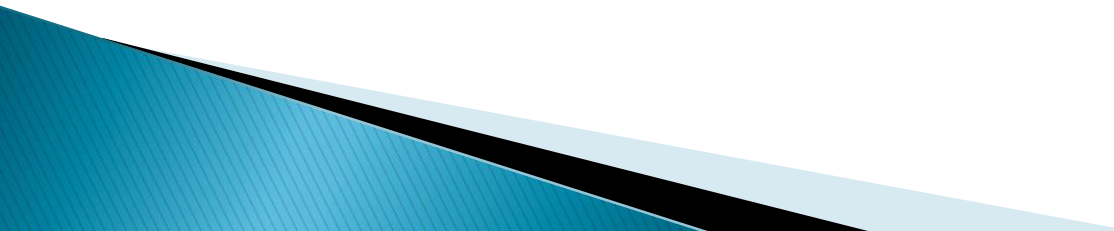


From Credit to Fee-Supported

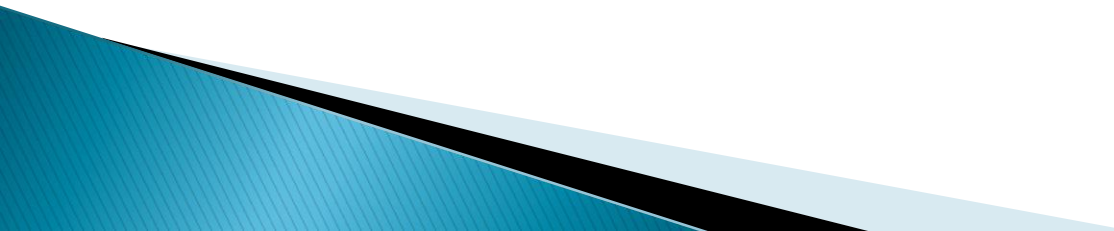
One college's experience with shifting credit classes to
the not-for-credit Community Education Program

ACCE Workshop, February 26, 2010
Sacramento, CA


Converting Credit to Fee-Supported

- ▶ 1. Why?
 - ▶ 2. How
 - ▶ 3. Keys to Success
 - ▶ 4. Pros & Cons
- 

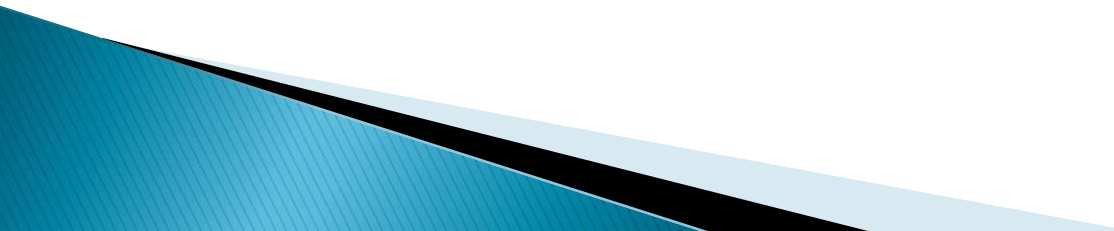
Why?

- Credit class attended by primarily avocational students
 - Class has to be cut by credit program because of budget issues
 - Class below minimum enrollment required for credit program
- 

What can Community Ed do for the Credit Program?

1. Test the market for new courses
 2. Provide venue for avocational students to continue lifelong learning without taking up critically needed space in credit classes
 3. Provide employment for excellent instructors whose classes/programs have been cut because of the budget
 4. Meet community needs that cannot be met by credit program
- 

How?

- How to determine class format: short course or full semester?
 - How to determine what to charge (covering direct & indirect costs)
- 

How to figure the Costs of the Class

- ▶ **What are the Direct Costs for a specific class:**
 - ▶ 1. Instructor's Salary
 - ▶ 2. Student supply costs
 - ▶ 3. Facility costs (on campus or off)
 - ▶ 4. "Use" fees (i.e. for computer lab, cooking lab, etc)
 - ▶
- ▶ **What are the Indirect Costs that need to be charged to the class:**
 - ▶ 1. Printing/postage costs for Bulletin
 - ▶ 2. Any other "promotional" charges
 - ▶ 3. Community Education staff charges
 - ▶ 4. District overhead (lights, heat, office space, etc)

BAR Smog Technician Update

- ▶ Moved to CE program in Fall 2009
- ▶ 2 sections offered
- ▶ 41 students enrolled
- ▶ 18 hour class
- ▶ Student fee: \$191

