



Calculating and Understanding FTES

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Association of Chief Business Officials

2019 Spring Conference

May 20, 2019



Q: How is Apportionment Revenue allocated?

A: Student Centered Funding Formula:

- 70% of CC apportionment funding is calculated on the basis of Full-time Equivalent Students (FTES) in attendance, as reported to the Chancellor's Office on the CCFS-320 Report three times each year.
- This 70% is now based upon a 3-year average of FTES as calculated by the Chancellor's Office for each district.
- This **may** change to 60% FTES-based in 2020-21.



College of the Sequoias

FTES history and enrollment management
as an example of Community College FTES
calculations and projections



College of the Sequoias – Enrollment Management Team

Meets Monthly - Led by VP Administrative Services

Members:

- Vice President – Academic Services
- Vice President – Administrative Services
- Vice President – Student Services
- Dean of Technology
- Dean of Research & Institutional Planning
- Provosts of both Centers
- Data Steward
- President attends when able



College of the Sequoias – Enrollment Management Team

General Agenda items:

1. FTES projection updates
2. Course scheduling and fill rates – do we need to implement late start courses, more courses on certain campuses, more courses in a certain program/division, more online or hybrid courses, etc.
3. LHE/FTES efficiency analysis



Year	Actual FTES	Funded FTES
2000-01	8,149.45	8,204.79
2001-02	8,419.17	8,419.17
2002-03	8,506.82	8,506.82
2003-04	8,510.76	8,510.76
2004-05	8,620.16	8,620.16
2005-06	7,582.27	8,620.16
2006-07	8,929.55	8,929.55
2007-08	8,209.56	8,929.55
2008-09	10,160.04	9,042.35
2009-10	10,614.57	8,696.69
2010-11	10,561.93	8,945.00
2011-12	9,033.30	8,261.13
2012-13	8,646.55	8,466.31
2013-14	9,448.98	8,713.55
2014-15	8,868.90	8,868.90
2015-16	9,430.00	9,400.00
2016-17	9,700.21	9,700.21
2017-18	10,337.26	10,330.79
2018-19	<i>10,164.00?</i>	<i>up to earned?</i>

COS FTES Update

Historical Perspective



COS Actual Funding Calculations 18-19

Sequoias Community College District

Apportionment Calculation Under Proposed New Funding Formula
for 2018-19

Calculation of FTES					
	FY16/17	FY17/18	FY18/19	FY19/20	FY20/21
	Actual	Annual	Base	Base	Base
Credit (excluding special admit)	8,805.96	9,242.04	9,242.12	9,242.12	9,242.12
Special Admit		443.21	465.38	465.38	465.38
Non-Credit		472.08	472.08	* 344.80	344.80
CDCP		173.46	139.24	* 109.19	109.19
Total Funded FTES		10,330.79	10,318.82	10,161.49	10,161.49
3 year average Credit			9,096.71	9,242.09	9,242.12
Funded FTES		10,330.79	10,173.41	10,161.46	10,161.49

* Actual Non-Credit is 344.80; Actual CDCP is 109.19



COS Actual Funding Calculations 18-19

Sequoias Community College District Apportionment Calculation Under Proposed New Funding Formula for 2018-19

Calculation of Base Allocation						
	FY18/19 70%; COLA 2.71%		FY19/20 70%, COLA 3.26%		FY20/21 60%, COLA 1% (3.26% FY20)	
	Per FTES Amount	Amount Paid	Per FTES Amount	Amount Paid	Per FTES Amount	Amount Paid
Basic Allocation Credit percent paid		70%	70%		60%	
Basic Allocation		7,835,526		8,090,964		8,171,873.79
Credit	3,727	33,903,429.47	3,849	35,568,201.89	3,177	29,362,215.24
Non-Credit	3,347	1,580,051.76	3,456	1,191,667.49	3,491	1,203,584.16
CDCP	5,457	759,832.68	5,635	615,274.53	5,691	621,427.28
Special Admit	5,457	2,539,578.66	5,635	2,622,368.92	5,691	2,648,592.61
Total Funding From Base Allocation		46,618,499		48,088,477		42,007,693.08



COS Enrollment Management FTES

2018-19 FTES as of April 15, 2019:

