

Full-Time Equivalent (FTE) 1 Estimates and Tier Model Projection Instructions

FTE-1 Estimates and Tier Model Projection Instructions

These instructions include the following sections:

- A. Overview of the FTE-1 Estimates and Tier Model Projection Process
- B. FTE-1 Enrollment Estimates Adjustment Form Instructions
- C. FTE-1 Enrollment Estimates Narrative Justification Form Instructions
- D. Examples of Adequate Narrative Justifications and Supporting Documentation
- E. Tier Model Projection Adjustments Justification
- F. Data Submission documents and procedures

A. Overview of the FTE-1 Estimates and Tier Model Projection Process

FTE-1 Enrollment Estimates:

1. Save **Division FTE-1 documents locally that have been sent through TIBCO.**
2. Make adjustments to the **FTE-1 Enrollment Estimates Adjustment Form.**
3. Enter **narrative justifications** for estimates to **FTE-1 Enrollment Estimates Narrative Justification Form.**
4. Compile all supporting documentation for adjustments made to FTE-1 Estimates into one PDF document. If needed, clearly label sections and reference the sections within the Justification Form. Save document as CC##.FTE1.ADJDOCS.yyyy.PROD.PDF.
5. Complete the **FTE-1 Certification Form** with the President's signature, or authorized designee, and the Business Officer's signature.

Tier Model FTE Projection:

6. If adjustments are made to FTE-1, update the **Tier Funding Model FTE Projection worksheet** to reflect these changes. If no adjustments made, proceed to the next step.
7. Review the **Tier Model FTE Projection worksheet**, if adjustments are needed, adjust the totals in the program area categories.
8. Using a Word document, narrate justifications for the projection adjustments made in the previous step.
9. Compile documentation supporting these adjustments.
10. Save the justification and supporting documentation into one PDF as CC##.TIER.ADJDOCS.yyyy.PROD.PDF.

Submission Steps:

11. Submit the completed FTE-1 Enrollment Estimates Adjustments Form, FTE-1 Certification Form, Narrative Justifications, the Tier Model FTE Projection Worksheet, and any necessary supporting documentation to TIBCO using the file naming conventions specified in these instructions.

Full-Time Equivalent (FTE) 1 Estimates and Tier Model Projection Instructions

B. FTE-1 Enrollment Estimates Adjustment Form Instructions

Below is an example of the **FTE-1 Enrollment Estimates Adjustment Form**, available in TIBCO as CC##.FTE1.ADJUST.yyyy.PROD.XLSX (where ## is your college number and yyyy is the reporting year).

DO NOT MODIFY highlighted cells. This includes:

- Row A. FTE-1 Enrollment Estimates as calculated by the Division of Florida Colleges,
- Totals of adjustments indicated in rows B.1 through B.6,
- Rows C., D., and E.

CN	YEAR	ROW		UD	AP	PSV	DE	EPI	PSAV	APP	AB	ASG	VP	TOT	CWE
##	yyyy	A.	Division Estimate	1	2	3	4	5	6	7	8	9	10	55	1
##	yyyy	B.1	New/Improved Program	0	0	0	0	0	0	0	0	0	0	0	0
##	yyyy	B.2	Program Reduction/Deletion	0	0	0	0	0	0	0	0	0	0	0	0
##	yyyy	B.3	New Campus/Center	0	0	0	0	0	0	0	0	0	0	0	0
##	YYYY	B.4	Policy Decisions (Down Only)	0	0	0	0	0	0	0	0	0	0	0	0
##	YYYY	B.5	New Expanded Industry	0	0	0	0	0	0	0	0	0	0	0	0
##	YYYY	B.6	Other Factors	0	0	0	0	0	0	0	0	0	0	0	0
##	YYYY	C.	College Adjustment	0	0	0	0	0	0	0	0	0	0	0	0
##	YYYY	D.	Estimated FTE	1	2	3	4	5	6	7	8	9	10	55	1
##	YYYY	E.	Percentage Change	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

For reference purposes during your review, included in this packet are the FTE Funded Enrollment Worksheet (EWSF##.PDF) that provide the FTE-1 estimate calculations and the FTE Base Enrollment Worksheet (EWSB##.PDF) FTE1 Estimates calculations for non-funded CWE.

Incremental adjustments to the FTE-1 Estimates must be made in rows B.1 to B.6.

Enter adjustments in the white cells only.

- Round all FTE to the nearest whole number (edit errors will result if decimals are entered).
- Downward adjustments must be negative (edit errors will result if a negative (-) number is not entered).
- CWE is not funded but is included after the estimates for reporting to the Enrollment Estimating Conference.

Full-Time Equivalent (FTE) 1 Estimates and Tier Model Projection Instructions

C. FTE-1 Enrollment Estimates Narrative Justification Form instructions

The Enrollment Estimating Conference has requested more detailed reasons and justifications for the FTE Enrollment Estimates. Therefore colleges need to provide sufficient details to stand alone in explaining all estimates. Justifications must be provided for accepting, adjusting, or replacing the division estimates.

Accepting the FTE-1 Enrollment Estimates:

If no adjustments are made, the college must submit a narrative justification form explaining the reason for accepting the division estimates.

Adjusting the FTE-1 Enrollment Estimates:

If making adjustments, the college must submit a narrative justification and 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.

Examples of adequate justifications with supporting documentation are appended to the end of this document. Narrate the college's justification using the FTE-1 Enrollment Estimates Narrative Justification Form and clearly reference, within the justification narrative, which sections of the documentation correspond with the explanation.

