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# Understanding FTES and Scheduling Classes
## September 21, 2018
## SEM Workshop – Central Valley Consortium

*Q:*    How is Apportionment Revenue allocated?

*A:*    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.

# 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***

# FTES Calculation

o Clock Hour

o Class Hour

o Passing time/break

o Partial class hour

o 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

o   A period of not less than 50 minutes of scheduled instruction or examination

o   There can be only one "class hour" in each "clock hour," except as provided for multiple hour classes.

# Class Hour

o A "class hour" is commonly called a "contact hour" or "Student Contact Hour."

# Passing Time/Break

o Each clock hour is composed of one class hour segment and a segment referred to as "passing time" or a "break."

o No additional attendance may be claimed for the 10-minute segment, except for multiple-hour classes.

# **Multiple Hour Class**

o   A multiple hour class is defined as a class scheduled for more than one clock hour.

o   The fractional part of a class hour at the end of a multiple hour class is called a ***partial class hour***.

# **Multiple Hour Class**

o Each 50 minutes exclusive of breaks is a class hour.

o A partial class hour beyond the last full clock hour is counted from the 51$^{st}$ minute of the last full clock hour.

# Multiple Hour Class

o No break is allowed in the last full clock hour or the partial class hour.

o The divisor for the partial class hour is 50.

# **Multiple Hour Class**

o   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

o Weekly Student Contact Hour

o Daily Student Contact Hour

o Actual Hours of Attendance
   (Positive Attendance)

o Alternative Attendance Accounting Method
   (Independent Study/Work Experience)

o Noncredit Distance Education

# **Weekly Student Contact Hour**

o Primary terms only

o Course coterminous with primary term

o Must meet regularly every week of the term

o Same number of contact hours each week including TBA hours

o No deductions for holidays

# Census Week

o The week nearest to 20% of the number of weeks in the primary term

o Census date is Monday of census week

o If that Monday is a holiday, census date is the following day

# **Term Length Multiplier**

o Number of weeks in primary term with at least three days of instruction and/or examination

o The term length multiplier for each college is set by the CCC Chancellor's Office based on the college's academic calendar

o Maximum TLM:     17.5 for semesters
                              11.67 for quarters

# **FTES Calculation (WSCH)**

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

$$FTES = (CWSCH \times TLM) / 525$$

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

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

# **Daily Student Contact Hour**

o Course meets five or more days

o Meets the same number of hours on each scheduled day, including any TBA hours

o NOT coterminous with primary term

o No hours counted for holidays

# Census Day

o The **day of the class meeting** that is nearest 20% of the number of days the course is scheduled to meet

o When the census day falls on the first day the class meets, census is taken on the second day.

# Course Length Multiplier

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

# FTES Calculation (DSCH)

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

$$FTES = (CDSCH \times CLM) / 525$$

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

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

# **Positive Attendance**

o Based on actual count of enrolled students *present* at each class meeting

o Courses meeting fewer than five days

o Courses irregularly scheduled with respect to the number of days per week or the number of hours on scheduled days

o All noncredit courses

# FTES Calculation (PA)

o Divide total hours of *actual* attendance by 525

FTES = PAH / 525

# **Maximizing FTES Yield for Traditional (Face-to-Face) Classes**

*Best:*              Weekly Census

*Second Best:*    Daily Census

*Worst:*            Positive Attendance

# Scheduling Exercise

- ENGL-107      Six Week Summer Session

  Proposed Schedule:

  Lecture    MTWTh   8:00 – ????

- Catalog calls for 3 lecture hours per week, or 3*18 = 54 total contact hours.

- Class has 23 MTWTh meeting days.

- 54/23 = 2.3 contact hours per day

- Correct schedule: MTWTh  8:00 – 10:05

# **Scheduling Exercise**

- BIOL-103A     Six Week Summer Session

  Proposed Schedule:

  Lecture    MTWTh   8:45 – 11:00

  Lab          MTW  11:00 – 14:00

- This configuration does not qualify for Daily Census since the meeting times vary on different days.  Would have to be Positive Attendance, and that is undesirable.

# **Scheduling Exercise**

- BIOL-103A    Six Week Summer Session

  *Catalog:*  54 hours lecture, 54 hours lab

  Total hours: 108   Meeting days: 23

  108/23 = 4.7  or 4 hours, 25 minutes

  *Solution:* MTWTh  8:00 – 12:25

  23 * 4.7 = 108.1 contact hours,  distributed between lecture and lab

# **Working Together**

An Important Partnership

- **Instruction Office/Divisions/Departments**

  Develop Schedule of Classes

  Build Sections in Computer

- **Admissions & Records**

  Manage Admissions and Registration

  Attendance Reporting by Faculty

# The Role of IT

- Essential Technical Support
- Maintain Hardware and ERP Software
- Ensure Data Integrity and Security
- Control Access to Data
- Support Users
- Assist Users in Understanding System
- Troubleshoot Problems

# Curriculum Alignment

**CONSISTENCY** is the magic word:
- Catalog
- Course Outlines of Record
- Schedule of Classes – Printed Version
- Online Class Listings
- Class Syllabi

# Alternative Attendance Accounting Method
### (Independent Study/Work Experience)

o WSCH method for courses coterminous with primary term

o DSCH method for all other courses

# Alternative Attendance Accounting Method
## (Independent Study/Work Experience)

o 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.

o Lab hours, when appropriate, can be added to the contact hours derived from units of credit

# FTES Calculation (ISWE)

o Until 2002, all distance education courses had to be assigned to the Independent Study/Work Experience attendance accounting method.

o Current regulations allow any *appropriate* accounting method to be used for distance education courses.

# **Distance Education (Credit)**

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

FTES = (# Students x "WCH" x TLM) / 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**

o Attendance for weekly and daily census sections is reported in the period in which the census date falls.

o Attendance for positive attendance sections is reported in the period in which the last class meeting occurs.

# When to Report a Section

o *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**

o Hybrid courses inappropriately assigned to the Weekly Census or Daily Census method

o Daily Census courses with "weekly" lab hours

o Summer courses assigned to Weekly Census

o Summer courses reported in the wrong year, or reported in both years

o *Catalog* hours reported rather than *Schedule* hours

o TBA hours irregularities

# **Questions?**

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