Assume *zero growth* for spring and summer 2019 (SALY)

2018-19 FTES	Actual Hours of Attendance	Weekly Attendance Method	Indep Weekly Attdc Meth	Daily Attendance Method	Indep Daily Attendance Method	Total
Summer 2018 Session 3	47			121	37	205
Fall 2018	488	3,925	336	39	129	4,917
Spring 2019	396	3,541	321	88	129	4,475*
Summer 2019 Sessions 1&2	10			392	157	559*
TOTAL						10,156

Reported 10,337 FTES in 17-18, which included a shift of 88. 10,249 = actual

*Not final numbers for spring or summer 2019 – will finalize 6/25/19



COS: FTES Status Hanford & Tulare

2018-19 projection based on spring and summer 2018
Same As Last Year

FTES	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19 projected
Hanford	0	0	0	1,037.00	1,073.49	1,039.00
Tulare	2,428.36	2,195.75	2,596.72	1,696.18	1,827.29	1,996.81
	Tulare included Hanford FTES these years			First year FTES separated		<i>Majority of Tulare growth is offsite: 81 FTES</i>



Calculating FTEs



Full-Time Equivalent Student

1 FTES =

1 student

15 hours per week

2 semesters of 17.5 weeks

(3 quarters of 17.5 weeks)

= ***525 contact hours***



Sources of Authority

California Legislature

Education Code

Board of Governors of the California
Community Colleges

***Title 5 of the California Code of
Regulations***



FTEs Calculation

- Clock Hour
- Class Hour
- Passing time/break
- Partial class hour
- Multiple hour class



Clock Hour

A 60-minute time frame that may begin at any time.

Examples: 0800 to 0900
0810 to 0910
0820 to 0920



Class Hour

- A period of not less than 50 minutes of scheduled instruction or examination
- There can be only one “class hour” in each “clock hour,” except as provided for multiple hour classes.



Class Hour

- A “class hour” is commonly called a “contact hour” or “Student Contact Hour.”



Passing Time/Break

- Each clock hour is composed of one class hour segment and a segment referred to as “passing time” or a “break.”
- No additional attendance may be claimed for the 10-minute segment, except for multiple-hour classes.



Multiple Hour Class

- A multiple hour class is defined as a class scheduled for more than one clock hour.
- The fractional part of a class hour at the end of a multiple hour class is called a *partial class hour*.



Multiple Hour Class

- Each 50 minutes exclusive of breaks is a class hour.
- A partial class hour beyond the last full clock hour is counted from the 51st minute of the last full clock hour.



Multiple Hour Class

- No break is allowed in the last full clock hour or the partial class hour.
- The divisor for the partial class hour is 50.



Multiple Hour Class

- Example: 7:00 p.m. to 10:05 p.m.

PCH: 9:51 – 10:05 = 15 min.

$15/50 = 0.3$

Total Contact Hours: 3.3



Calculate the contact hours:

Class meets from	Contact hours
• 0900 to 0950	1.0
• 0900 to 1000	1.0
• 0900 to 1005	1.3
• 0900 to 1050	2.0
• 0900 to 1100	2.0
• 0900 to 1105	2.3
• 0900 to 1130	2.8



Attendance Accounting Methods

- Weekly Student Contact Hour
- Daily Student Contact Hour
- Actual Hours of Attendance
(Positive Attendance)
- Alternative Attendance Accounting Method
(Independent Study/Work Experience)
- Noncredit Distance Education



Weekly Student Contact Hour

- Primary terms only
- Course coterminous with primary term
- Must meet regularly every week of the term
- Same number of contact hours each week including TBA hours
- No deductions for holidays



Census Week

- The week nearest to 20% of the number of weeks in the primary term
- Census date is Monday of census week
- If that Monday is a holiday, census date is the following day



Term Length Multiplier

- Number of weeks in primary term with at least three days of instruction and/or examination
- The term length multiplier for each college is set by the CCC Chancellor's Office based on the college's academic calendar
- Maximum TLM: 17.5 for semesters
 11.67 for quarters



FTES Calculation (WSCH)

- Multiply Census Week WSCH by the TLM and divide by 525

$$\text{FTES} = (\text{CWSCH} \times \text{TLM}) / 525$$

Example: Class meets 3 hours/week
30 students enrolled on Census Day
TLM = 17.5

$$\text{FTES} = (3 \times 30 \times 17.5) / 525 = 3.00$$



Daily Student Contact Hour

- Course meets five or more days
- Meets the same number of hours on each scheduled day, including any TBA hours
- NOT coterminous with primary term
- No hours counted for holidays



Census Day

- The **day of the class meeting** that is nearest 20% of the number of days the course is scheduled to meet
- When the census day falls on the first day the class meets, census is taken on the second day.



