

FEP and COFTE College Review Instructions 2020-21 through 2025-26

CCTCMIS staff has generated the Full-Time Equivalent (FTE) Enrollment Plan Adjustment Form in Excel format for the colleges to report adjustments. Each college must submit an FTE Enrollment Plan (FEP) Certification Form and an FEP Justification Form with narratives justifying the projections in the enrollment plan. Adjustments must be supported by quantitative documentation. To assist the colleges in verifying the FTE projections, reports for Florida public high school graduates, Florida's population, historical FTE and projected FTE are available.

The Enrollment Estimating Conference has requested detailed reasons and justifications for the FTE Enrollment Plan. Colleges need to provide sufficient details to stand alone in explaining all projections. Justifications must be provided either for accepting and/or adjusting all projections in the Division Projections, or for replacing the Division Projections with the college projection model. An FEP Justification Form in Excel has been provided for this purpose. Adjustments must be supported by quantitative documentation. **Examples of adequate justifications and acceptable supporting documentation are appended to the end of this document.**

CCTCMIS

The college reports coordinator is responsible for providing all documents to college staff responsible for completing the FEP and Capital Outlay FTE (COFTE). This includes:

1. 2019-2020 FTE Enrollment Plan and Capital Outlay FTE Projections Memorandum
2. FEP and COFTE College Review Instructions (this document)
3. College Specific Files (see below)
4. All Common Files (see below)

TIBCO College Specific Files

Reports coordinators should check the college's TIBCO folder from CCTCMIS for the following files:

<u>Dataset Name</u>	<u>Information</u>
CCcc.FTEPLAN.ADJUST.yyyy.PROD.xlsx	FTE Enrollment Plan Adjustment Form (EXCEL) (Includes both Upper and Lower Division)
FEPFDcc	FTE Projections by year by site by program area (PDF)
COPDccB	Capital Outlay Formula Budget Projections by site by vocational, non-vocational by year. Report used for Facilities Surveys. (PDF)
CCXX.FTEPLAN.JUSTIFY.yyyy.PROD.xlsx	FEP Justification Form (EXCEL)

Where cc is the college number and yyyy is the reporting year.

Saving Documents:

Open your TIBCO folder, select and download the FEP files that should appear in this folder and save to a local spot on your network. Files will only be available for download in TIBCO for 7 Days

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All Common Files

The following PDF files are available for downloading from the college's respective TIBCO folder.

<u>Dataset Name</u>	<u>Information</u>
POPAGEA	Florida population by county by age group (Actual)
POPAGEP	Florida population by county by age group (Projected)
POPCOLA	Florida population by college (Actual)
POPCOLP	Florida population by college (Projected)
POPHSGA	Florida high school graduates by county (Actual)
POPHSGP	Florida high school graduates by county (Projected)
PCTC2AFB1	FTE Enrollment by program area by college by year with percent change
PCTC3FB	FTE Projections by program area by year with percent change
AG3F29C	FTE Enrollment by age group by program area
HISTFC	FTE Enrollment by year by program area, lower and upper level combined
HISTFB	FTE Enrollment by year by program area, by lower and upper level
PROJF	FTE Projections by year by program area
FH3F29L	FTE Enrollment for prior three years Florida high school graduates
CCcc.Tier.Worksheet	College's 2020-21 Tier Model FTE projections

Saving Documents:

Save all documents from the TIBCO folder. Documents will be available for download in TIBCO for 7 days.

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The Division projection model for the FTE Enrollment Plan (FEP) is a simple linear regression of the ratio of the college's FTE to the college service area's population. The FTE data will include only non-weighted Funded FTE (excludes non-fee paying inmates and unauthorized waivers) for lower and upper division courses. The Credit FTE is based on student semester hours divided by 30. The projections are then distributed by site using the FTE from the Student Database and the sites from the Facilities Database, as of the load date for the Winter/Spring end of term submission.

To assist the colleges in producing the FTE projections, CCTCMIS is providing data for Florida public high school graduates, Florida's population, and college FTE. (See All Common Files in previous section.)

