with the parameters of the Annual Budget Allocation Memo from the Chancellor's Office, in particular the FTES target. Beginning in fiscal year 2019-20, the division began its efforts to move to an enrollment-based budgeting model in order to help eliminate budget deficits and account for changes in enrollment. In fiscal year 2022-23, the division implemented this new budgeting model.

2. Budgetary Principles

2.1. Enrollment-Based Budgeting Model

Enrollment-based budgeting is an example of an activity-based budgeting approach. With activity-based budgeting, the amount of budget allocated is based on the amount of a specific activity taking place. The more of the activity occurring, the more funding is needed. In enrollment-based budgeting, student enrollment is the activity that is driving the budget.

When establishing a budget based on enrollment, two types of expenses need to be considered: fixed and variable.

- Fixed expenses are costs that do not fluctuate based on activity. Examples include permanent staff, administrators, and tenure/tenure-track faculty salaries. These types of expenses are considered "base."
- Variable expenses are costs that change based on the amount of activating taking place. In this specific case, if enrollment goes up, then the colleges need to hire more lecturers (non-tenure-track faculty) to fill the classes. These types of expenses are considered "one-time."

2.2. Blue Book Process & College Budget Allocations

2.2.a. Division Annual Cycle

In January, Academic Affairs gets estimates of enrollment for the following academic year from Enrollment Management and University Effectiveness, Planning, and Analytics. These enrollment projections are very preliminary, drawn from the volume of applications through Cal State Apply and other early sources. The provost and deans use these projections to set estimated allocations to the colleges. Between January and April, deans are expected to work with department chairs, program coordinators, and other college leadership to distribute college resources locally. These discussions result in a preliminary college blue book, a first-draft detailed budget due to the provost's office around April 1.The preliminary blue books are the best opportunity for colleges to plan their spending. Typically, they aren't revised until after the state and CSU system have finalized their own budgets and allocations, which may be well into the next fiscal year. At that time—typically in the fall—colleges submit final blue book budgets to the Office of the Provost.

2.2.b Principles for Carry-Forward Within Academic Affairs

The CSU system functions with several funding sources. Colleges typically keep any unspent funds in their fee trust funds, miscellaneous trust funds, lottery funds, or external grants. In the event that a college has a positive end-of-year balance at the end of the fiscal year in its General Fund (AADHT) or Student Success Fee Fund (ST001), the college deans can submit a request to carry-forward a specific amount of their year-end balance to the provost. The provost will consider approving these requests based on overall division carry-forward amount available and based on justification provided. On occasion, colleges receive one-time funding from the Chancellor's Office or have state earmarks that are to be used for a specific purpose.

The Division of Academic Affairs is committed to avoiding colleges carrying forward any deficits. Each year, colleges should start the fiscal year with no deficits from the prior year.

2.2.c. Faculty Recaptured Salary Pool (FSRP)

Central Academic Affairs maintains the division's Faculty Salary Recapture Pool (FSRP). Salaries of tenure/tenure-track (T/TT) faculty who separate or retire—including Faculty Early Retirement Program (FERP)—are reverted to the FSRP. The Budget Officer in Central Academic Affairs (CAA) prepares a baseline transfer in the full amount of the T/TT faculty member who is separating from the university or half if starting FERP. At the same time, a one-time transfer is prepared so that the colleges are re-allocated funds to hire non-tenure-track faculty (NTTF) using the weighted teaching unit (WTU) replacement rate (24 units for a full T/TT faculty separation and 12 units for a FERP). These journal transactions are accomplished by completing a Budget Transfer Request form and submitting to the university's Budget Office. Central Academic Affairs tracks FSRP activity using a spreadsheet that is shared with Academic Resource Managers.

> *Scenario 1.*
>
> *T/TT Faculty X resigns effective the start of the new fiscal year at a salary of $100,000. Central Academic Affairs recaptures $100,000 in base from the college and returns $51,891 (24 units @ $2,162/unit replacement rate) in a one-time transfer to the college.*
>
> *Scenario 2.*
>
> *T/TT Faculty Y provides notice they will begin FERP effective the start of the new fiscal year at the same salary of $100,000. Central Academic Affairs recaptures $50,000 (50% of salary) in base from the college and returns $25,945 (12 units @ $2,162/unit replacement rate) in one-time transfer to the college.*

3. College Planning & Scheduling

3.1. College-Based Tools

Colleges have varying payroll and operating costs that departments need to be aware of as they plan. In addition, colleges have different kinds of "required" assigned time that must be accounted for as part of the overall cost of instruction, such as: Department Chairs, Graduate Program Directors, Accreditation, Clinical coordination, etc. Below are some samples of fixed and variable costs that colleges incur:

- Payroll costs: most are fixed but some are variable, such as temporary appointments, student assistants, etc.
- Fixed costs: staff and leadership salaries are fixed.
- Fixed costs: tenure track and tenured faculty salaries are fixed.
- Fixed costs: full-time and 3-year non-tenure track faculty entitlements are fixed.
- Variable costs: semester and academic year non-tenure track faculty salaries.

Operating costs potentially include:

- Accreditation fees, dues, and membership fees for the college, administrators, faculty, and staff
- Accreditation costs, such as contracts for mentor teachers
- Travel, professional development for administrators, faculty, and staff
- Supplies and chargebacks (parking, IT, office supplies, instructional supplies, startup costs for new tenure-track faculty)

3.2. Department & Program Budget Allocations

The university's General Fund is named the AADHT fund, where the baseline funding is allocated. Typically, the funding for AADHT comes from the state appropriation and from student tuition revenue. Baseline funding is also allocated to the Student Success Trust Fund (ST001). This funding comes from the mandatory Student Success Fee revenue that all students pay. Most permanent positions are funded with the AADHT fund, but some are also funded from the Student Success fund.

Colleges prepare their budgets with the assumption that Central Academic Affairs will fund the "required" assigned time. Typically, this assigned time is funded with general fund dollars (AADHT). Part-time lecturers/non-tenure-track faculty are hired to staff classes that are not covered by tenure/tenure-track faculty, either due to having re-assigned time or due to enrollment demands. The college looks at class schedule to drive projections to fund part-time hires.

- Student Faculty Ratio (SFR) should determine the budgeting for each college, but ratios may vary by college.
- Colleges use tenure/tenure track faculty headcount for faculty travel and staff headcount for in-state travel and professional development budget allocations. Department full-time equivalent (FTEs) are used to allocate general supplies and services budgets.

3.3. Class Scheduling

3.3.a. Academic Calendars

The academic calendar drives much of the day-to-day business at a university. It impacts enrollment, financial aid, billing, tuition refunds, and statistical reporting. The calendar is tied to the student's academic program and thus to the term in which the student is activated. Since the calendar is designed to be mapped to academic programs, it allows each academic program to specify many dates for term/session control purposes and can be shared between programs. The academic calendar is produced by the Academic Calendar Committee and is posted at Academic Calendar (csudh.edu).

3.3.b. Terms and Sessions

An academic term is an administrative period in which sessions are defined, students are billed, and statistics are accumulated for individual students as well as the entire university. Terms are represented by a numeric code that is in sequential order so that term data can be sorted, reported, and analyzed consistently. There are four terms in every academic year. The PeopleSoft system uses a 4-digit term code format of CYYT (Century, Year, Year, Term).

TERM	PEOPLESOFT TERM CODE
Winter	2
Spring	4
Summer	6
Fall	8

Examples of term codes:
Spring 1999 = 1994
Winter 2010 = 2102
Fall 2007 = 2078
Summer 2009 = 2096

Sessions are used to subdivide a term into multiple time periods for offering courses.

Fall and spring terms include the following sessions:

SESSION	PEOPLESOFT SESSION CODE	SUPPORT
Regular Academic	1	State
Extended Education Credit	SSD	Self

Summer term includes the following sessions:

SESSION	PEOPLESOFT SESSION CODE	SUPPORT
Regular Academic	1	State
Six Week – First	6W1	State
Six Week – Second	6W2	State
CEE Six Week 1	10W	Self
CEE Six Week 2	12W	Self
CEE Regular Summer	RNS	Self
Extended Education Credit	SSD	Self

Winter term includes the following sessions:

SESSION	PEOPLESOFT SESSION CODE	SUPPORT
Extended Education Credit	SSD	Self

3.4. State-Support vs. Self-Support

State-support courses and class sections are courses and class sections offered through funding from the state in each of the five academic colleges (CAH, CBAPP, CHHSN, COE, and CNBS) within the division of Academic Affairs, generally during the summer, fall, and spring terms each academic year.

