

CHABOT–LAS POSITAS COMMUNITY COLLEGE DISTRICT

The Architecture of Enrollment

Navigating the 320 Report, SAAM, and the 2026 scheduling paradigm



Ron Gerhard, Chancellor

DEMC Training • August 12, 2026

District Office, Board Room

Agenda items 4 and 5 • 9:45–10:30 a.m. and 10:45–11:45 a.m.



ORIENTATION

What we are doing this morning

Two blocks, one throughline: following a course from the outline of record to the state's certified attendance report.

SESSION 1 • 9:45–10:30

The 320 Report

- What the report is, and when it is filed
- How to read Part I in ninety seconds
- What our own numbers say about how we generate FTES
- The lines auditors read first

SESSION 2 • 10:45–11:45

Scheduling & Attendance Accounting Guide

- The two structural changes arriving this fall
- One course, five separate calculations
- SAAM arithmetic, and what zero-unit hours cost us
- Load, capacity, productivity — and the open items

THE ONE IDEA

Everything we schedule eventually becomes a number the state pays on — and beginning this fall, the arithmetic that turns a class into that number changes. Today is about making that chain visible so this committee can manage it rather than react to it.

WHY THIS MATTERS NOW

Standing still has a price

We are off hold harmless. Revenue now follows performance — which cuts both ways.

What changed for us

- The district came off hold harmless in the current year, announced last fall. Revenue is now generated by the funding formula rather than protected by a floor.
- FTES enters that formula on a three-year rolling average — so a soft year follows us for three years, and a strong year does too.
- Special admit students are the exception: funded on current-year actuals, outside the rolling average.

The targets this committee already set

- 2%** FTES growth year over year
- 5%** increase in financial aid participation
- 5%** increase in completions and degrees

17,587.32 FTES

2025-26 Annual, district resident FTES — up 4.8% over the 2024-25 Recal figure of 16,780.25. We hit the target. The formula only rewards us if we keep hitting it.

SESSION 1 • 9:45–10:30 A.M.

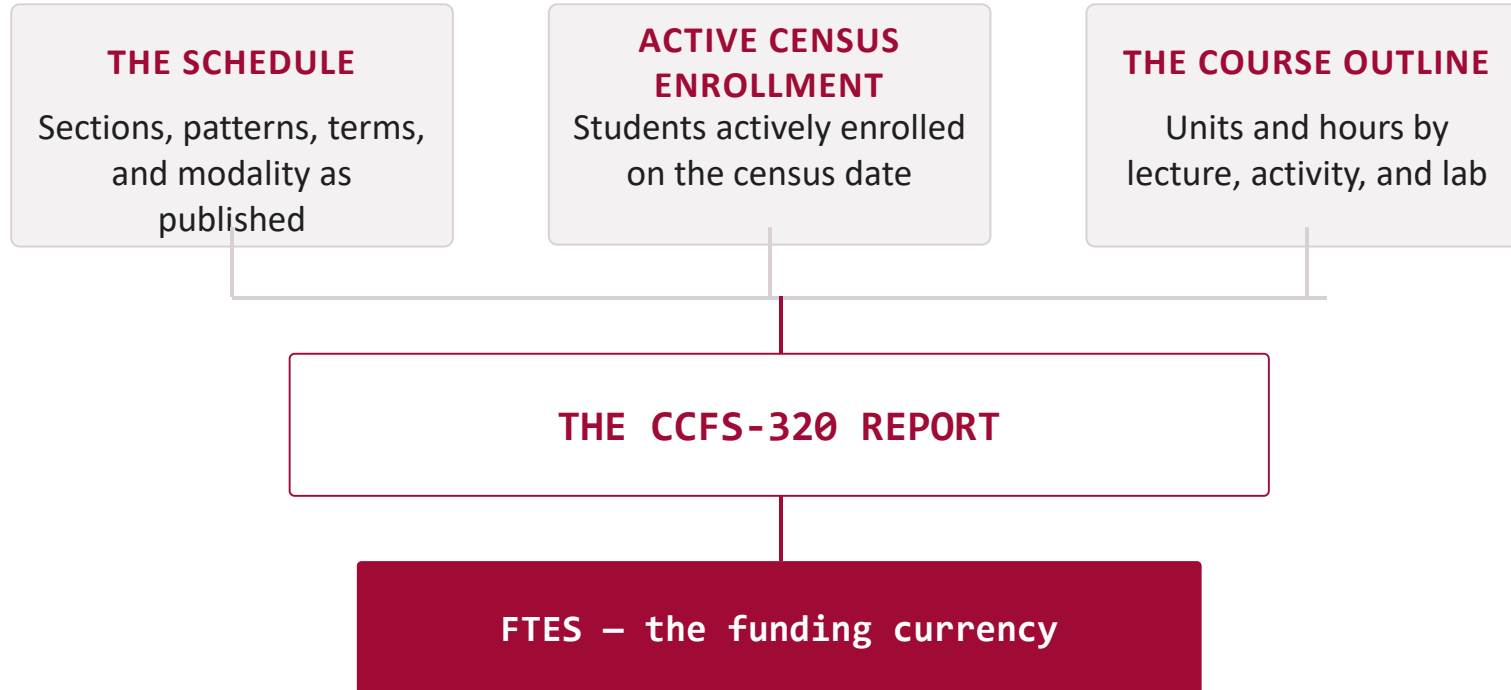
The 320 Report



The certified record of everything we taught — and the basis on which we are paid for it.