The Enrollment Estimating Conference has requested detailed reasons and justifications for the FTE Enrollment Plan. Colleges need to provide sufficient details to stand alone in explaining all projections. **Justifications must be provided for accepting, adjusting, or replacing the Division projections.** An FEP Justification Form in Excel has been created for this purpose.

For the FTE Enrollment Plan, colleges have the following options:

1. Accept Division projections (with or without adjustments)
2. Replace the Division projections with the college's own projections.

Each college must use one or the other option but not both.

Accepting Division Projections

If a college accepts the projections as reasonable, the college must enter a narrative on the FEP Justification Form explaining why the division projections are reflective of the college enrollment for the future.

Adjusting Division Projections:

If making adjustments, the college must submit a narrative justification on the FEP Justification Form describing in detail the reasons for all adjustments (positive or negative) **as well as a reason for accepting any projections not adjusted.** Justifications must include supporting documentation that quantifies the enrollment increase or decrease. If replacing the division's estimates, include within the narrative a description of the model used. (See: **Instructions for Adjustments to Division Projections Only**). Clearly reference, within the justification narrative, which sections of the documentation correspond with the explanation.

Using the College's Own Projections

Each college may opt to use its own projections. The college must provide a narrative describing the model used and include a detailed explanation of why the model reflects the FTE enrollment at the college on the FEP Justification Form. (See: **Instructions for Replacement of Division projections with College Projections**). Clearly reference, within the justification narrative, which sections of the documentation correspond with the explanation.

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Adjustment Considerations

Please consider the following questions when developing your justification explaining your adjustments.

1. What evidence, including supporting documentation, do you have to explain an adjustment to the division calculations?
2. What evidence of external or internal factors that will impact enrollment increases or decreases? What documentation supports and quantifies these increases or decreases?

Acceptable Documentation

Examples of acceptable documentation include:

1. Minutes from board of trustees, curriculum committee or business advisory committee meetings
2. Correspondence to or from SACSCOC regarding substantive change.
3. Correspondence to or from specialized program accreditors regarding program creation/expansion/termination
4. Statewide curriculum frameworks
5. Funded grants/programs related to program creation/expansion
6. Master plans and implementation documents (e.g., contracts, project plans) regarding establishing new or closing existing facilities
7. Office of Education Facilities (OEF) survey recommendations following hurricane activity
8. Population or high school graduation data
9. Evidence of increased demand (e.g., LMI data, correspondence with employers, etc.)
10. Memoranda of Understanding (MOU) with employers to offer courses/programs
11. Strategic enrollment management plans

FCS will carefully evaluate all projections, narratives and supporting documentation. The Enrollment Estimating Conference will **not** accept projections that are not reasonable and are not fully justified.

NOTE: A narrative justification must accompany the college response to the enrollment plan even if the enrollment growth is zero or negative.

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Instructions for Adjustments to Division Projections Only

CCTCMIS staff has generated, in Excel, the form for the colleges to report adjustments to the Division 2020-21 through 2025-26 Projections.

Cells with colored background are protected. **Protected, do not change** these cells.

Round all FTE to the nearest whole number.

Downward adjustments must be negative.

Rows with site = 0 are college totals.

Rows with site = ## are extraneous. **Do not make adjustments to these sites.**

Site 98 is for new sites which are on the current PECO site list but not yet reported on the Facilities Database. If there are multiple new sites not on the PECO site list, then add the projections for the multiple sites and report under Site 98. Colleges **must report** FTE for any site on the PECO site list.

Make adjustments to the college sections first, and the adjusted college totals will be carried forward to the next year and distributed by site. Colleges offering Upper Division for the first time will need to distribute FTE by site manually.