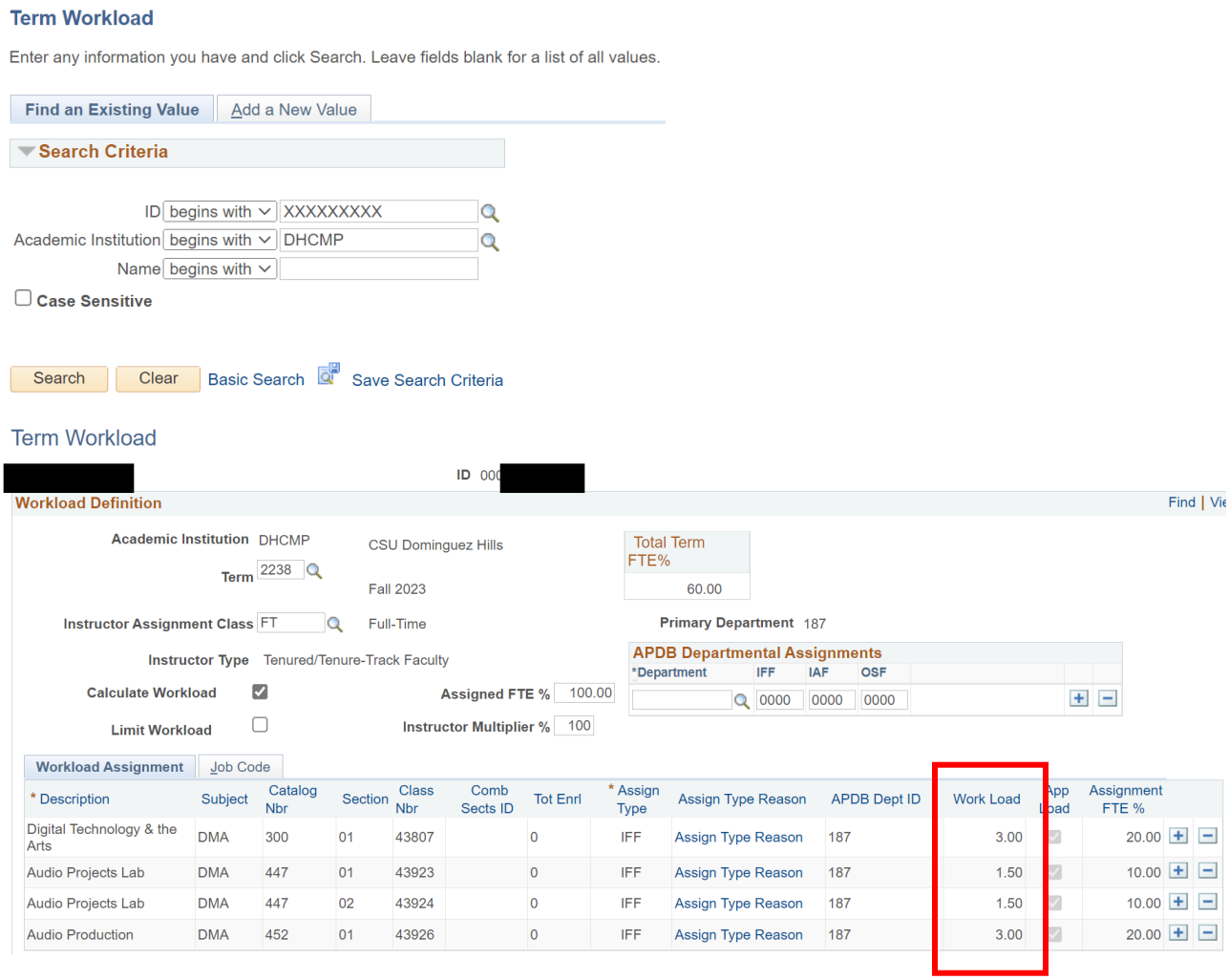
Self-support courses and class sections are courses and class sections offered through funding from the College of Continuing & Professional Education (CCPE) within the division of Academic Affairs, generally during the summer, fall, winter, and spring intersession terms each academic year.

State-support and self-support class sections, although scheduled in the same PeopleSoft system, are separated from each other using session codes within a term (see 3.3.2 Terms and Sessions above).

3.5. Creation of Faculty Workload Associated with Classes

When class sections are added and instructors are assigned for a term in the PeopleSoft system, the *Term Workload* page populates with the class section(s) assigned to each instructor and the *Workload* values received for each class. Assign time is also entered into the *Term Workload* page. Colleges can use this page to keep track of the class section assignments and assign time for faculty to track their workload per term.

PeopleSoft navigation: *Menu>Curriculum Management>Instructor/Advisor Information>Term Workload*



Note When an instructor is added to a class section in multiple meeting pattern rows of the *Schedule of Classes* module, the class section appears that same number of times on this page, duplicating the *Workload* values.

3.5.1. Course Classification

Every course is designated a component and course classification code to describe the mode of instruction (lecture, discussion, activity, laboratory, clinical, or practicum), the number of students to be enrolled, and the Weighted Teaching Units (WTUs)/K-factor to be assigned to the instructor teaching the course (see section 3.5.1.2 below)

3.5.1.1. Credit Hours (Units)

Credit hours are the amount of work represented in each course's intended learning outcomes and are verified by evidence of student achievement at an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately 15 weeks for one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution, including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

A credit hour is a 50-minute period. In courses, such as those offered online, in which "seat time" does not apply, a credit hour may be measured by an equivalent amount of work, as demonstrated by student achievement (CO – AA-2011-14 CSU Definition of Credit Hour (policystat.com)). The unit of credit given to a course depends on its mode of instruction and can be found in the course catalog.

Mode of Instruction	Value of each Unit of Credit
Lecture/Seminar	1 credit hour (50 minutes)
Activity	2 credit hours (100 minutes)
Laboratory	3 credit hours (150 minutes)
Independent Study/Supervision	3 credit hours (150 minutes)

For example, in a typical lecture class, the number of units is equal to the number of class hours per week. Classes may be scheduled to meet more than once a week depending on the number of credit hours. A 3-unit class will meet 45 hours during a 15-week semester. Breaks are given to classes that meet over 2 hours per day. A 15-minute break must be added to the number of contact hours for a class meeting more than 2 hours a day and two 15-minute breaks must be added for a class meeting more than 3 hours per day.

3.5.1.2. Weighted Teaching Units

Weighted Teaching Units (WTUs) represent the total Weighted Teaching Unit workload generated over all classroom instructional mode sections taught by the faculty (i.e., resource segments with CS Numbers 01 thru 21). This serves as a calculation of instructional workload for faculty.

WTU = K-factor x (# of credit hours or units)

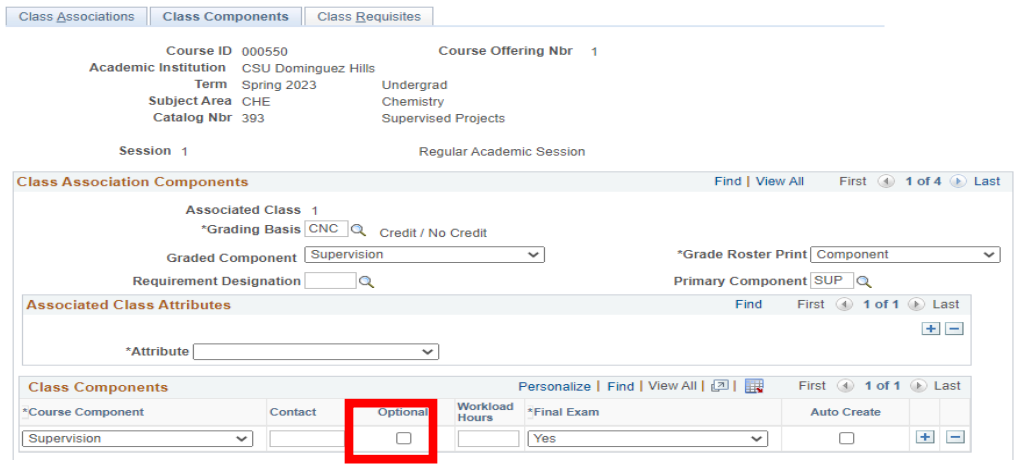
For each full-time faculty position, the requirement is 12 WTUs from direct instruction and 3 WTUs from committee work, advising, curriculum development, etc. It is common practice to assign 15 WTU of direct instruction for each budgeted full-time equivalent faculty (FTEF) when part-time faculty are utilized, since committee work and advising are not considered a part of their workload. K-factors for each course classification number vary and can be found in Appendix B.

3.5.1.3. Variable Unit Class Sections

Some courses have a variable range of units, meaning that the course can be offered for any number of units within that range. The variable units are approved through the curriculum process when the course is approved and are identified at the catalog level on the *Course Units/Hours/Count* section of the *Catalog Data* tab. At the catalog level, the way to distinguish between a variable unit course and a course with a standard number of units is by looking at the *Minimum Units* field and the *Maximum Units* field. If these fields differ, then the course has variable units within that range. In the example below, the course can be offered for 1, 2, 3, 4, 5 and 6 units.

Workloads for variable unit class sections require adjustments according to the unit value assigned to the class section at the schedule level. Designation of variable units also impact Academic Planning Database (APDB) units for the class section.

PeopleSoft navigation: *Menu>Curriculum Management>Adjust Class Associations>Class Components*



Please refer to the Academic Scheduling BPG for more detailed instructions.

3.5.1.4. Supervision Class Sections

This category of courses involves direct one-on-one faculty supervision of students for student teaching, field work experience, studio instruction, thesis, and projects by arrangement. In these cases, workload credit is earned per student enrollment independent of the course's unit value. The average amount of faculty time per student includes faculty preparation, evaluation, travel, and liaison with agencies when necessary. These courses are usually scheduled as TBA with no assigned facility.

As stated, WTU's for supervision class sections are calculated differently, multiplying an adjusted K-factor by the number of students enrolled in the class.

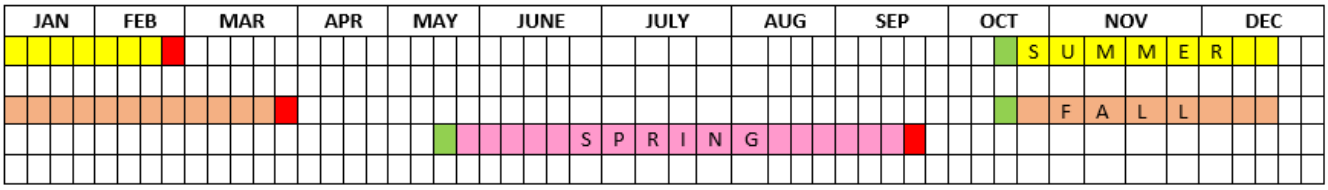
WTU = K-factor X # of students enrolled

Supervision courses with course classification numbers of C-77 and C-78 have K-factors equal to zero. Colleges assign workload to these courses in a variety of ways. For CHHSN, if a course has the CS78 designation, the scheduler should check with the College ARM or Associate Dean for guidance on assigning WTUs. CAH also has courses, in MUS, that use a chart to calculate WTUs for the numerous faculty that teach and the number of students they each teach.

Note Since C-77 and C-78 have K-Factors of zero, some queries and reports that report WTUs may reflect this value as zero as well.

3.6. Schedule Production Cycle

The production cycle for each term begins approximately 4-5 months prior to registration, depending on when faculty leave and return from winter and summer breaks. The start date for registration is determined by the Academic Calendar Committee. Each Class Schedule is launched and available on the campus website 3 weeks prior to registration to allow students to view and plan their schedules. Central Academic Affairs establishes a production timeline each term that guides and provides deadlines to the College Schedulers to meet the launch and registration dates.



