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

- 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.
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:

<table>
<thead>
<tr>
<th>Class meets from</th>
<th>Contact hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>0900 to 0950</td>
<td>1.0</td>
</tr>
<tr>
<td>0900 to 1000</td>
<td>1.0</td>
</tr>
<tr>
<td>0900 to 1005</td>
<td>1.3</td>
</tr>
<tr>
<td>0900 to 1050</td>
<td>2.0</td>
</tr>
<tr>
<td>0900 to 1100</td>
<td>2.0</td>
</tr>
<tr>
<td>0900 to 1105</td>
<td>2.3</td>
</tr>
<tr>
<td>0900 to 1130</td>
<td>2.8</td>
</tr>
</tbody>
</table>
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

\[
\text{FTES} = \frac{(\text{CWSCH} \times \text{TLM})}{525}
\]

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

\[
\text{FTES} = \frac{(3 \times 30 \times 17.5)}{525} = 3.00
\]
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

\[
\text{FTES} = \frac{(\text{CDSCH} \times \text{CLM})}{525}
\]

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

\[
\text{FTES} = \frac{(2 \times 30 \times 24)}{525} = 2.74
\]
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
FTES Calculation (PA)

- Divide total hours of *actual* attendance by 525

\[
\text{FTES} = \frac{\text{PAH}}{525}
\]
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
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)

- WSCH method for courses coterminous with primary term
- DSCH method for all other courses
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.
FTES Calculation (ISWE)

- 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.
Distance Education (Credit)

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

\[ \text{FTES} = \left( \# \text{ Students} \times \text{“WCH”} \times \text{TLM} \right) / 525 \]
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?

John Mullen
Senior Consultant, Fiscal Services
California Community Colleges Chancellor’s Office
jmullen@cccco.edu
Mobile: (650) 533-6850