The engine of apportionment

How classroom activity becomes the district's primary funding currency.



Why accuracy is not optional

The 320 translates on-the-ground enrollment into revenue. An error in attendance accounting is not a paperwork problem — it moves money, and under a three-year rolling average it moves money for three years.

It also runs the other way. The precision of our scheduling and census practice is one of the few levers on district revenue that we control entirely ourselves.

Why the 320 is critical

- 1 It is the certified record.**
Signed and filed with the Chancellor's Office. Apportionment is calculated from it, and it is what an auditor tests our practice against.
- 2 Article 26 puts it in our charge.**
The agreement asks this committee to build a common understanding of the methods and data behind FTES/FTEF targets, and to work on optimizing revenue yields under the funding formula. The FTES side of that ratio originates here.
- 3 It is an audit surface.**
Census-date accuracy, special-admit physical education limits, residency classification, and apprenticeship reporting are all tested against this filing.
- 4 This is our last look back before the method changes.**
2025-26 is the final year reported under weekly census, daily census, and alternative attendance accounting. Fall 2026 starts a different architecture.

Four filings, one fiscal year

1

P1 — First Period

Actual: July 1 – Dec 31

Due January 15

Projects the balance of the year using an annualizer

2

P2 — Second Period

Actual: July 1 – April 15

Due April 20

Projects April 16 – June 30

3

Annual

Actual: July 1 – June 30

Due July 15

The full-year certified figure

4

Recal

July 1 – June 30, corrections only

Due November 1

Filed only if the Annual needs correction

Nine parts — and only one of them is the summary

Part	What it holds	After Fall 2026
I	Full-time equivalent students — the summary page. Summer, primary terms, and the three accounting families.	Stays; contents change
II & III	Student contact hours, weekly census and daily census procedure courses.	Replaced by SAAM
IV	Actual hours of attendance — positive attendance, credit and noncredit.	Remains available
V, VI & VII	Alternative attendance accounting — weekly, daily, and noncredit.	Replaced for credit
VIII	FTES annualizers and term length multipliers.	Term length multiplier leaves the FTES calculation
IX	AB 540 headcount, special admit FTES, incarcerated FTES, apprenticeship FTES.	Unchanged
Schedules	Centers FTES; Career Development and College Preparation noncredit detail by course.	Unchanged

Six ways to count attendance — and why there are nine parts

Procedure	Which courses use it	Part	2025-26 FTES	After Fall 2026
Weekly census	Credit, coterminous with the term, same hours each week	II	6,340.69	Replaced by SAAM
Daily census	Credit, five or more days, regular daily pattern, not coterminous	III	279.84	Replaced by SAAM
Positive attendance — credit	Credit: under five days, irregular, or open entry/open exit	IV.D	627.30	Remains; required for open entry/exit
Positive attendance — noncredit	All noncredit except asynchronous distance education	IV.C	342.27	Unchanged
Alternative — weekly census	Full-term credit async distance ed, independent study, work experience	V	5,358.99	Replaced by SAAM
Alternative — daily census	Same course types, not coterminous with the term	VI	2,406.87	Replaced by SAAM
Alternative — noncredit	Noncredit async distance ed. Two census points: 20% and 60%	VII.C	1.78	Unchanged

Sources: 2025 SAAM, Ch. 3 (T5 58003.1, 58004, 58006, 58009); CCFS-320 Annual 2025-26, Part I.

Our 2025-26 result

Resident FTES, Annual filing. These are the figures on the report in front of you.

17,587.32

District total resident FTES

Credit 17,185.02 · Noncredit 402.30

10,456.55

Chabot College

59.5% of district total

7,130.77

Las Positas College

40.5% of district total

ALSO REPORTED, SEPARATELY

500.01 FTES of nonresident attendance — 347.58 at Chabot, 152.43 at Las Positas. Reported on the same form, but not resident FTES for apportionment purposes.