Note Green indicates when production for that term begins and red indicates when production for that term ends.

3.6.1 Collection of Schedule from Departments/Programs

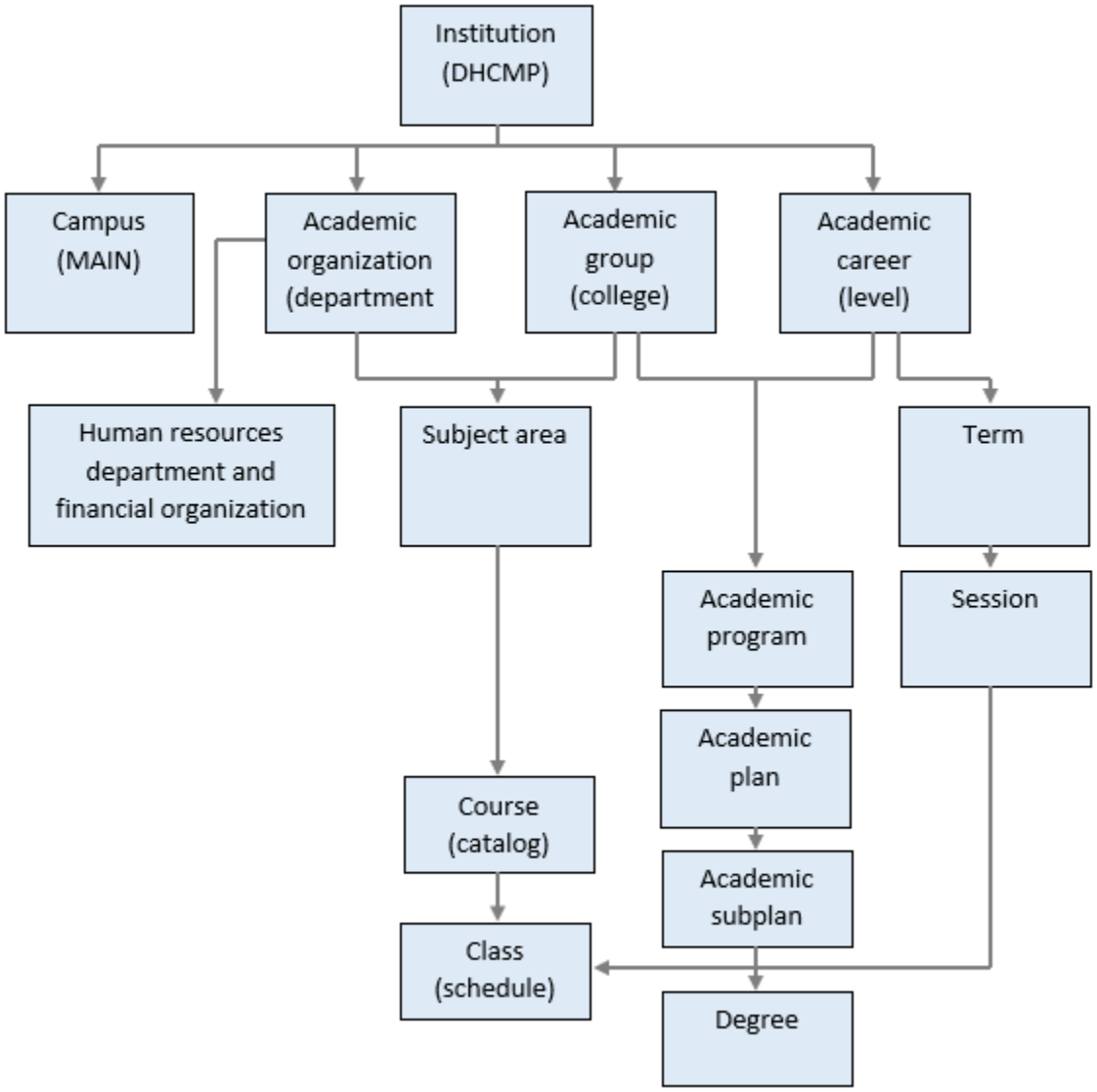
Once the production cycle has been established for a term, College Schedulers request all departments/programs to submit their lists of classes they want to offer for that particular term. Departments/programs are required to submit several data elements needed to schedule class sections into the PeopleSoft system, including but not limited to section information sorted by department, section information sorted by waitlists, section fill rate information, FTES based on enrollment capacities, and FTES based on actual enrollment.

Along with these requests, College Schedulers also provide some historical schedule data to aid the departments/programs to plan their schedules. This data usually includes a previous semester course offering, FTEs, WTUs, faculty assigned, and schedule, but what each scheduler provides varies by college and depends on what data is requested by the ARM, Associate Dean or Dean. Common queries run to provide historical data include:

Query/Report Name	Description	Data Elements Used	Application
DH_IT_CS_WTU_FTE	College WTUs FTES	WTUs, FTEs	PeopleSoft
DH_SR_CS_GEN_CLASS_SCHED6	Gen Class Sched – Uncleaned	Units offered, projected enrollment by using enrollment caps, number of sections, fill rates	PeopleSoft

3.6.2 Academic Structure in the PeopleSoft System

The academic structure and its elements are the building blocks for an academic institution. It supports all functionality in PeopleSoft. The diagram below illustrates this structure at a high level, identifying the relationships between elements in the system. An understanding of this helps to track how funding is tied to class sections, courses, academic groups (departments/programs), and academic organizations (colleges).



3.6.3. Data Elements Required by Department/Programs for Scheduling that Impact the Budget Process

1) Subject Code – The 3-digit code of the course to be scheduled represents the subject in which the course is being taught. Subject codes can be found in the *Course Catalog* and relate to the Academic Group and Academic Organization (Department and College).

2) Course Number – The number of the course to be scheduled. The course number is followed by the subject code to signify the level in which the course is being taught. Generally, the level correlates with the difficulty of the course. Lower and upper division courses pertain to undergraduate degrees, graduate level courses

pertain to graduate (post-graduate) degrees, and doctoral courses pertain to doctoral degrees. Course numbers relate to the Academic Career.

The course number of a class section also aides in FTE calculations and, thus, college targets. Below, calculating FTES for undergraduate and graduate students differ. If student level (Academic Career) is an unavailable data element (as it is prior to registration), we can assume students enrolled in class sections with course numbers of 399 and below are undergraduate students. We can also assume students enrolled in class sections with course numbers of 500 and above are graduate students. However, depending on the college, students enrolled in class sections with course numbers of 400-499 can vary between the two levels.

Undergraduate FTES = total student credit hours/15
Graduate FTES = total student credit hours/12

Course Numbers	Description
001-99	Sub-collegiate courses not for baccalaureate credit
100 – 199	Lower division courses normally taken freshman year
200 – 299	Lower division courses normally taken sophomore year
300 - 399	Upper division courses normally taken junior year
400 – 499	Upper division courses normally taken senior year
500 - 599	Graduate courses normally limited to graduate students, post-baccalaureate students, and last semester seniors with prior departmental approval
600	Graduate continuation course for graduate students who have completed all course requirements
700 – 799	Doctoral program courses
800	Doctoral continuation course for doctoral students who have completed all course requirements

1) Number of Class Sections - The number of sections to schedule for each course offered for the term. Historical data and estimated enrollment growth (if any) can help determine how many sections to offer.

2) Class Section Status - Generally, all requests for classes to be scheduled are for “active” classes. Students can register for active classes once registration begins. If departments anticipate the need for additional sections of a course but do not want to make them active until other sections have been filled, departments can request some sections to be set as “tentative.” Tentative classes will be scheduled but not available for student to see or register for until that are made “active” by the scheduler.

   Schedulers will “cancel” sections at the request of the department chairs and/or Associate Dean or Dean. Once a section is cancelled, the room, meeting days/times, and instructor are removed. If students were enrolled, the system automatically sends an email to students notifying them of their cancelled class.

3) Class Section Unit Values – Most class section unit values default from the *Course Catalog* module of PS. These are approved during the curriculum process. However, there are some courses that have been approved for “variable units” (see section 3.5.2). Departments must provide the unit values for each class section when requesting variable unit courses to be scheduled.

4) Class Section Enrollment Capacities - During the curriculum process, each course is given an enrollment capacity based on the course classification number assigned to the course. This value is entered into the system in the *Course Catalog* module and defaults into the *Schedule of Classes* module.

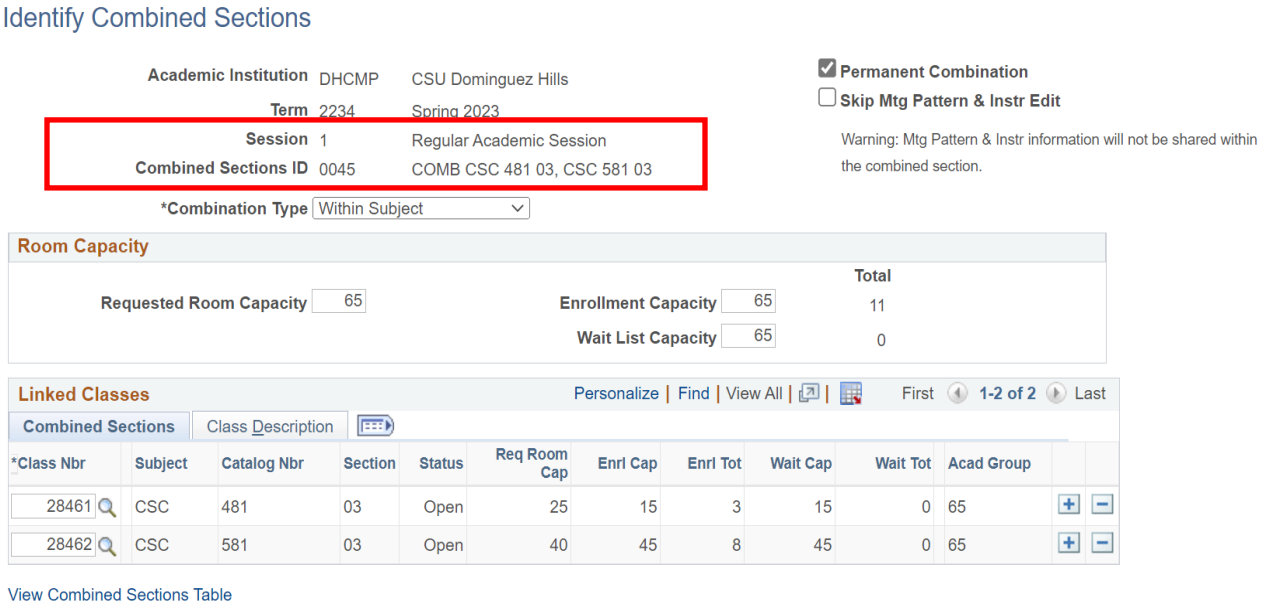
Although the enrollment capacity defaults into the class section, enrollment capacities are only a guide and are not set in stone. At the request of the chair or dean, the capacity can be modified. Requests are sometimes made to accommodate a few additional students that may require the class for graduation or to meet student demand without having to add a new section, which in turn could require additional funding for faculty and space. However, there are few courses, some in ENG and UNV that keep capacities at 25 and below because they are writing intensive. Capstone courses also have small enrollment capacities.