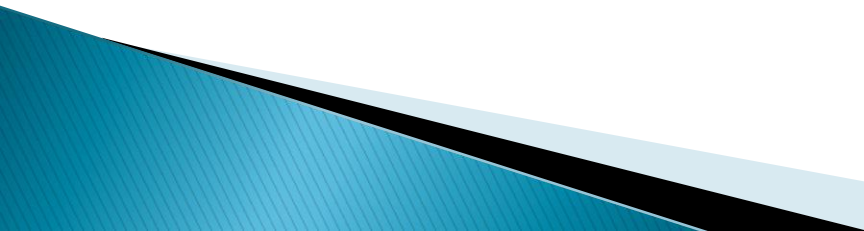
- ▶ Gross income: \$7,831.00
- ▶ Direct costs: \$4,906.63
- ▶ Indirect costs: \$2,584.23

- ▶ Additional income above costs: \$340.14

Balkan Dance

- ▶ Moved to CE program in Fall 2009
 - ▶ 1 section offered
 - ▶ 65 students enrolled
 - ▶ 32 hour class
 - ▶ Student fee: \$49

 - ▶ Gross income: \$3,185.00
 - ▶ Direct costs: \$1,904.00
 - ▶ Indirect costs: \$1,130.25

 - ▶ Additional income above costs: \$150.75
- 

The Joy of Singing

- ▶ Moved to CE program in Fall 2009
- ▶ 1 section offered
- ▶ 30 students enrolled
- ▶ 26 hour class
- ▶ Student fee: \$158 (hours & fee increased in Sp10)

- ▶ Gross income: \$4,740.00
- ▶ Direct costs: \$2,762.16
- ▶ Indirect costs: \$1,488.51

- ▶ Additional income above costs: \$489.33

The SRJC Model for Class Costs

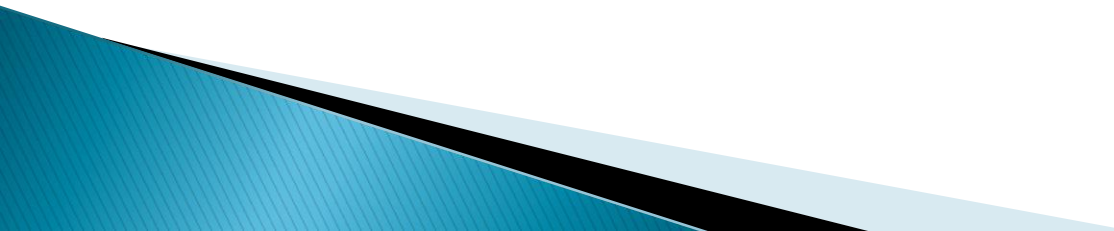
- ▶ Total class costs =
 - ▶ Direct costs + Indirect costs x 25% overhead

- ▶ Per student fee =
 - ▶ Total class costs / minimum # of students

SRJC Course Fee Worksheet

1	A	B	C
2	SRJC Community Education Fee Worksheet		
3	Class Name:		
4			
6	# of class hours: (put in field B5)		
8			
7	Instructor's Salary		put whatever the instructor wants here
8	Facility Use Fee (\$1/per class hour)	0.00	calculated field to charge \$1 for the hours you enter in field B5
9	Bulletin Charge (currently \$254)	254.00	
10	CE Staff Charge (currently \$80)	80.00	
11	Disability Res. Fee (50¢ per student)	7.50	calculated field is set up to charge 50 cents for the number of students in B15
12	CE Overhead: formula-25% of gross (less materials)	114	this is set up as a calculated field to add up lines B7 through B11, multiply it by .3325 to give you 25% of the gross
13	Parking permit for instructor (\$4 x # of class sessions)		
14	Class Costs	455.05	
16	Minimum # of Students	15.00	put any minimum # of students you want here. It is set up to calculate the per student fee in field B16
18	Base Cost of Class Per Student	\$30.34	calculated field to divide total class costs (B14) by the minimum number of students
17	Add'l materials		We add any materials fees here so we don't end up with the District receiving 25% of the materials
18	Computer Use Fee (\$2 per hour per student)		This fee is only charged if we use one of the District's computer labs
19	Final Cost Per Student (rounded up to nearest dollar)	30	

Keys to Success

- ▶ 1. Know the market
 - ▶ 2. Have an excellent instructor
 - ▶ 3. Price the class to sell (and to meet your costs)
 - ▶ 4. Promote the class to the target market (and beyond)
- 

Pros & Cons

▶ Pros:

- Continue to serve residents of the district (including the BA+ students who vote)
- Continue to employ excellent faculty
- Efficient use of District facilities when credit classes are not being held
- Generate income for District

▶ Cons:

- Classes cost more: are we pricing people out of the market: Will lifelong learning be available only for those who can afford it?
- Can your college or district afford the program (what are the “hidden” costs)

▶ **Questions?**