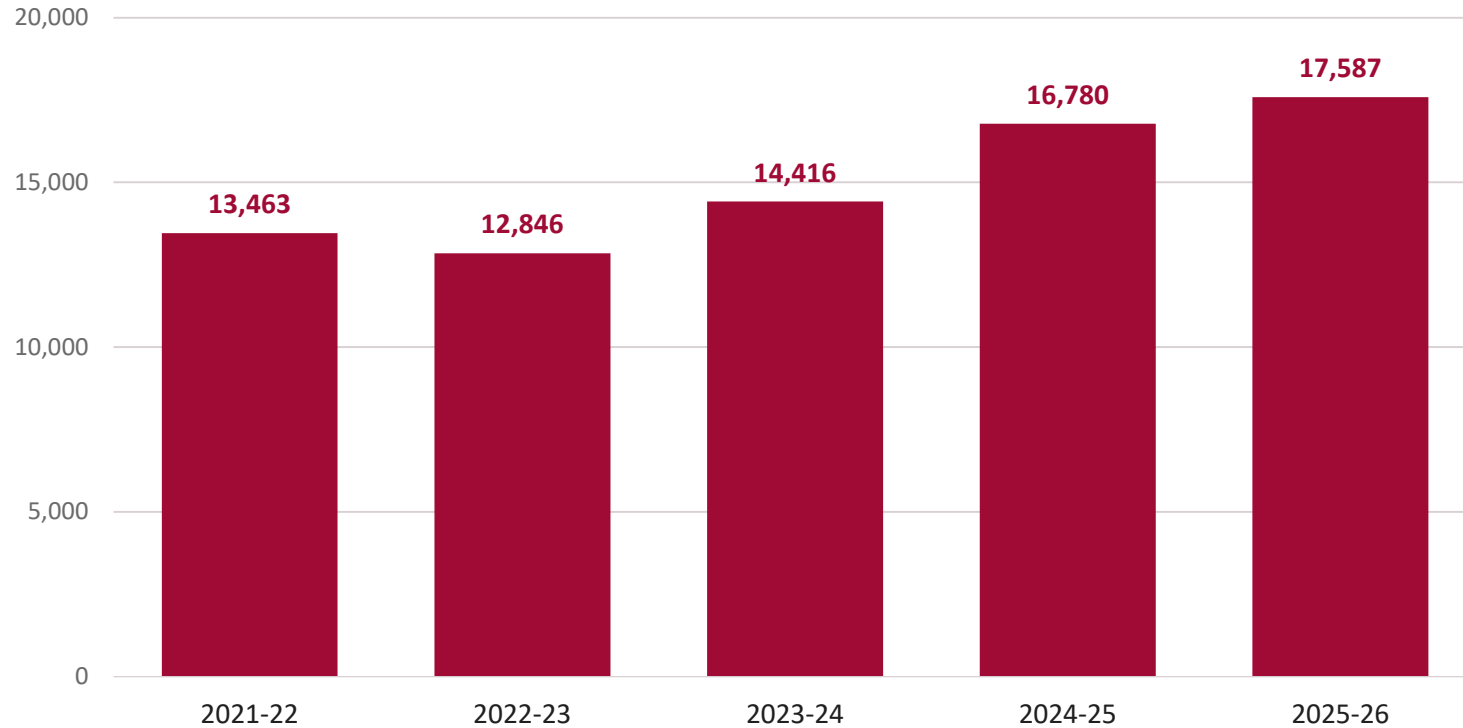


This number can still move

This is the Annual filing. If corrections are needed, a Recal is due November 1, 2026. Treat today's figure as certified but not yet final.

Source: CCFS-320 Annual 2025-26, Part I — District, Chabot College, Las Positas College.

Five years of district FTES



+30.6%

Five-year growth

+4,124.64 FTES since 2021-22

Sources: CCFS-320 Recal filings 2021-22 to 2024-25 and Annual 2025-26, Part I.

The fastest-growing piece is the smallest one

402.30

Noncredit FTES, 2025-26

Up from 105.06 in 2021-22 — nearly four times larger

2.3%

Noncredit share of district total

Small base; the growth rate is the signal, not the share

70.6%

Of noncredit sits at Chabot

Chabot 283.87 · Las Positas 118.43

Where the noncredit volume is

- Career Development and College Preparation courses generated 271.03 FTES across 272 sections.
- Basic skills and immigrant education: 221.03 noncredit FTES and 95.64 credit FTES districtwide.
- The largest single noncredit lines are English and ESL support courses and mathematics support.

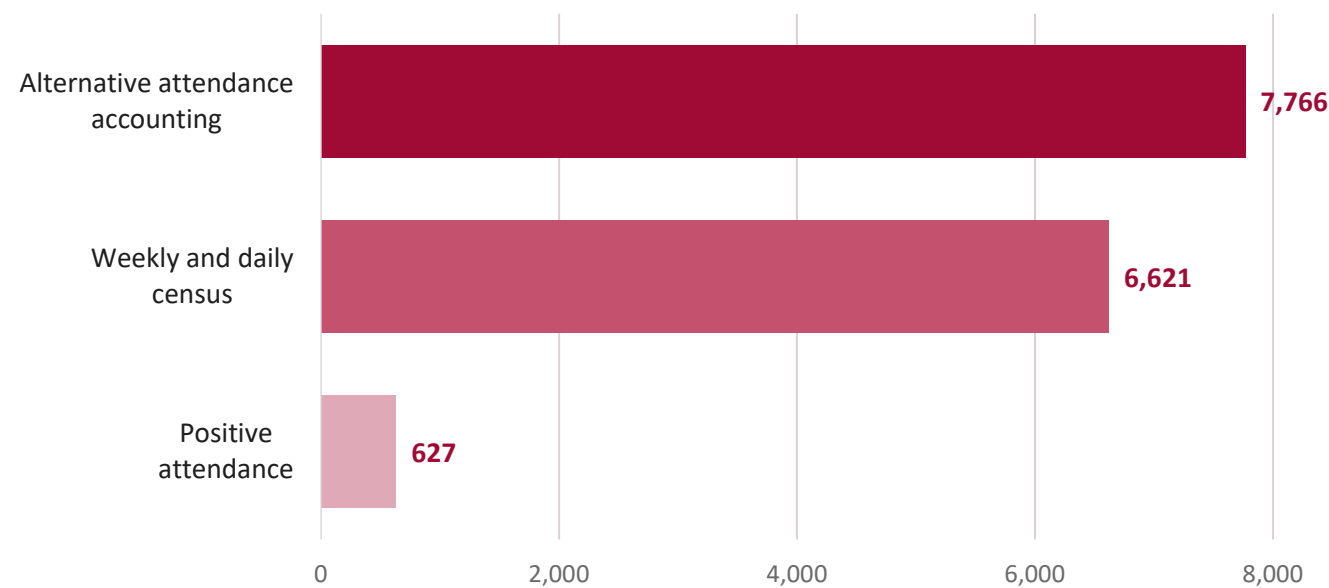
Why this matters to enrollment management