Note If the current assigned room does not accommodate a request to increase the enrollment capacity of a class section, the request can only be granted if schedulers can locate an available room large enough. In addition, Permission Numbers do not override set enrollment capacities and therefore cannot be used for a student to enroll in a class section that is filled.

5) Combined Class Sections – Similarly to cross-listed class sections, combined class sections are class sections of two or more different courses scheduled at the same meeting day/times, with the same instructor, and in the same room. The courses must have the same Course Classification number to be combined together. The purpose of combining class sections is to offer two or more different courses that have the same content, but is credited to different programs and shares the same resources (instructor and space).

Departments must inform schedulers of class sections to combine when requesting their schedule.

Combined Class Sections can be viewed using the PeopleSoft navigation: *Menu>Curriculum Management>Identify Combined Sections*



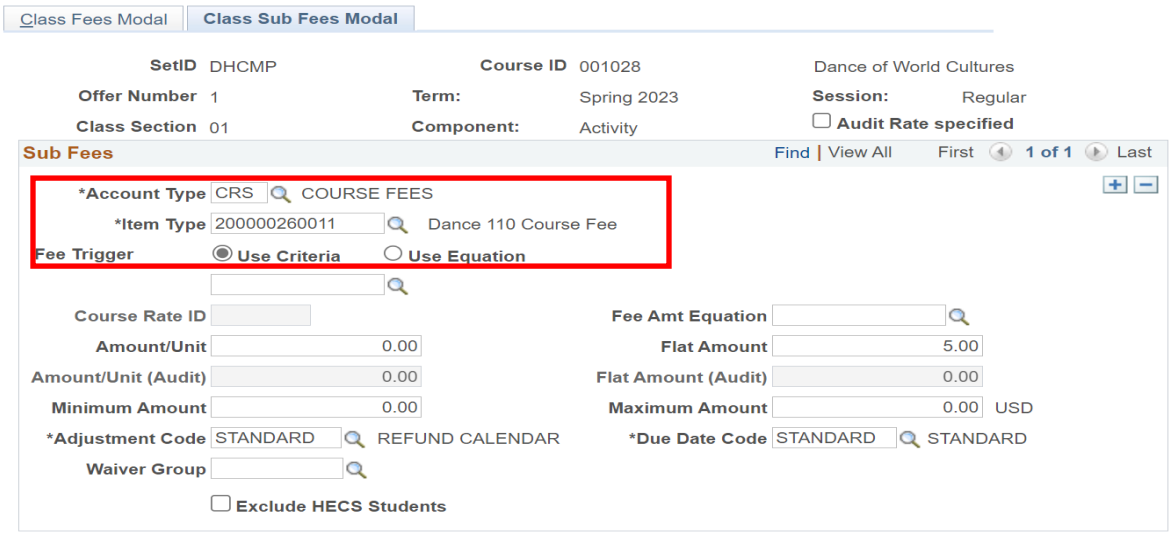
Please refer to the Academic Scheduling BPG for more detailed instructions on Combined Class Sections.

6) Class Section Fees - The majority of all approved course fees are built into the *Course Catalog* module of the system. Departments usually do not need to notify the scheduler of any fees to be added. However,

there are a handful of section-specific course fees that schedulers add on the class section at the departments' request, but they must be officially approved.

When fees are officially approved, Student Financials assign the Account Type and Item Type codes required for the collected fees to deposit in the appropriate accounts for use by the departments/programs. In addition, any class section offered via the televised modality will have a televised fee added that will be collected and deposited to the College of Continuing and Professional Education for distance learning. This college is responsible for televising the class section.

Class Section Fees can be viewed using the PeopleSoft navigation: *Menu>Curriculum Management>Maintain Schedule of Classes>Basic Data tab>Fee button> Class Sub Fees Modal*



Please refer to the Academic Scheduling BPG for more detailed instructions on Class Section Fees.

3.6.4. Entry of Class Schedule into PeopleSoft

As College Schedulers begin to collect the schedule requests from the various departments/programs, data entry into the PeopleSoft system can begin.

Two tasks must occur first:

1) A&R must add the term date range into the system for that specific term.

2) A&F must add the fees to the specific term.

Once these two items are in the system, schedulers request the classes that each department chairs/program coordinators plan to offer for that term. These schedules are shared with the Associate Dean and Dean for review. Once approved, the College Scheduler enters the collected schedules into the PeopleSoft system, assigning some rooms (internet, hybrid, off-campus, classes needed specialized rooms, and TBA) and instructors.

Central Academic Affairs then runs a scheduling optimization process that assigns general use rooms to the remaining classes. The best optimization scenario gets uploaded into the system, and colleges are asked to modify the days and times of classes that were not scheduled during optimization due to bottlenecked or infeasible blocks. This process continues until all classes are assigned rooms.

Once all rooms are assigned, Central AA runs discrepancy queries to check the accuracy of the scheduling details in the system. Once this is complete, another check for accuracy is done using the "download" report. The schedule is now complete and ready to be launched via a campus-wide announcement that it is available on the web.

3.6.5. Launch of Class Schedule Campus-Wide

As mentioned, each Class Schedule is launched 3 weeks prior to the first day of registration at Class Schedule (csudh.edu). Summer schedules are not launched because there is a limited number of departments and programs that offer state-side summer class sections.

3.6.6. Permission Numbers & Waitlists

Enrollment management and monitoring are crucial to maintaining the classes offered, as the enrollment process impacts our student's demand for classes and the funding needed. Permission numbers and waitlists both help control and fill class enrollment.

Permission Numbers

When a "department consent" course attribute is added to a course, it defaults into the *Schedule of Classes* module for any class sections scheduled for the course. The attribute requires students to register for the class section with a permission number. Permission numbers override all restrictions on a class, but do not override the enrollment capacity of a class. Initial permission numbers expire the day before the first day of classes. Once classes begin, late permission numbers (LPNs) expire three weeks into the term.

During regular registration, faculty distribute permission numbers to students for these coded classes. Once classes begin, all classes require permission numbers, which faculty also distribute.

Student Specific Permission numbers can be used on a class section instead of regular permission numbers when the students enrolling into the class section and their ID numbers are known. This option basically restricts the enrollment into the class section to a specific group of known students, but it is seldomly used.

Waitlists

A waitlist is the number of students that are waiting to enroll into a class that has been filled to its scheduled enrollment capacity. Each night during the regular registration period, if space becomes available, students are moved into the class section in the order of the waitlist, unless one of the following conditions occur:

1) the student has a time conflict with another registered class
2) the student is already registered for a different section of the same course
3) the student does not meet the requisites (pre-requisites, co-requisites, major and class level restrictions) of the class

If any of the conditions above exist, the student is skipped and the next student on the waitlist is considered.

Waitlists are useful for enrollment management because they allow students to waitlist for a class that has reached its enrollment capacity. Waitlists are also used by the colleges and the Academic Affairs division to monitor classes with heavy student interest and determine whether a new section is needed to accommodate waitlisted students. Waitlist capacity of a class is determined by a general rule: waitlists capacity = enrollment capacity. Of course, there may be exceptions to this rule.

Students are able to waitlist a class until the day before the first day of classes. At that time, students are deleted from any waitlists. Starting on the first day of classes, late permission numbers (LPNs) are required for all classes. Faculty may continue to follow the waitlist order when they add students; however, they are not required to do so. Faculty may disregard the waitlist order and add students based on need or graduation status.

3.6.7. Adjustments to Class Schedule and Fill Rates

After registration begins, colleges can monitor their schedules and adjust as needed based on queries, reports, dashboards, and waitlists. College Schedulers run weekly enrollment reports during the first 3 weeks of classes and provide updates to the college deans and department chairs. These reports continue to be run weekly until census (see 3.6.8). Based on fill rate and waitlist data, department chairs may submit requests to add or cancel classes.

Fill rates are used to gauge how well classes are filling throughout the term. On average we target between a 75-80% fill rate for each class.