Course Length Multiplier

- Number of days the course is scheduled to meet (CLM)



FTES Calculation (DSCH)

- Multiply Census Day DSCH by the Course Length Multiplier and divide by 525

$$\text{FTES} = (\text{CDSCH} \times \text{CLM}) / 525$$

Example: Course meets 2 hours per day
30 students enrolled on Census Day
Course meets on 24 days

$$\text{FTES} = (2 \times 30 \times 24) / 525 = 2.74$$



Positive Attendance

- Based on actual count of enrolled students *present* at each class meeting
- Courses meeting fewer than five days
- Courses irregularly scheduled with respect to the number of days per week or the number of hours on scheduled days
- All noncredit courses except noncredit distance education



FTES Calculation (PA)

- Divide total hours of *actual* attendance by 525

$$\text{FTES} = \text{PAH} / 525$$



Maximizing FTES for Traditional (Face-to-Face) Credit Classes

Best: Weekly Census

Second Best: Daily Census

Worst: Positive Attendance



Alternative Attendance Accounting Method (Independent Study/Work Experience)

- WSCH method for courses coterminous with primary term
- DSCH method for all other courses



Alternative Attendance Accounting Method (Independent Study/Work Experience)

- One weekly student contact hours is counted for each ***unit*** of credit for which the student is enrolled as of the census date or day.
- Lab hours, when appropriate, can be added to the contact hours derived from units of credit



Distance Education (Credit)

- Until 2002, all distance education courses had to be assigned to the Independent Study/Work Experience attendance accounting method.
- Current regulations allow any ***appropriate*** accounting method to be used for distance education courses.



Alternative Attendance Accounting Method (Independent Study/Work Experience)

- Multiply number of students enrolled as of census by the number of “weekly contact hours”; multiply by the Term Length Multiplier; divide by 525.

$$\text{FTES} = (\# \text{ Students} \times \text{“WCH”} \times \text{TLM}) / 525$$



Noncredit Distance Education

- Two census dates
- First census: 20% point of class duration
- Second census: 60% point of class duration



Noncredit Distance Education

- Calculate the total student hours of the course by adding together:
 - Total hours of instruction or programming to be received
 - Hours expected for out-of-class work
 - Instructor contact hours



Noncredit Distance Education

- Divide the total hours per student by 54 to obtain the WSCH factor.
- Multiply the WSCH factor by the number of students actively enrolled as of the two census dates to obtain the WSCH.
- Multiply the WSCH by 17.5 to calculate the Total Student Contact Hours (TSCH).



Noncredit Distance Education

- Calculate the average of the Total Student Contact Hours (TSCH) as of the two census dates.
- Divide that average by 525 to calculate the FTES of the class.

$$\text{FTES} = \text{Average TSCH} / 525$$



Full-Time Equivalent Student (FTES) Reporting Periods

First Period: July 1 – December 31

Second Period: January 1 – April 15

Third Period: April 16 – June 30

Reports due: January 15

April 20

July 15



When to Report a Section

- Attendance for weekly and daily census sections is reported in the period in which the census date falls.
- Attendance for positive attendance sections is reported in the period in which the last class meeting occurs.



When to Report a Section

- ***Summer Shift Exception:*** Attendance for daily census sections with census date before July 1 and ending date after July 1 may be reported in either fiscal year.



Frequently Observed Errors

- Hybrid courses inappropriately assigned to the Weekly Census or Daily Census method
- Daily Census courses with “weekly” lab hours
- Summer courses assigned to Weekly Census
- Summer courses reported in the wrong year, or reported in both years
- ***Catalog*** hours reported rather than ***Schedule*** hours
- TBA hours irregularities



Questions?

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