Noncredit is not moving to the standardized method — it keeps its own attendance accounting. So as the credit side changes on us this fall, noncredit becomes the part of the portfolio whose reporting stays stable. That is worth knowing when we set goals for a year in which the credit numbers will be harder to compare to history.

Sources: CCFS-320 Annual 2025-26, Part I and CDCP schedule; CCFS-320 Recal 2021-22, Part I.

More than half our credit FTES is alternative accounting

Alternative attendance accounting produced 51.7% of primary-term credit FTES in 2025-26. Summer intersession excluded.



51.7%

Alternative attendance accounting

7,765.86 of 15,013.69 primary-term credit FTES

44.1% weekly and daily census

4.2% positive attendance

Also covers independent study and work experience (T5 §58003.1(f)).

So what: our largest channel already counted by units, so the arithmetic shift there is modest. The change in habit lands hardest on classroom-scheduled sections.

Source: CCFS-320 Annual 2025-26, Part I (District). Shares computed from reported figures.

The mix is materially different at each college

Same district, two different exposures to the same regulatory change.

	Chabot College	Las Positas College	Why it matters
Alternative attendance accounting, share of primary-term credit FTES	54.2%	48.2%	Chabot carries somewhat more transition exposure
Positive attendance, credit FTES	598.69	28.61	Almost all district positive attendance sits at Chabot
Noncredit FTES	283.87	118.43	Chabot holds 70.6% of noncredit
Summer 2025 credit FTES	1,335.14	836.19	Summer is a meaningful share of each college's year
Total FTES	10,456.55	7,130.77	59.5% / 40.5% district split

A single districtwide implementation plan will land differently on each campus. Build the transition supports to the college, not to the average.

Source: CCFS-320 Annual 2025-26, Part I — Chabot College and Las Positas College.

Summer is an eighth of our year — and partly a reporting choice

2,229.58

Summer 2025 FTES

Credit 2,171.33 · Noncredit 58.25

12.7%

Of district total FTES

One term carries an eighth of the annual result

0.00

Summer 2026 reported in 2025-26

The whole of Summer 2026 lands in 2026-27

THE RULE

For summer intersession courses that cross fiscal years, hours and FTES are reported in the fiscal year in which the census date occurs — and that selection can be made course by course.

2025 Student Attendance Accounting Manual, Reporting Date Procedures

Why the zero is convenient this year

Because no Summer 2026 attendance was reported in 2025-26, no summer term straddles the two accounting regimes. Our standardized-method start is clean. That is a genuine piece of good luck, or good practice — and it is worth confirming which.

Sources: CCFS-320 Annual 2025-26, Part I; 2025 SAAM, reporting date procedures, p. 3-26.

Four disclosure lines auditors read first

440

AB 540 headcount

Unduplicated students receiving the nonresident tuition exemption

715.72

Special admit FTES

Dual and concurrent enrollment. Physical education portion $4.76 = 0.67\%$, well inside the limit

0.00

Incarcerated student FTES

No FTES claimed under EC 84810.5(a)

0.00

Apprenticeship FTES

No apprenticeship FTES claimed on this report — see next slide

The special admit line is the one with strategic weight

It carries a bright-line compliance test — the physical education share is reported and compared, and ours is 0.67%, comfortable. It is also the one category funded on current-year actuals rather than the three-year rolling average, and we know demand exceeds what our enrollment systems currently make easy. Compliance headroom and growth headroom in the same line.

Sources: CCFS-320 Annual 2025-26, Part IX; EC 48800; CDAM item 427; October 31 planning meeting.

Why apprenticeship FTES is zero — and what would change it

The working explanation

- Apprentice attendance in related and supplemental instruction may be reported on the NOVA Apprenticeship RSI report instead of the 320.
- **Attendance reported on NOVA generates no FTES. A zero on Part IX is what reporting through that track looks like.**
- District direction has been to move apprenticeship to FTES only once the RSI allocation is fully used — we are not there yet.
- To report on the 320 instead, the program must be approved by the Division of Apprenticeship Standards and the class taught by a college faculty member. In the building trades, the sponsor must approve the choice.

Why this is an enrollment management question

Which track our apprenticeship instruction sits on determines whether it generates apportionment at all — and there is a real decision point ahead, not a permanent condition. It also bears on student financial aid access, which we are pursuing separately.

Sources: CCFS-320 Annual 2025-26, Part IX; 2025 SAAM; EDCE meeting, March 25 — not confirmed.

How a half-year of data becomes a full-year number

Annualizers, 2025-26 P1

- Chabot — weekly census 1.8494; daily census 2.1803
- Las Positas — weekly census 1.9274; daily census 1.0720
- At P2 and Annual the annualizers drop to 1.0000 because the year is actual.