College FTE Adjustment Section

CN	SITE	YEAR	ROW	UD	AP	PSV	DE	EPI	PSAV	APP	AB	ASG	VP	TOT
xx	0	YYYY	A. Prior Year Enrollment	0	0	0	0	0	0	0	0	0	0	0
xx	0	YYYY	B. FTE Growth: Projection Model	0	0	0	0	0	0	0	0	0	0	0
xx	0	YYYY	C. FTE Growth: HS Graduates	0	0	0	0	0	0	0	0	0	0	0
xx	0	YYYY	D.1 New/Improved Program	0	0	0	0	0	0	0	0	0	0	0
xx	0	YYYY	D.2 Program Reduction/Deletion	0	0	0	0	0	0	0	0	0	0	0
xx	0	YYYY	D.3 New Campus/Center	0	0	0	0	0	0	0	0	0	0	0
xx	0	YYYY	D.4 Policy Decisions (Down Only)	0	0	0	0	0	0	0	0	0	0	0
xx	0	YYYY	D.5 New Expanded Industry	0	0	0	0	0	0	0	0	0	0	0
xx	0	YYYY	D.6 Other Factors	0	0	0	0	0	0	0	0	0	0	0
xx	0	YYYY	E. Enrollment Growth	0	0	0	0	0	0	0	0	0	0	0
xx	0	YYYY	F.0 Planned FTE	0	0	0	0	0	0	0	0	0	0	0
xx	0	YYYY	G. Percentage Increase	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Where XX is the College Number and YYYY is the Projected Years from 2021 through 2026.

A. FTE Enrollment

The first year is the current year FTE-2A Estimates prepared for the Enrollment Estimating Conference. **Protected, do not change** the FTE-2A Estimates.

B. FTE Growth – Projection Model

FTE growth as projected by the Division FTE Projection Model based on the college district population. **Protected, do not change.**

C. Growth in High School Graduation Class

Based upon the projected public high school graduations supplied by CCTCMIS, indicate any additional FTE enrollment growth not accounted for in Row B for the college due to high school graduates entering the college during the reporting year. The colleges may also include enrollment growth due to private high school graduates if the projected private high school data is available to the college.

NOTE: A narrative describing the college's process to determine the FTE enrollment growth due to high school graduations must be entered in the FEP Justification Form.

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D. Incremental Adjustments

Incremental adjustments to the Enrollment Plan for the college may be recommended in the six categories described below. Incremental upward adjustments may apply to Categories 1, 3, 5, and 6. Incremental downward adjustments may apply to Categories 2, 4, and 6.

The narrative explanation should follow the same order as items listed below:

1. New/Improved Program - Indicate as applicable, the incremental number of FTE enrollments as the result of new or improved programs starting with the Summer term. For improved program adjustments, only those additional students who are not already enrolled in another program at the college may be included.
2. Program Reduction/Deletion - Indicate as applicable, program reduction/deletion adjustments as a negative (downward) adjustment. Show on the form in the space provided as – value .i.e., -12.
3. Opening of New Campus or Center - Indicate as applicable, incremental FTE enrollments which can be attributed to the opening of a new campus or center. Only those new campuses or centers authorized by the State Board of Education and which will open in the years covered by this FTE Enrollment Plan may be used.
4. Policy Decisions - Indicate as applicable, incremental reductions (negative) in FTE enrollments because of policy decisions. This may include, for example, decisions to reduce the number of course offerings, reduction of the number of course sections, and related policy decisions.
5. New/Expanded Industry - Indicate as applicable, those incremental FTE enrollments due to new or expanded business or industry requirements in the college service area. Include only those FTE enrollments requiring expansion of existing programs where a contract has been let or other arrangements have been made with the business or industry to provide instruction/training for employees or potential employees. Do not include adjustments included in 1 above.
6. Other Factors - Indicate as applicable, incremental adjustments to FTE enrollments because of other factors not covered in categories C, D.1-D.5. This category may be used to make adjustments between major program areas to achieve the proper program balance.