Fill Rate % = # of students enrolled/enrollment capacity X 100

Common queries run to provide these weekly reports include:

Query/Report Name	Description	Data Elements Used	Application
DH_SR_CS_GEN_CLASS_SCHED6	Gen Class Sched - Uncleaned	Units offered, projected enrollment by using enrollment caps, number of sections, fill rates	PeopleSoft
DH_SR_CS_WTU_FTE_3	College WTUs FTES	WTUs, FTEs	PeopleSoft
DH FTEs	DH FTE Report by Term	FTEs	PeopleSoft
DH_SR_CS_ATTRIB_GE	GE Classes	Units offered, projected enrollment, fill rates, sections offered in each area	PeopleSoft
DH_SR_CS_VUN_APDB_UNITS	Variable Unit Discrep Vs APDB	Course credit unit values	PeopleSoft
ADC		Enrollment & Fill Rates	Ad Astra

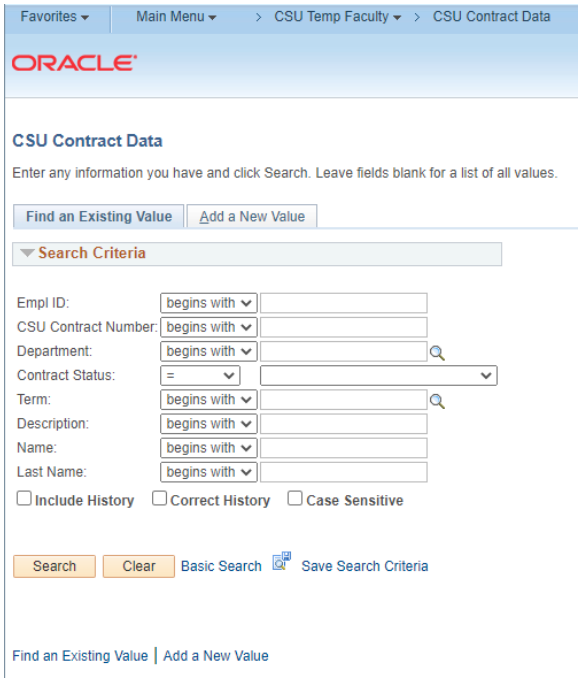
3.6.8 Census – Finalization of Class Schedule and Academic Planning Database (APDB)

Census date is the day when official enrollment is taken for each campus in the CSU system. It is the close of the fourth week of each semester, usually in September for fall and February for spring. A snapshot of the census data collected on this date is extracted from PeopleSoft and reported by our University Effectiveness, Planning and Assessment Office to the Chancellor's Office.

Census data is used by the Chancellor's Office as official numbers for reports sent to the Federal government, State agencies, and various national organizations. Census data are also the result of rigorous data checking, cleaning, and error correction process. These important census data submissions are known as Enrollment Reporting System (ERS) and Academic Planning Database (APDB) files. Please see the section 4.2 on the Academic Planning Database (APDB) for more information.

3.7. Creation of Non-Tenure Track Faculty Contracts

Each fall and spring semester, contracts need to be generated for all Non-Tenure Track Faculty (NTTF) to fill classes unable to be filled by regular tenure/tenure track faculty. The need for NTTF contracts varies per term based on number of classes scheduled and amount of assign time taken by full-time faculty. This is completed in the CSU Contract Data Module of PeopleSoft, which can be seen in the screenshot below.



To generate NTTF contracts, select a department ID and the term immediately preceding the one for which contracts are being generated. For example, to generate contracts for the Biology Department for Spring 2023 (2234), add in the biology department ID and the Fall 2022 term code (2228).

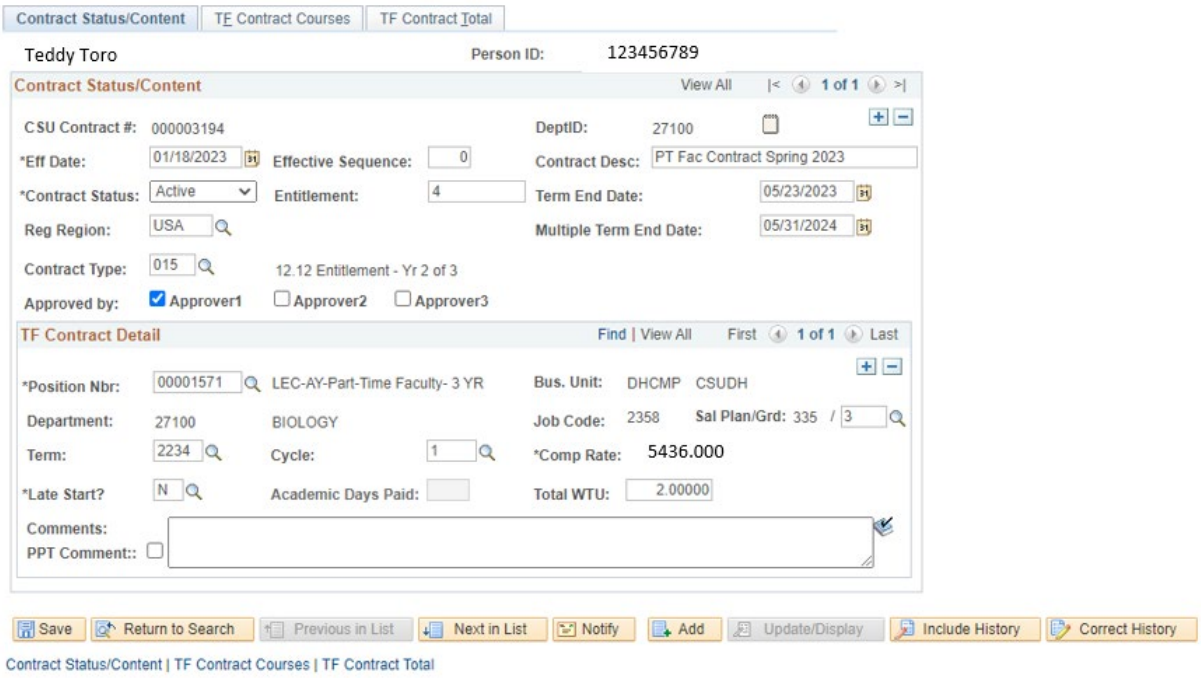
All contracts from that term will be listed. Select a faculty member to generate the contract for the new semester. The contract visible will be from the previous semester. On the Contract Status/Content window tab, select the plus sign in the upper right-hand corner to add a new contract for the upcoming semester.

The following information will need to be changed on the first page:

- Contract Title
- Effective Date (beginning date of semester)
- Term End Date (end date of semester)

The following information will need to be changed during the fall semester contract cycle and will need to be reviewed during the spring semester contract cycle for accuracy:

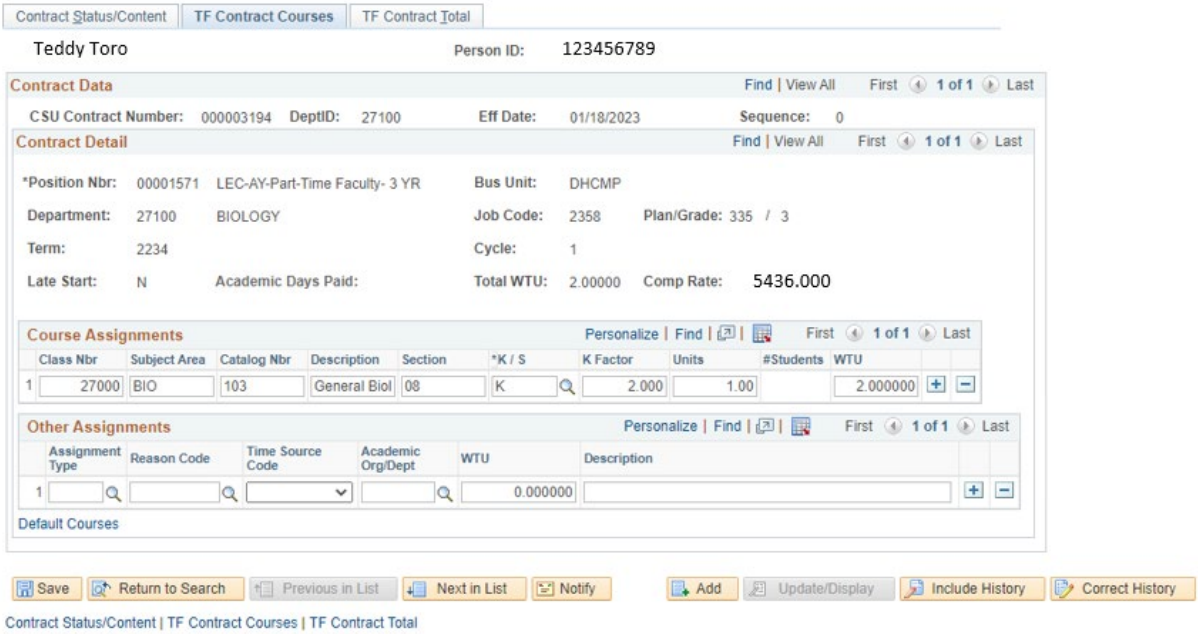
- Multiple Term End Date (used for those in an AY or 3AY contract)
- Contract Type
- Entitlement



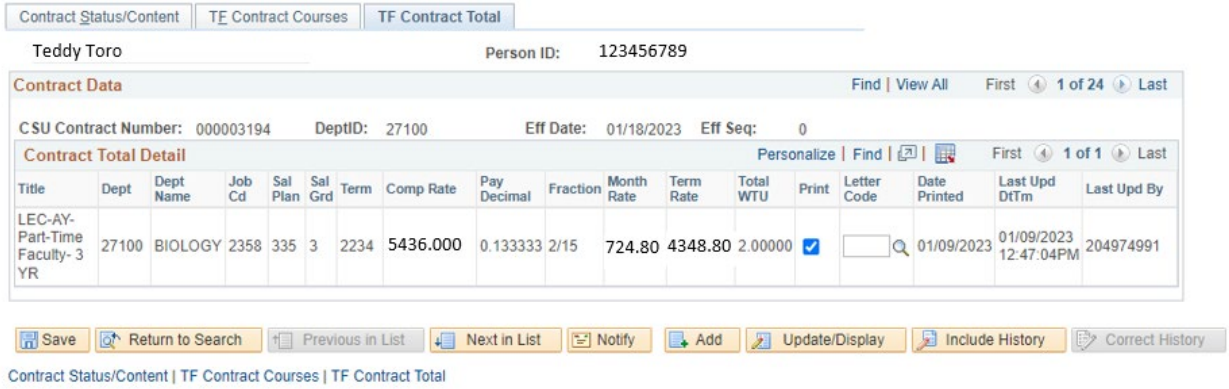
On window tab two of the contract, TF Contract Courses, select Default Courses at the bottom left-hand side of the screen. The courses assigned to that instructor in the schedule of classes will automatically populate. Review the list to ensure accuracy. If it does not match the schedule of classes, then the course has not been scheduled properly.