Term length multiplier, 2025-26

17.50

Both primary terms, both colleges.
The last year that figure appears in
this position.

Fall 2026: the term length multiplier becomes 16.4 — and it governs scheduling patterns only. It leaves the FTES calculation entirely.

Two habits this should give the committee

- When someone quotes a P1 FTES figure, ask what portion is actual and what portion is projected. In January, a large share has not happened yet.
- When you see 16.4 next year, do not reach for it to explain an FTES change. Under the standardized method it is a scheduling number, not an apportionment number.

Sources: CCFS-320 Annual 2025-26, Part VIII; Rev. C draft §1 (SAAM FAQ Q30).

Five things to carry out of this session

- 1 Part I is the page.**
Everything else on the report is either the arithmetic behind Part I or a disclosure beside it.
- 2 More than half our credit FTES comes through alternative attendance accounting.**
51.7% of primary-term credit FTES — and it was already counted by units.
- 3 Summer is an eighth of our year — and partly a choice.**
2,229.58 FTES, 12.7% of the total, with reporting-year selection available course by course.
- 4 Special admit is our one current-year lever.**
715.72 FTES, funded on actuals rather than the rolling average, with demand ahead of our systems.
- 5 This is the last Annual report under this architecture.**
Beginning Fall 2026 the credit calculation changes. That is Session 2.

All FTES figures: CCFS-320 Annual 2025-26, Parts I, VIII and IX.

SESSION 2 • 10:45–11:45 A.M.

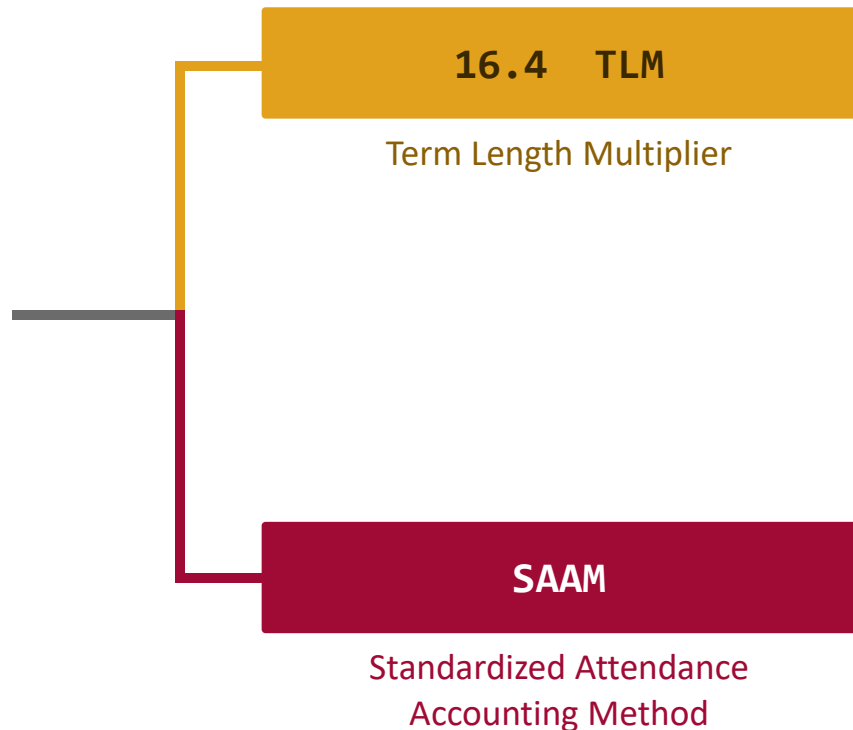
Academic Scheduling & Attendance Accounting Guide



Revision C draft — and the companion credit hour, CAH and FTEF guidance, Revision 4 draft.

Fall 2026: two structural changes, running on separate tracks

They arrive in the same term and are constantly confused with one another. They do different work.



Governs the clock — and nothing else

- Primary terms shift to 16 weeks; the multiplier for scheduling purposes is 16.4.
- It sets meeting patterns. It is no longer used to calculate FTES.
- It replaces the 17.50 that appeared on Part VIII of every prior 320.

Governs the money — and nothing else

- Replaces weekly census, daily census, and alternative attendance accounting for credit courses.
- Computes apportionment from course outline units, not from time in a room.
- Open-entry/open-exit courses stay on positive attendance, which also remains an option for any credit course.

Source: Rev. C draft §1 (CCCCO memos FS 24-08 and FS 25-04; SAAM FAQ Q2, Q25, Q30).

FTES follows the curriculum, not the clock

BEFORE

Through Spring 2026

Contact hours drove apportionment. Changing when and how often a course met changed the FTES it generated — so the schedule and the funding were the same conversation, and scheduling for students had a price tag attached.

FROM FALL 2026

The course outline decides

FTES is computed entirely on the lecture, activity, and lab units stated on the outline. The meeting pattern, the term length, and the room drop out of the calculation completely.

WHAT THAT ACTUALLY BUYS US

Modifying a course's meeting pattern to better serve working learners, caregivers, and commuters no longer changes the funding that course generates. Scheduling for access and scheduling for revenue stop being in tension. That is the single most useful thing to know about this transition.