E. Enrollment Growth

Total of adjustments indicated in Rows B, C, and D.1 through D.6. **Protected, do not change.**

F.0 Planned Total FTE

Sum of Rows A and E. **Protected, do not change.**

G. Percentage Increase

The percent difference between Rows A and F.0. **Protected, do not change.**

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Instructions for Replacement of Division Projections with College Projections

Colleges may substitute division projections with college projections. The college **must** include a narrative explaining the model used for the college projections and **why** the model reflects the FTE enrollment at the college. College projections must be reported as an adjustment to the Division model. If appropriate, show the changes in FTE enrollment by the categories C, D.1-D.5 listed in the section, Adjustments to Division Projections, otherwise include the year to year changes in Row D.6. **Protected, do not change Row A or Row B.**

Instructions for Site Adjustments

To create the Capital Outlay FTE projections, projections are distributed by site according to the ratios of the current FTE by site as submitted on the Student Database and Facilities Database, as of the Winter/Spring End-of-Term load date. Since the distribution results in a fixed ratio of FTE by site to the college total, colleges may make adjustments between sites. The adjustments are between sites for each year only. A college **cannot** change the program area totals or college total for any year in Rows S.0 and S.3.

The distribution by site includes all sites in the Facilities Database as of the load date for the Winter/Spring end-of-term. The Facilities Database must include all sites on the PECO Site List. FTE projections for Approved Sites Without Property not included on the PECO list, must be included in Site 98. If a college has multiple Approved Sites Without Property not included on the PECO list, the FTE must be combined into Site 98.

Site 98 is for colleges with a new site(s) not on the PECO list in the projection years. FTE added to the FTE Enrollment Plan because of a new site(s) should be reported in Site 98. The site must not exist in the current Facilities Database. Including new sites will more accurately reflect the college’s projections for each site. Colleges offering Upper Division for the first time will need to distribute FTE by site manually.

Site FTE Adjustment Section

xx	SN	YYYY	R.0		0	0	0	0	0	0	0	0	0	0	0
xx	SN	YYYY	S.0	Site FTC	0	0	0	0	0	0	0	0	0	0	0
xx	SN	YYYY	S.1	FTE Added to This Site											0
xx	SN	YYYY	S.2	FTE Taken From This Site											0
xx	SN	YYYY	S.3	Adjusted Site FTE	0	0	0	0	0	0	0	0	0	0	0

Where XX is the College Number, SN is the Site Number and YYYY is the Projected Years from 2021 through 2026.

R.0 Ratio

Ratio of the Site data to the College total within the program area. **Protected, do not change.**

S.0 Site FTE Enrollment

Data from Row F.0, distributed by site for each site listed in the current Facilities Database. **Protected, do not change.**

S.1 FTE Adjustment added to this site.

Because the COFTE projections were distributed by site using the current year FTE, all sites will grow at the same rate. Since uniform growth is not necessarily accurate, colleges are allowed to adjust FTE

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between sites by the program areas listed for each year. On this row, show the FTE that is being shifted from other site(s) to this site. These adjustments must be positive. Written justification and supporting documentation are required.

S.2 FTE Adjustment taken from this site.

Because the COFTE projections were distributed by site using the current year FTE, all sites will grow at the same rate. Since uniform growth is not necessarily accurate, colleges are allowed to adjust FTE between sites by the program areas listed for each year. On this row, show the FTE that is being shifted from this site to other site(s). These adjustments must be negative. Indicate negative numbers with a minus sign “-”. Written justification and supporting documentation are required.

S.3 Adjusted Site FTE Enrollment

Row S.0 + Row S.1 + Row S.2 **Protected, do not change.**

F.1 College Total FTE

Sum of Row S.3 for each site. Must = Row F.2, when adjustments are completed. **Protected, do not change.**

F.2 Comparison Total

Equal to Row F.0. Must = Row F.1, when adjustments are completed. **Protected, do not change.**

FEP and COFTE Data Submission

Submit to TIBCO no later than the date specified on the memorandum.

Each college must submit via TIBCO:

FTE Enrollment Plan Certification Form signed by the president and the business/financial officer
(CCcc.FTEPLAN.CERTIFY.2020.PROD.pdf).