Note: the contract will not print if the instructor has been assigned more than 15 WTU (1.0 FTE). If more than 15 WTU has been assigned, the WTU of a course will need to be adjusted down and a note recorded in the Other Assignments section.

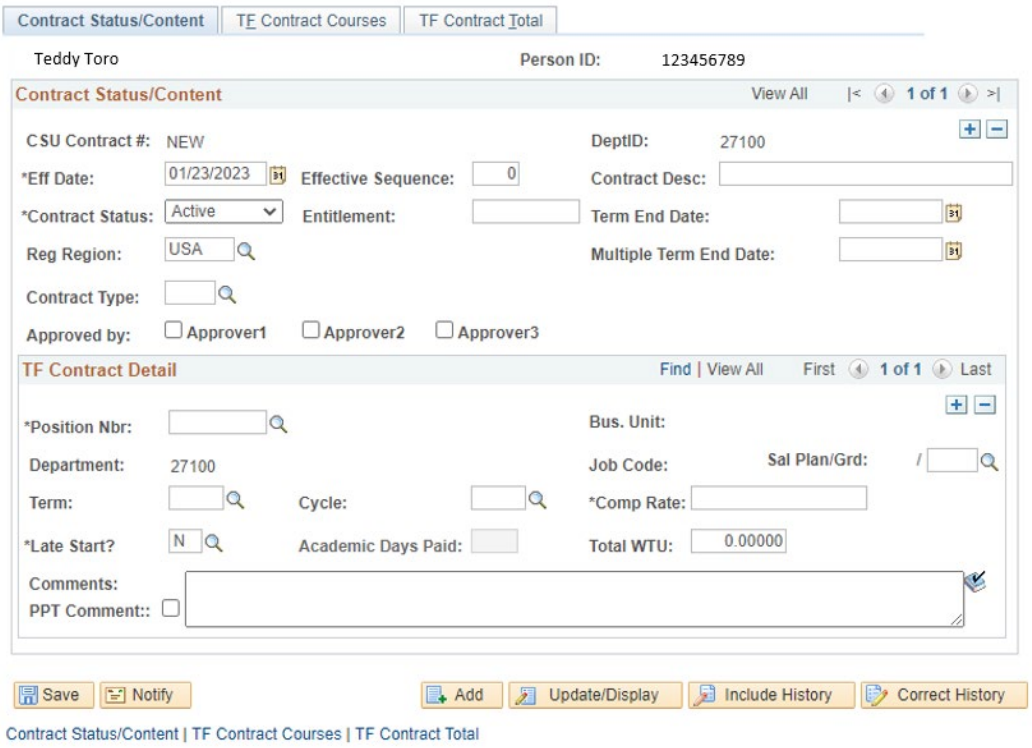
Any additional units an NTTF is to receive, such as units for excess enrollment in a course, can be recorded in the Other Assignments section. Be sure to mark the assignment type, time source code, academic org/dept, and WTU and leave a description.



On window tab three, TF Contract Total, review the base salary and WTUs for the semester. Ensure the print box is checked and save the record.



Repeat these steps for each NTTF in the college. For recent hires, select the Add button at the bottom of the screen to add a new record and be sure to provide all information, including base rate. If an NTTF did not teach the previous semester, use their ID number to search for their most recent contract and begin there.



3.8. Reassigned/Release Time

Tenured/tenure track faculty and NTTF may have a work assignment that does not involve direct teaching of a course, for example, serving as a Toro Learning and Testing Center (TLTC) faculty liaison. Any work assignment that does not involve direct teaching is referred to as reassigned/release time. Reassigned/release time must be recorded in the Instructor Term Workload module of CS Peoplesoft. This module may also be referred to as the Academic Planning Database (APDB).

For NTTF, work outside the home department is generally paid at the campus replacement rate, not the actual base rate of the faculty. Contact your Academic Resource Manager for current rates.

For tenured/tenure track faculty, the college is reimbursed for reassigned time from the funding source (ex: Provost's Office, Foundation Grant Office, etc.). Any reassigned/release time funded by Academic Affairs needs to be recorded on a Faculty Reassigned Time Contract and circulated for signatures.

It is imperative to track the reassigned/release time for each faculty member to ensure the college is being appropriately compensated for work outside the college.

Faculty Reassigned Time Workflow Process

1. Department awarding reassigned/release time completes the Faculty Reassigned Time Contract which includes:
    a. Faculty name and department information
    b. The start and end term of the assignment or project
    c. WTU per term (3 WTU should equal 128 hours of work, or 1 WTU should equal 42.6 hours of work)
    d. Description of the work being performed (additional documentation, such as an MOU, can be attached)
    e. Reassigned/release time reason (category) and funding source
        i. Instructional Faculty Fraction (IFF): assigned time directly linked to instruction
        ii. Instructional Administrative Fraction (IAF): assigned time linked to administrative responsibilities
        iii. Other Support Fraction (OSF): all other assigned time is that is indirectly linked to instructional responsibilities, for example: advising, committees, accreditation, curriculum/class development, special projects, and RSCA (Research, Scholarship, and Creative Activity)

Reassigned Time Reasons:

(Values below are the most used entries at CSUDH. For a full list of values and official policy definitions, please contact Academic Affairs.)

11. Excess Enrollments	Select this for unusually high enrollments, in consultation between the faculty and the dean.
21. Special Instructional Programs: Admin/Evaluation	Used for administering and/or evaluating innovative or experimental pedagogies, e.g. themes in general education.
21. Special Instructional Programs: Instruction TV	Select for production of materials for distance and online learning.
21. Special Instructional Programs: Liaison	Used to compensate faculty for liaison duties among multiple sections of the same course.
21. Special Instructional Programs: Team Teaching	The total assigned and earned WTU associated with a team-taught course may not exceed the WTU generated by the course multiplied by the number of faculty members teaching the course.
23. Instruction Related Services	For services outside of formal courses, e.g. clinics, study skills centers, art galleries.
31. Advising Responsibilities: Dept. Grad Coordinator	Use this for faculty whose time is reassigned to coordinate graduate programs.
31. Advising Responsibilities: Excess Load	Select this for unusually high advising loads, or for faculty serving as Faculty Advising Fellows.
32. Instruction Related Committee Assignments: GT Normal Level	"GT Normal" means Greater Than Normal. Use this for standing committees with unusually heavy workloads, e.g. chair of the Academic Senate, representative to the ASCSU, or chair of University Curriculum Committee.
32. Instruction Related Committee Assignments: Special	Select this for heavy workloads associated with task forces, ad hoc committees, or other temporary service.
33. Curricular Planning or Studies: Curriculum Planning	Use this for developing curriculum or related materials for use by an entire department.
33. Curricular Planning or Studies: Develop Tests CBE	Select this for developing tests used in Credit By Examination (allowing students to test out of a required course).
36. Probationary Faculty Activities	Used for reassigned time in the first two years of a new faculty member's appointment, per the CSU Unit 3 Collective Bargaining Agreement.
41. CFA Activities	Select for faculty whose work is compensated by their union, the California Faculty Association.
OSF. Other Support Fraction: GF Non-Instructional	Select this for activity other than teaching but supported by the General Fund. Examples include RSCA, Composition, and department chair or coordinator. For committee work, including senate, choose 32 instead.
OSF. Other Support Fraction: Grant or Research (non-GF)	Use this for faculty whose independent service or research is supported from outside of the General Fund.
OSF. Other Support Fraction: Teaching (non-GF)	Use this to track teaching assignments paid from outside of the General Fund, e.g. through Extended Education.

Funding Sources:
(Values below are the most used entries at CSUDH. For a full list of values and official policy definitions, please contact Academic Affairs.)

Chancellor	Use for Reassigned Time Reason 41, CFA Activities, or statewide senate.
University	Use for Reason 36 Probationary Faculty Activities, and other non-discretionary assignments.
Provost's Office (proposed)	Select for assignments compensated by the provost.
College	Use this for most assignments, including department chair.
Academic Department	Select for work funded by an individual academic department.
Reimbursed by External Grant	Select this funding source for external grants, such as NIH, NSF, etc.

2. Once reassigned/release time contract is filled out, route for signatures (Faculty, Department Chair, Dean, Academic Resource Manager, and Vice Provost)
3. Academic Resource Manager (ARM) for each college enters this assignment into the term workload page in PeopleSoft to accurately reflect the faculty member's workload. Data should be entered into the term workload page by the following timelines:
    a. Fall: 1st week of November
    b. Spring: 1st week of April
4. If reassigned/release time is reimbursed by Central Academic Affairs, transfer of funds take place at the end of each term.
5. The office of University Effectiveness, Planning, and Analytics uses data to create an interactive dashboard using Tableau.

3.9. Final Verification of Faculty Workload

Each College verifies FT faculty workload and inputs assigned time in the Academic Planning Database (APDB). Instructional faculty percentage are adjusted as needed to reflect current workload. Faculty workload, in some colleges, varies by discipline. For example, Art History faculty teach lecture courses with WTUs of 3 units. This results in a full teaching load being four 3-unit courses (3 WTUs each) for a total of 12 WTUs for Art History faculty. The Design and Art faculty teach activity courses that have 3.9 WTUs for each course, so a full workload is 11.7 WTUs instead of 12 and a course load of three 3-unit courses, since a fourth section would have the faculty exceed 12 WTUs.

4. Data Resources

4.1. FTES, FTES, Tenure Density, Weighted Teaching Unit (WTU), Segment Credit Units (SCU), Assign Time & Student/Faculty Ratio (SFR)

Metrics used to produce the Enrollment-Based Budget include Full-Time Equivalent Student (FTES), Tenure Density, Assign Time, and Student/Faculty Ratio (SFR). These metrics are retrieved from data that has been entered into PeopleSoft and then extracted from PeopleSoft as an official submission of data to the Chancellor's Office or a campus report.