Sources: Rev. C draft §§2 and 4.1; Credit Hours, CAH and FTEF Guidelines Rev. 4 draft, §2.

Five decisions already made for 2026-27

These are settled. The work now is implementation, not deliberation.

- 1 The compressed calendar begins.**
Primary terms are 16 weeks with a term length multiplier of 16.4 for scheduling purposes.
- 2 The standardized method is required.**
It replaces weekly census, daily census, and alternative attendance accounting for credit courses beginning 2026-27 P1.
- 3 We compute FTES on course outline units from day one.**
The Chancellor's Office allows an hours-based calculation through 2026-27 recalculation. We have elected not to use it.
- 4 Consequently, zero-unit hours stop generating FTES beginning Summer 2026.**
Any course scheduled with hours that carry no units forgoes the apportionment on those hours immediately.
- 5 2027-28 brings no further change for us.**
Units become mandatory statewide. Because we are already on units, nothing more changes.

Source: Rev. C draft §1, the district's 2026-27 decisions at a glance.

One course, five separate calculations

They share inputs, answer different questions, are governed by different authorities, and fail in different ways when collapsed together.

Calculation	Question it answers	Primary input	Governed by
Credit award	What units does the student earn?	Total student learning hours ÷ the adopted hours-per-unit divisor	Title 5 §55002.5; board policy and administrative procedure 4020
Clock schedule	When does the class meet?	Course outline hours, the 16.4 multiplier, the adopted calendar	District scheduling standards; CBA Arts. 8–10
FTES	How is apportionment calculated?	Course outline units by category × census enrollment	Title 5 §58001 et seq.; FS 24-08, FS 25-04
Faculty load (CAH)	What workload is assigned and paid?	Approved faculty-hour base × the contractual factor	CBA Arts. 10C–10E, 21G
FTEF	How much faculty capacity does the schedule consume?	Total CAH ÷ 15 for a semester, ÷ 30 for the year	CBA 1C.1(n); Art. 26D

Sources: Rev. C draft §2 and Table 1; Credit Hours, CAH and FTEF Guidelines Rev. 4, §2.

Dissecting FTES: the standardized formula

$$(\text{lecture} \times 18) + (\text{activity} \times 36) + (\text{lab} \times 54)$$

×

active census enrollment

÷

525

WORKED SCENARIO

2 lecture units + 1 lab unit, census 30

$$\begin{aligned} \text{Step 1 } (2 \times 18) + (1 \times 54) \\ = 90 \text{ standardized hours} \end{aligned}$$

$$\begin{aligned} \text{Step 2 } 90 \times 30 \div 525 \\ = 5.14 \text{ FTES} \end{aligned}$$

18 / 36 / 54

Coefficients, not hours. Nobody teaches or attends them.

525

525 hours = one FTES. Numerically identical to the divisor in the contractual lecture hour rate, and conceptually unrelated to it.

48

The floor is unchanged. One unit still requires 48 semester hours of total student work. Schedule to the outline.

Sources: Rev. C draft §§3–4; Credit Hours, CAH and FTEF Guidelines Rev. 4 draft, §13.

The same census, three different course structures

Census enrollment of 30 in each case.

Course structure	Standardized hours	Calculation	FTES
3 lecture units	$3 \times 18 = 54$	$54 \times 30 \div 525$	3.09
2 lecture units + 1 lab unit	$(2 \times 18) + (1 \times 54) = 90$	$90 \times 30 \div 525$	5.14
3 lecture units + 1 lab unit	$(3 \times 18) + (1 \times 54) = 108$	$108 \times 30 \div 525$	6.17

Notice what a lab unit is worth

A single lab unit carries 54 standardized hours — three times a lecture unit. Adding one lab unit to a 3-unit lecture course doubles the FTES it generates. Unit classification on the course outline is now the highest-leverage entry in the whole chain — which is exactly why it must stay a curriculum decision made on academic grounds.

Two related rules

- Variable-unit courses use each student's enrolled units. Keep the unit records for audit.
- Hours to be arranged do not change the calculation — the units on the course outline control.
- Flex days no longer cost FTES on standardized-method courses; the calculation is schedule-independent.

Source: Rev. C draft §§4.2 and 4.6 (SAAM FAQ Q23, Q27, Q31).

What one zero-unit lab costs, per section, per term

THE EXAMPLE

A course outline showing 3 lecture units (54 hours) plus 18 laboratory hours carrying 0 lab units.

Under the prior methods, those 18 hours generated apportionment. Beginning Summer 2026 they generate nothing — the units on the course outline are the only input, and those hours carry none.

$$18 \times 30 \div 525 = 1.03 \text{ FTES forgone}$$

1.03

FTES forgone

Per section, per term, at a census of 30 — roughly one full-time student's annual attendance

What we are asking deans to do before the fall schedule is final

- Inventory the courses in your division whose outlines still carry hours with no units.
- Rank them by section count, not by course count — the loss compounds per section, per term.
- Route the repairs through the curriculum process now, targeting the earliest feasible effective term. District direction is that no course carries zero-unit hours into 2026-27.

Source: Rev. C draft §4.4, including the May 1, 2026 compliance memorandum.

Building the 16.4 schedule

Target weekly contact hours = scheduled semester contact hours ÷ 16.4.