FEP Justification Form justifying the projections in the FTE Enrollment Plan
(CCcc.FTEPLAN.JUSTIFY.2020.PROD.xlsx).

FTE Enrollment Plan Adjustments (only if FTE projections were not accepted as is)
(CCcc.FTEPLAN.ADJUST.2020.PROD.xlsx).

FTE FEP and COFTE Adjustments Supporting Documents
(CCcc.FTEPLAN.ADJDOCS.2020.PROD.pdf).

Where cc is the college number.

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Example of an Adequate Justification for Accepting Division Projections

College Name has reviewed and accepted the Florida College System's FTE Projections for 2014 through 2019.

Overall Projections Based on County Demographics

This decision was based primarily upon demographic trends for the *County(ies)* served by the College. For example, the overall population has been on a slight, ongoing decline and is projected to decrease by 4 percent over the next decade. The decline affects mostly the school-aged population and includes a 10 percent decrease in the 15-17 year-old age group from 2010-11 to 2016-17. This has a significant impact on the number of the county's high school graduates, which is projected to decline by 17 percent during the same time period. This trend, in turn, is anticipated to impact the College's enrollment since a large percentage of its FTE is from the 19-22 year-old age group; 37 percent during the 2011-12 year.

Programmatic Projections

The College's FTE in the Advanced and Professional programs are projected to decline by an average 2 percent during the 2014 to 2019 years. This is an improvement over the average 7 percent decline in this category from 2010-11 to 2013-14 years. The FTE decline in Postsecondary Vocation programs has also stabilized, up from an average 7 percent to an average 2 percent for the same time periods.

It is believed that the College's comprehensive strategic planning has stabilized these declines. Programmatically, the College has several short and long-term projects that are anticipated to positively influence FTE. For instance, a new hospitality and tourism curriculum is being offered this fall 2013, and an accelerated AA degree program and a bachelor's degree in supervision and management are currently under development. The College has also partnered with the San Carlos Institute, located in downtown Key West, to offer educational opportunities.

The vocational programs are also being strengthened and expanded through new facilities as well as programmatic expansion. A new marine sciences building is in the process of being constructed and scheduled to open fall 2013. This will enable certain vocational offerings that the College did not previously have the facilities to support. Moreover, partnerships are being developed with industry leaders in the community to create new career and technical programs that will meet changing community demand.

In addition, several ongoing local and regional recruitment efforts are in place. The College continues to recruit at the local high schools and communities and has also extended its outreach to various counties within the state. The establishment of the residence hall has also enhanced access to students at a distance, consequently improving recruitment prospects.

During the 2011-13 years, the College successfully improved FTE in the Postsecondary Adult program, evidenced by the annual average 21 percent increase. This improvement is due largely to enhanced accessibility through program relocation. The Postsecondary Adult programs are now anticipated to maintain a consistent enrollment based upon community demands.

On average, the projected college preparatory FTE decline is the highest, at 3 percent through 2019. The College anticipates declines in this category not only due to reduced population growth, but also because of recent state legislative changes in the area of college preparatory programs. For example, Senate Bill 1720 allows some students to bypass preparatory placement and also encourages institutions to offer condensed, accelerated preparatory options. These mandates will reduce the need for preparatory offerings.

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Examples of Adequate Narrative Justifications with Acceptable Supporting Documentation

Adjustments were made to the Division of Florida College's 2020-2025 enrollment projection by the College. The primary reason for adjustments is to account for upper division projections by the DFC that appear to be lower than we anticipate. The college increased upper division enrollment by more than 19% each of the last three years and we project that increases over the next few years will continue to be strong. The DFC has projected under a 1% increase for each of the years in their model. In addition to this increase adjustment, there are number of factors that support the increases in FTE projected by the DFC for the other credit types in the model.