Full-Time Equivalent Student (FTES) can be displayed by Major or Course. Regardless of FTES by Major or Course, to calculate FTES the Units are divided by either 15 for students enrolled in the university as undergraduate or post-baccalaureate status or by 12 for students enrolled in the university as graduate students. FTES are never calculated based on the Course; the unit of analysis is always the student.

- FTES by Major are FTES summed by the Academic Plan the student is enrolled in during that specific term of reporting.
- FTES by Course are FTES summed by the Course the student is enrolled in during that specific term of reporting.

Full Time Equivalent Faculty (FTEF) is a measure of the number of faculty employed by the university based on a full-time workload. This information is entered into PeopleSoft by college schedulers for each term. To calculate Faculty FTE, multiply the Segment Credit Units by the workload factor amount for non-supervision sections and multiply the enrollment by the workload factor amount for supervision sections, then divided by 15.

Tenure density is a metric that is derived from the IPEDS-Human Resources data submission to the Chancellor's offices every October. Tenure density is defined as the number of tenure track (human resource job codes: 2360, 2361, 2481, 2482) faculty (Full-Time Equivalent/FTE) divided by the total number of instructional faculty, and it is usually expressed as a percentage. It provides a relevant metric of what percentage of the faculty are permanent employees (in other words, tenured or on the tenure track). It also gives an indication of how many students per tenure track faculty member there are in the system, although a ratio of full-time equivalent students (FTES) to tenure track faculty is a more direct measure of that. The decline in tenure density over time has decreased the CSU's capacity to serve our students.

A Weighted Teaching Unit (WTU) is a measure of faculty workload and is part of the semester reporting of both instructional and non-instructional activities within the Academic Planning Database (APDB) that is reported to the Chancellor's Office. Per section 3.5.1.2, WTUs are calculated by considering the Course Classification (CS Number) Number of 'C' or 'S' classification of the course, which is determined by the university Curriculum Committees and the Office of Academic Programs.

- 'C' classified courses involve lecture, discussion, seminar, clinical process, activity laboratory, instructional laboratory, performance, or activity meeting at a set time and place. These courses are "non-supervision" and are classified into six categories representing the mode of instruction, a workload value (a constant known as the K-factor), the number of course meeting hours/week, and the normally expected enrollment for the course. A course may have two or more segments or co-requisite activities requiring more than one classification (lecture with a laboratory, for example).
- 'S' classified courses are a category of courses that involve direct one-on-one faculty supervision of students for independent study, student teaching, field work experience, studio instruction, theses, and projects by arrangement. Workload credit is earned per student enrollment and is designed to be independent of the course's unit value.

Segment Credit Unit is the number of credit units associated with a given mode of instruction and course classification number (CS number).

Assigned Time is the proportion of overall faculty total workload FTE for a particular term or academic year that is spent on assigned time tasks outside of instructional administrative, instructional faculty, or other support duties (see section 3.8). Most Assigned Time is entered into PeopleSoft through college ARMs and is typically approved by the Provost's Office or Dean of the College in which the Assigned Time was given.

Student / Faculty Ratio (SFR) = the ratio of Student Course FTE divided by the Faculty FTE.

4.2. Course Enrollment Target

Course enrollment targets are forecasts of enrollment and are intended to assist colleges in anticipating enrollment changes in order to plan semester schedules that provide needed sections for students. Course enrollment targets are based upon the funded Chancellor's Office Full-Time Equivalent Student (FTES) for the academic year along with many other parameters (the campus enrollment target, size of undergraduate and graduate continuing student populations, continuation rates, average unit loads, new student admission cohorts, and trends) and college average shares of prior term enrollments. Spring enrollment trends are influenced both by typical college differences in fall to spring patterns (such as freshmen moving out of basic English and Math classes) and by differences in spring trends in colleges (such as an increase or decrease in continuing majors or higher graduation rates). Targets are expressed in full-time equivalent students (FTES), where 15 undergraduate student credit units equals 1 undergraduate FTES and 12 graduate student credit units equals 1 graduate FTES.

Course enrollment targets are provided to each college administration for the planning of that upcoming semester. An example of Course enrollment target is below:

Applying Enrollment % Change to Previous College FTES				
	FA 21 FTES @ CENSUS	ENROLLMENT DISTRIBUTION CHANGE	FTES DIFFERENCE	FALL 21 COLLEGE FTES TARGET
'Central Academic Affairs	97.4	8.40%	8	105.0
Coll Bus Admin & Public Policy	1,974.0	-10.13%	-200	1,764.4
Coll Hlth, Hum Serv & Nursing	3,161.3	-24.18%	-765	2,383.7
Coll of Education	679.9	-33.21%	-226	451.6
Coll of Natural & Behav Scienc	4,496.5	-9.14%	-411	4,063.4
College of Arts & Humanities	3,989.9	-5.52%	-220	3,749.0
University Total	14,399.0			12,517.0
Change this to get to the Ultimate FTES Projection from the Enrollment Model				0.994535
FALL 2022 FTES GOAL				12,517.0

College/Program	FALL 21 FTES @ CENSUS	FALL 22 COLLEGE FTES TARGET	Change from Prior SPRING	Percent Change from Prior FALL
'Central Academic Affairs	97.4	99.7	2.3	2.41%
Coll Bus Admin & Public Policy	1,974.0	1,676.0	(298.0)	-15.10%
Coll Hlth, Hum Serv & Nursing	3,161.3	2,264.3	(897.0)	-28.37%
Coll of Education	679.9	429.0	(250.9)	-36.91%
Coll of Natural & Behav Scienc	4,496.5	3,859.8	(636.6)	-14.16%
College of Arts & Humanities	3,989.9	3,561.2	(428.7)	-10.74%
University Total	14,399.0	11,890.0	(2,509.0)	-17.42%

4.3. Academic Planning Database (APDB)

The Academic Planning Database (APDB) provides support of academic planning and administration through reports on information related to enrollment, student-faculty ratios, class size, mode of instructions, etc., by discipline, discipline category, and administrative structure. These reports are used locally to support such activities as the review and approval of newly proposed degree programs as well as the continued evaluation of existing programs. They are also used by the Chancellor's Office to examine and assess the structure, workload, and productivity of each campus's faculty in order to conduct its annual analysis of faculty utilization.

1. Course Section Report (fall) – This enrollment report contains actual full-time equivalent students (FTES) and full-time equivalent faculty (FTEF) totals for all individual academic discipline (HEGIS) categories arranged by instructional level and segment. Actual enrollment data is one of the measurement devices used on Capital Planning, Design & Construction (CPDC) programming and forms to calculate entitlement for space for the campus.

2. Utilization Report (fall) – This report contains the utilization of classrooms and teaching laboratories spaces. Instructional space needs are calculated in conformity with legislative space and utilization standards. For each campus, it includes:

    - Total number of rooms

- Total number of stations
- Weekly student contact hours
- Weekly station hours
- Average weekly hours of station use
- Actual utilization as a percentage of the utilization standard

3. Main Campus FTES by Discipline Report-APD87 (academic year) - This report contains annualized FTES by main campus or off-campus center, HEGIS, learning mode, instruction level, and APDB space type. This report breaks out FTES taught on-site but not in a physical space or off-site of the main campus.

4.4. Class Schedule Data

Many data elements required to apply the Enrollment-Based Budgeting module to scheduling can be extracted from the PeopleSoft system through queries and reports. However, data retrieved in this manner is static and only display a snapshot of the data at a given point in time. See below for how these snapshots can be useful.

4.4.1. Class Schedule Queries and Report

To run a query, please use the navigation below and enter the query name. You can run it in any format listed, but Excel is preferred to ease with sorting, formatting, and extracting the data.

PeopleSoft navigation: *Menu>Reporting Tools>Query>Query Viewer*

My Favorite Queries — Personalize | Find | First 1-76 of 76 Last

Query Name	Description	Owner	Folder	Run to HTML	Run to Excel	Run to XML	Schedule	Definitional References	Remove
DH_SR_CC_SPACE_TYPE	Courses w/o Space Type	Private		HTML	Excel	XML	Schedule	Lookup References	
DH_SR_CS_APDB_SERV_LRNG	QUERY SCHED FOR SERVICE LEARN	Private		HTML	Excel	XML	Schedule	Lookup References	
DH_SR_CS_APDB_SUPER_VISION	GEN CLASS SCHED - SUP	Private		HTML	Excel	XML	Schedule	Lookup References	
DH_SR_CS_CRS_ATTR_VAL	Course Attribute Value List	Private		HTML	Excel	XML	Schedule	Lookup References	
DH_SR_CS_CSLI_ATTRIB	SERV LRNG CLASSES	Private		HTML	Excel	XML	Schedule	Lookup References	
DH_SR_CS_FACIL_SRCH		Private		HTML	Excel	XML	Schedule	Lookup References	
DH_IT_CS_ALL_FACILITIES	Facilities Report	Public		HTML	Excel	XML	Schedule	Lookup References	
DH_IT_LAST_EVENT_NBR_ASSIGNED		Public		HTML	Excel	XML	Schedule	Lookup References	
DH_IT_SR_CS_CRSE_ATTRIBUTE		Public		HTML	Excel	XML	Schedule	Lookup References	
DH_IT_SR_CS_CRSE_ATTRIBUTE_2		Public		HTML	Excel	XML	Schedule	Lookup References	
DH_IT_SR_CS_CRSE_ATTRIBUTE_3		Public		HTML	Excel	XML	Schedule	Lookup References	
DH_IT_SR_CS_CRSE_ATTRIBUTE_3A		Public		HTML	Excel	XML	Schedule	Lookup References	
DH_IT_SR_CS_CRSE_ATTRIB_EARLYS		Public		HTML	Excel	XML	Schedule	Lookup References	
DH_SR_CC_CMF_ATT	Master File by Attribute	Public		HTML	Excel	XML	Schedule	Lookup References	
DH_SR_CC_DUP_CRSES	DUPLICATE COURSES	Public		HTML	Excel	XML	Schedule	Lookup References	

Please refer to the Academic Scheduling BPG for more detailed instructions on Class Schedule queries.