3-unit lecture = 52.5 instructional hours → 1 hour = 50 minutes → 43.75 clock hours

Semester hours	Target WCH	1 day	2 days	3 days	4 days
18	1.098	55	—	—	—
36	2.195	125*	50 / 65	—	—
54	3.293	190**	85 × 2	50 / 50 / 70	—
72	4.390	255***	125* × 2	75 × 3	55 × 4
90	5.488	—	150* × 2	95 × 3	70 × 4
108	6.585	—	185** × 2	125* / 125* / 110*	85 × 4

*Minutes are the total clock span per meeting including breaks. * one 10-minute break ** two *** three*



The two drafts build the same course to different totals

Rev. C schedules a 3-unit lecture at 54 semester hours (target 3.293 WCH); the credit hour guidance implies 52.5 hours (target 3.201). One answer is needed before either document is issued.

Sources: Rev. C draft §§5.1–5.3, Table 4; Credit Hours, CAH and FTEF Guidelines Rev. 4, §3.3.

Census dates in a compressed term

The regulatory rule

The census date is the day closest to the end of the first 20% of a course's length, counting all calendar days from course start to course end — including Saturdays, Sundays, and holidays.

Title 5 §58001(d); SAAM FAQ Q10

Short-term and irregularly scheduled courses: compute the 20% point course by course from exact start and end dates.

What Revision C's example does

For full-term 16-week courses it computes $16.0 \times 0.2 = 3.2$, and lands on the beginning of week 3. It then permits colleges to use one common census date for all courses sharing the same start and end week, “consistent with local procedure.”

Rev. C draft §4.3

! Two methods, one section — and a procedure we need to name

Counting calendar days and counting weeks do not land on the same day for a full 16-week term, and §4.3 presents both without saying which governs. Separately, the common census date is permitted only where a local procedure establishes it — so we need that procedure adopted, documented, and cited. Census accuracy is an audit item, and the resolved computation should become the worked example that closes this section of the guide. Owner: Educational Services with Admissions and Records, before the fall schedule publishes.

Sources: Rev. C draft §§4.3, 9 and 10 (T5 §58001(d); SAAM FAQ Q10).

From workload to capacity: CAH and FTEF

This committee sets FTES/FTEF goals. Here is what the second half of that ratio actually is.

CAH

Calculated A Hour

The negotiated unit of faculty workload, anchored to the standard lecture hour. Computed as the approved faculty-hour base × the contractual factor — never from units, FTES, or raw meeting minutes.



Semester FTEF

term $\text{CAH} \div 15$

One Fall or Spring term

Annual FTEF

year $\text{CAH} \div 30$

A full academic year

WORKED

A 3-CAH assignment

= 0.2000 semester FTEF

= 0.1000 annual FTEF if taught once

= 0.2000 annual FTEF if taught both terms (6 ÷ 30)

! The number one source of FTEF error

Mixing denominators — using an annual FTEF figure in a semester allocation analysis, or a semester figure in an annual staffing analysis. Never label an FTEF number without the word “semester” or “annual” attached to it.

What FTEF is not

- Not a headcount of employees.
- Not a measure of salary cost — CAH may be paid, banked, or carried across years.
- Not tied to employment status: a 4.500-CAH assignment is 0.3000 semester FTEF whether it sits in a full-time load, an overload, or a part-time assignment.

Source: Credit Hours, CAH and FTEF Guidelines Rev. 4 draft, §§4, 12 and 14.

Reading the productivity ratio after SAAM

Productivity = FTES ÷ FTEF. Under the standardized method, the two sides are driven by inputs that no longer move together.

FTES

Driven by course outline units and census enrollment.
Independent of the meeting pattern.

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FTEF

Driven by contractual faculty-hour factors and approved bases.
Independent of enrollment, except for the census-based rules.

WHAT THE DECOUPLING MAKES POSSIBLE

We can now build meeting patterns around how our students actually live — evenings, weekends, hybrid blocks for working learners and caregivers — to bring more students to census, without that scheduling choice changing the workload the section consumes. Access and productivity stop pulling against each other.

And the negotiated limits on that idea, in the parties' own words: improvements in productivity must not be achieved at the cost of academic quality (26B.1), and must be achieved in conjunction with — not at the expense of — student access, success, and equity (26B.5).

Sources: Credit Hours, CAH and FTEF Guidelines Rev. 4, §13; Agreement, Arts. 26B.1 and 26B.5.

Caps, large lecture, and the gap between them

Caps under the agreement

- Standard lecture cap 44, unless a course-specific lower cap applies.
- Mathematics 35; Communication Studies C1000 30; World Languages 35 at the elementary level and 30 above it.
- Fully online asynchronous sections: caps increase by 2, effective Summer 2026. Verify Banner reflects this before fall publication.
- Never exceed the room occupant limit.

! Remember:

The standard cap is 44 and the large-lecture chart begins at 55. There is no factor line in between. Do not set caps in that range on the assumption that compensation exists for it — and do not interpolate between listed increments. Unlisted counts need a written district and association rule.

Large lecture

Census	55	75	100	125	150
Factor	1.10	1.50	2.00	2.50	3.00

Each additional 5 students adds 0.10. Pre-approval and mutual agreement of the faculty member, the administrator, and the Vice President of Academic Services are required before the term; pay or load is adjusted no later than 30 days after the census report is recorded.