These aspects include:

- Strong increases in enrollment in baccalaureate programs
- Continued increases in the county's high school graduates
- The county population increases particularly in the 25-39 year age group
- Focused recruiting for new programs
- Development and implementation of new workforce programs to support the fast growing industries in the county

The college started offering baccalaureate programs in the fall of 2013. Since that time, the college has seen phenomenal growth and interest in these programs. The DFC projection fails to account for this growth adding just 31 FTE between 2019 and 2025. Between reporting year 2018 and 2019, baccalaureate student enrollment increased by nearly 20%, more than 130 FTE. We anticipate that enrollment growth will continue to grow as the demand for current and planned programs continues to be strong. Evidence of this is in our actual enrollment this summer headcount in bachelor programs in summer 2019 is currently about 29% higher than summer 2018. Fall 2019 enrollment is already about 64% of the total fall 2018 with about 2 months to go before the beginning of the term. This information and the recent opening of our Bachelor of Science in Nursing (Spring 2018) leads us to believe that there will be substantial increases in upper division FTE. Enrollment in the BSN program is three times higher this summer than it was in summer 2018. Along with adjustments to the increase in upper division FTE, there will be corresponding, smaller increases in A&P and PSV type credits in the lower division due to bachelor students taking lower division courses. These increases support the DFC projections for those credit types. On average about 32% of credits bachelor students take are in lower division credit areas. Adjustments to the DFC projections for increases in FTE for upper division are noted in both new/improved program (RY 2020) and the other factors rows (RY 2021-25).

Starting in 2021, the county is projected to have a steady increase in high school graduates (DFC Data file POPHSGP) and the college has an average continuation rate of about 30% (Accountability Report M1P1 2016-2018). First time in college (FTIC) students who attend the college have an enrollment to FTE rate of about 1 to 0.70 or about 70 FTE for every 100 recent high school graduates who enroll as a first-time student. Between 2022 and 2024 the expected increase in FTIC students will contribute to the growth in AP and PSV type credits that the state has projected. Recent high school graduates (more than 90%) enroll in associate programs. The AA degree accounts for more than 80% of all recent high school graduate enrollment at the college.

The increased efforts of recruiting has helped drive up enrollment in new programs developed by the college. Since 2013, the college has implemented about to forty new degree and certificate programs and headcount enrollment in those programs has since increase to account for more than 13% of all off enrollment. These new programs have focused on high demand areas of healthcare, technology, and aerospace. These new programs are attracting older students returning to the workforce or retraining for career moves. The average age of

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students in these new programs for fall of 2018 was about 32 years old and more than 70% of all the students were 25 or older.

The population of 25-39 year olds in the county is projected to increase by more than 10% from 2019-2025 (DFC Data file POPAGEP). This group of students are the core group to focus recruiting efforts to enroll in workforce programs. Workforce programs are geared toward the working adult with convenience of online and evening course scheduling. This growth supports the DFC FTE projections are reflected for the AP, PSV, and PSAV credit types. As previously noted, anticipated growth in upper division courses beyond the DFC projections are noted in the new/improved program and other factors rows.

Re-distribution of FTE by campus is done each year to reflect the continued increase in importance of the campus of the college. There have been large increases of face-to-face students due to its central location, and the relocation/establishment of academic programs on the campus. In addition, the FTE shifts recognize the many financial resources for online learning located in campus A. The shift in FTE is primarily from the online campus to the campus A. Additional shifts from campus B and campus C are done to keep their anticipated proportion of FTE stable. The projected proportions for enrollment more closely align with actual enrollment on campus and online.

The adjusted projections continue the slow decline in developmental education FTE enrollment and takes the states recommendation on growth for PSAV type credits.

Example of Supporting Documentation:

To support the college's adjustments made to the division estimates, the following supporting documentation were submitted:

1. Minutes from board of trustees, curriculum committee or business advisory committee meetings
2. Correspondence to or from SACSCOC regarding substantive change
3. Statewide curriculum frameworks
4. Funded grants/programs related to program creation/expansion
5. Population or high school graduation data
6. Evidence of increased demand (e.g., LMI data, correspondence with employers, etc.)
7. Strategic enrollment management plans