Query/Report Name	Description	Data Elements Used	Application
DH_SR_CS_GEN_CLASS_SCHED6	Gen Class Sched - Uncleaned	Units offered, projected enrollment, number of sections, fill rates	PeopleSoft
DH_SR_CS_WTU_FTE_3	College WTUs FTES	WTUs, FTEs	PeopleSoft
DH FTEs	DH FTE Report by Term	FTEs	PeopleSoft
DH_SR_CS_ATTRIB_GE	GE Classes	Units offered, projected enrollment, fill rates, sections offered in each area	PeopleSoft
DH_SR_CS_VUN_APDB_UNITS	Variable Unit Discrep Vs APDB	Course credit unit values	PeopleSoft
ADC?		Enrollment & Fill Rates	Ad Astra

4.4.2. Class Schedule Snapshots and Heat Maps

Although many of the data elements of the *Schedule of Classes* module in PeopleSoft default from the *Course Catalog* module of the system, scheduling classes involves a great amount of data entry, and many policies and procedures must be followed to ensure that the data of each section is accurate, consistent, and complete. In addition, how colleges enter their schedules into PeopleSoft varies. Some colleges task the collection and entry of their class schedule solely to their College Scheduler, while other colleges task the collection and basic entry of their schedule to various department coordinators. Either way, once basic entry is complete, their College Scheduler completes the task by adding room and faculty assignments and any other coding required to meet the scheduling guidelines. Because there are multiple hands in the production of the schedule, Central Academic Affairs has created several class schedule queries and reports to check for discrepancies, coding, inconsistencies, tracking, and alignment with the various procedures and policies. The majority of these queries and reports are public but require CMS access to run them.

4.5. Dashboards

Data required to apply the Enrollment-Based Budgeting module can also be extracted from the PeopleSoft system through dashboards. Dashboards not only provide statistical data, but also can be used for making projections.

Dashboard	Description
Lecture-Tenure Density	Dashboard that provides the ratio of either Lecture or Tenure/Tenure Track for the University, College, or Department

5. Glossary of Terms

Academic Year (AY)

For a semester campus, an academic year period includes the fall and subsequent spring semesters. The college year includes summer, fall, and spring semesters.

Academic Year Full-Time Equivalent (FTE) Student Enrollment

For a semester campus, it is the sum of fall and spring semester FTE divided by 2.

Academic Planning Database (APDB)

A CSU database that contains information on all persons who are compensated from instructional budget accounts and persons having teaching responsibilities in the CSU, regardless of funding sources. In addition, the APDB contains information on each class section that is offered, and the resources used to teach these courses each term. Data from APDB is used to provide information for periodic reporting by the Chancellor's Office to federal and state agencies. An important use of the database has been in the allocation of faculty positions to each campus in the annual budget. Annual studies of facility utilization also are supported by data from the APDB, and these studies are used to support requests for new facilities or major changes using capital outlay funds.

Annualized FTES

Annualized term enrollment represents the total number of credit units taken by all students in that term divided by the number of units a full-time student takes during an academic year (30 units at semester campus).

Base Budget

Base budget is a term used to distinguish the fixed amount of general fund resources allocated to the campus compared to the other variable—or non-recurring—resources, also referred to as non-base budget. The amount of each campus's general fund base budget allocation is reestablished each year as authorized by the CSU Board of Trustees in the Final Budget memo. The CSU Budget Office issues this memo when the Governor signs the Final Budget. In addition, the campus is responsible for reestablishing a base budget for its variable revenues that are collected in the general fund by setting a minimum amount that it expects to collect.

Census Date

The date when official enrollment is taken for each campus in the CSU system. It is close to the fourth week of each semester, usually occurring on or around the end of September for fall semester and the end of February for the spring semester.

Classroom Weighted Teaching Units (WTU)

This data element represents the total Weighted Teaching Unit workload generated over all classroom instructional mode sections taught by the faculty (i.e., resource segments with CS Numbers 01 thru 21). A calculation of instructional workload for faculty is: WTU = K-factor x CCU (Course Credit Unit). For each full-time faculty position, the requirement is 12 WTU from direct instruction and 3 WTU from committee work, advising, curriculum development, etc. It is common practice to assign 15 WTU of direct instruction for each budgeted FTEF when non-tenured track faculty are utilized, since committee work and advising are not considered part of their workload.

Faculty WTU = K-factor X CCU

College Year (CY)
For semester campuses, a college year period includes the summer term and subsequent fall and spring semesters.

Course Classification Number (CS)
For semester campuses, a college year period includes the summer term and subsequent fall and spring semesters.

Credit Hour
A measure of course contact time, which is fifty minutes long. Each course has a specific credit unit value, which is indicated in the University Catalog. For a laboratory or activity course, courses may meet two or three hours per credit unit, depending on the K-factor.

Enrollment Target
The enrollment target is the total number of full-time equivalent students that a campus receives base budget funding for during a college year. The Board of Trustees will establish enrollment targets during the budget process with the intent to publicize campus enrollment targets ten months prior to the beginning of the academic year.

Fiscal Year (FY)

The 12-month period beginning July 1 and ending the following June 30.

Full-Time Faculty
The term "full-time faculty unit employee" as used in the CSU Collective Bargaining Agreement refers to a bargaining unit employee who is serving in a full-time appointment.

Full-Time Equivalent Student (FTES)
A measurement of undergraduate and graduate enrollment. This number is different than the number of students attending CSUDH who are enrolled “full-time.” For semesters prior to Summer 2006, both undergraduate and graduate FTE were calculated by dividing total student credit hours by 15. For semesters as of Summer 2006, graduate FTE is now calculated by dividing total student credit units by 12, while the undergraduate FTE calculation remains unchanged.

Undergraduate FTES = total student credit hours/15
Graduate FTES = total student credit hours/12

Full-Time Equivalent Faculty (FTEF)
All full-time faculty members are counted as 1 FTEF. FTEF for non-tenured track faculty (NTTF), early Retirement Program members (FERP), and Teaching Assistants are calculated based on their particular Human Resource contracts. This also includes faculty on sabbatical and/or those without a current teaching load.

K-Factor
A workload value used to determine Weighted Teaching Units (WTUs), Faculty FTE, and other key data measurements (see Appendix B for more information)

Permission Numbers
A randomly generated six-digit number provided to students to use with the Class Number (CN) of a class section to register for the class. Permission Numbers allow students to register for a class by overriding all pre-requisites, co-requisites, and enrollment requirements. Permission Numbers do not override enrollment capacities, however. Permission numbers are generated for classes that have "department consent" (for more information, see section 3.6.6).

Self-Support
Programs and courses offered through the College of Continuing & Professional Education (CCPE) that do not receive State General Fund appropriations.

State-Support
Programs and courses offered through regular university funding that receive State General Fund appropriations.

Student/Faculty Ratio (SFR)
Total student FTE divided by the total Full-time Equivalent Faculty (FTEF). Unless otherwise noted, the SFR is taken from the fall APDB53 Course Section Report (CSR).

Tenure Density
A percentage of tenured and tenure track faculty (FTEF) of the total instructional full-time equivalent faculty (FTEF) at a campus. The total instructional FTEF includes tenured faculty, tenure-track faculty plus non-tenure track faculty (NTTF). Tenured faculty are faculty who have received tenure in the CSU. Tenure track faculty are probationary faculty hired into a tenure track position who have not yet received tenure. Non-tenure track faculty are faculty hired on a temporary basis.

Tenure Density = [tenured faculty + tenured-track faculty (FTEF)] divided by total instructional FTEF

Waitlists
An enrollment management feature in PeopleSoft that allows students to be in line to add a class that has reached its enrollment capacity. Admission and Records runs a batch process nightly to move any students at the top of the waitlist and who have met the waitlist conditions over into any open seats in the classes that have been vacated by students who have dropped or been dropped from that class. Generally, waitlist capacities are set to equal the enrollment capacity when the regular registration period begins. At the end of the regular registration period (the night before the first day of classes), the waitlists are purged and any students in line, are removed. Waitlist do not exist once classes begin.

Workload Factor
Multiplier for calculating faculty workload. Each CS number has a workload factor. Workload factor may be K- (C classification courses) or S- (S classification courses).

K-factor Classes (C1-C21)
Faculty workload = Component Units X Workload Factor

S-factor Classes (S25, S36, S48)
Faculty workload = Component Students (# enrolled) X Workload Factor

6. Appendices

Appendix A: Course Classification Number K-Factors

DED **Data Element Edit/Validation**

ELEMENT NAME Course Classification Number (CS Number)

Values (cont.)

Course Classification Number	APDB C/S No.	Faculty Contact Hours Per CCU	Normal Class Size LD	UD	GD	Workload K-Factor
C1	01	1	facility limits (50)		-	1.0
C2	02	1	40	40	40	1.0
C3	03	1	30	30	30	1.0
C4	04	1	25	25	25	1.0
C5	05	1	20	20	15	1.0
C6	06	1	20	10	10	1.0
C7	07	2	24	24	24	1.3
C8	08	2	30	30	30	1.3
C9	09	2	40	40	40	1.3
C10	10	2	10	10	10	1.3
C11	11	2	30	30	30	1.3
C12	12	2	20	20	20	1.3
C13	13	2	facility limits (24)		-	1.3
C14	14	2	15	15	15	1.3
C15	15	3	facility limits (24)		-	1.5
C16	16	3	facility limits (24)		-	2.0
C17	17	3	8	8	8	2.0
C18	18	3(more than 3)	20	20	-	6.0
C19	19	3(more than 3)	20	20	-	3.0
C20	20	3(more than 3)	20	20	20	3.0
C21	21	3(more than 3)	40	40	40	3.0
"Supervision" WTU's (CS Numbers below) are computed as enrollment times adjusted factor.						
S1	48	n/a	48	48	48	0.250
S2	36	n/a	36	36	36	0.333
S3	25	n/a	-	25	25	0.500
S4	24	n/a	18	18	18	0.667
S5	23	n/a	-	-	12	1.000
C77	77	zero	n/a	n/a	n/a	0.0
C78	78	zero	n/a	n/a	n/a	0.0