The separation to hold onto

The large-lecture factor changes faculty pay and load only. It does not change the units on the course outline, and it does not enter the FTES calculation. Enrollment above the cap earns us apportionment through census enrollment either way — the factor is about what we owe the instructor, not what the state owes us.

Sources: Rev. C draft §§7.2–7.3; Credit Hours, CAH and FTEF Guidelines Rev. 4 draft, §10.

Six checks before any section publishes

#	Check	Verify that...	Owner
1	Course outline	Units and lecture, activity and lab categories are current and delineated, checked against the curriculum management system record	Dean
2	Method	The standardized method, positive attendance, or a noncredit method is coded in Banner	Scheduler
3	Schedule	The 16.4 pattern fits exact dates, breaks, final week, and modality	Scheduler
4	Load	The correct faculty-hour code is assigned	Dean
5	Large lecture	Pre-approval, room, budget, cap, and the census-factor process are confirmed	Dean and VP Academic Services
6	Census and student information system	Census dates are loaded, part-of-term and method codes are correct, variable-unit enrollments are tracked per student, and census rosters are retained for audit	Scheduler, Admissions and Records, VCESSS

Every one of these is an audit item as well as a scheduling item. Checks 2 and 6 are the ones that have changed most this year.

Source: Rev. C draft §9, pre-publication checks, and Table 7.

Which lane does a question belong in?

Most disagreements about this material are really disagreements about which body decides.

Matter	Lane
The hours-per-unit divisor; course outline contact hours; units	Curriculum committee and Academic Senate, with board approval. Education Code §70902; Title 5 §55002. Board policy establishes the units-to-hours relationship.
Faculty load factors; faculty-hour codes; overload and banking	Collective bargaining. CBA Articles 10C–10E, 18J, 21G.
Term length and academic calendar; maximum class size	Title 5 is silent on both. They are academic and professional matters that are also commonly negotiated, and they require coordinated Senate and Faculty Association discussion.
Short-term and compressed course formats	The curriculum committee determines whether a course can responsibly be offered in a shortened term, and makes that determination known to administration and the bargaining unit.

Where a calendar or class-size arrangement produces a result that looks pedagogically unsound, the recommended practice is for the curriculum committee chair to open a conversation between the Senate president and the bargaining agent — rather than any one forum resolving it alone.

Sources: Credit Hours, CAH and FTEF Guidelines Rev. 4, §17.2; Rev. C draft §10; ASCCC (2017).

WHERE THIS LEAVES US

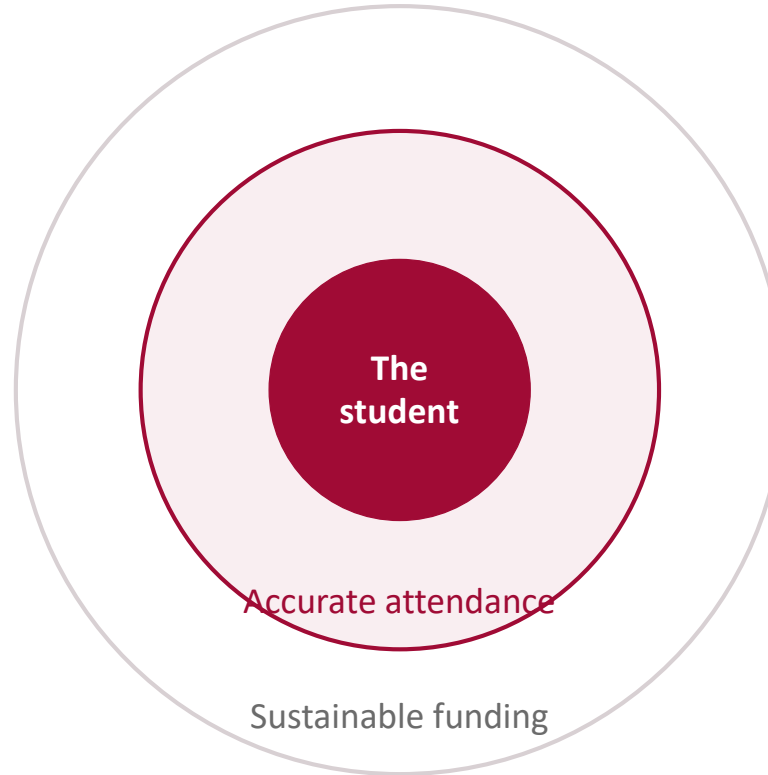
Holistic enrollment management

Protect the base

Attendance accounting is a strategy tool, not only compliance. With funding decoupled from the clock, we can build the schedule for the students we actually serve.

Transparent trade-offs

A district funded on performance must make intentional choices about what it schedules. Making them in the open, here, is why Article 26 puts them in this committee.



Data discipline

Our revenue rests on the precision of our system-of-record controls. One census date loaded wrong moves money — and under a rolling average, for three years.

Quality is the constraint

Article 26B is explicit: productivity gains cannot come at the cost of academic quality, and must be achieved with — not at the expense of — student access, success, and equity.

The funding formula and our mission are pointed the same direction — our data collection and math has to keep up with both.