Incremental adjustments to the enrollment estimates for the college may be recommended in the six program area categories described below. Incremental upward (positive) adjustments may apply to categories 1, 3, 5, and 6. Incremental downward (negative) adjustments may apply to categories 2, 4, and 6.

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 -xx, for example, -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 this reporting year may be used.
4. Policy Decisions – Indicate as applicable, incremental reductions (negative) in FTE enrollments because of policy decisions. This reduction 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 because of 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. **Note: Do not include FTE enrollment adjustments indicated in item 1 above.**

Full-Time Equivalent (FTE) 1 Estimates and Tier Model Projection Instructions

6. Other Factors – Indicate as applicable, incremental adjustments to FTE enrollments because of other factors not covered in categories B.1-B.5. This category may be used to make adjustments between major program areas to achieve the proper program balance.

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? What do you know now that would be different from what was recently submitted for summer end-of-term data and fall beginning of term data?
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

1. Examples of acceptable documentation include: 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

Full-Time Equivalent (FTE) 1 Estimates and Tier Model Projection Instructions

D. Examples of Adequate Narrative Justifications with Acceptable Supporting Documentation

Example A: Adequate Narrative Justification for Accepting Division Estimates

College Name has reviewed and accepted the Florida College System's FTE-1 Estimates for 2015.

College Name has been closely monitoring its FTE this fall 2014 semester and acknowledges that our data supports an end of year FTE of (*insert number of FTE*). Enrollment in the Advanced and Professional category has remained strong for fall 2014 and the College agrees that it will acquire (*insert number of FTE*) FTE in A&P this year. This can be attributed to the recruitment opportunity presented by our residence hall. Because the College can provide housing to students from out-of-county and out-of-state, enrollment in the A&P courses has remained steady, despite the challenges of a declining college-aged population in *County Name(s)*. The estimates for the PSV category also appear accurate, with a slight decline from the original projections to an FTE of (*insert number of FTE*). Although *College Name* is now offering many of its PSV course offerings at our new and state-of-the-art (*insert type*) building, we remained challenged (*in the following ways*), which limits our offerings. The College continues in its efforts to recruit credentialed faculty. *College Name* had anticipated an FTE decline in the Developmental Education category due to recent developmental education legislation. Therefore, we accept the FTE estimate of (*insert number of FTE*). This fall semester *College Name* implemented an early alerts process with a focus on those students electing to opt-out of developmental education. The estimate of (*insert number of FTE*) FTE for the PSAV category remains consistent and reflects the scheduled criminal justice academies.

Example B: Adequate Justification and Supporting Documentation for Adjusting Division Estimates

College Name has reviewed and made adjustments to the Florida College System's FTE Estimates for 2015.

College Name has examined actual data to date and finds the division estimates to be predominantly aligned with our current enrollment and expectations for spring enrollment based on historical fall-to-spring trends. For a number of years, *College Name* suffered substantial declines in enrollment following economic upheavals in the area, making accurate estimates a challenge. Our local economy, as well as our district and high school populations, are now relatively stable. In light of this, the linear model presently used by the Division accurately portrays our short-term expectations in overall FTE enrollment.

New/Improved Program - Post Secondary Adult Vocational (PSAV) was increased by (*insert number of FTE*) FTE. The college reviewed the demand for its popular cosmetology program and revamped the scheduling to allow the return of a second annual entering class. The second class will begin in the spring of 2015 resulting in a PSAV enrollment increase of (*insert number of FTE*) FTE in 2014-15.

Other Factors - Developmental Education (DE) was increased by (*insert number of FTE*) FTE. In the spring of 2014, *College Name* began implementing changes to developmental education in response to mandates of SB1720 passed by 2013 legislature. The changes enacted resulted in a substantial drop in developmental education enrollment in that term. The single term drop in FTE in 2013-14 caused the actual/total (A/T) ratio for that year to be overstated. We eliminated the 2014 data and recalculated the FTE using the revised ratio of .628715. As a result, we are adding an additional (*insert number of FTE*) FTE to developmental education. Although the college anticipated a corresponding gain in Advanced & Professional (AP) course enrollments, we have found that, to-date, this has not been the case. Enrollment has declined in accordance with the Division's estimate for AP.

Example of Supporting Documentation:

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

Full-Time Equivalent (FTE) 1 Estimates and Tier Model Projection Instructions

- Evidence of increased demand (e.g., LMI data, correspondence with employers, etc.)
- Strategic enrollment management plans
- Population data

Example C: Adequate Justification and Supporting Documentation for Adjusting Division Estimates

College Name is adjusting the Division Estimates down by (*insert number of FTE*) FTE (1.4%) for the following reasons:

Program Reduction/Deletion- Adjusted PSAV down by (*insert number of FTE*) FTE (14%) due to elimination of certificate programs in Practical Nursing and Home Health Aide from limited industry demand.

Other Factors - Adjusted Upper Division (UD) down by (*insert number of FTE*) FTE (10%) due to leveling of program growth (18% growth versus 25% growth to date).

Adjusted AP down by (*insert number of FTE*) FTE (0.6%) due to soft demand for lower division programs with economic recovery.

Adjusted PSV up by (*insert number of FTE*) FTE (0.3%) due to increased demand, primarily in construction and building disciplines.

Adjusted Developmental Education up by (*insert number of FTE*) FTE (3%) due to new Developmental Education options offered from Senate Bill 1720.

Adjusted EPI down by (*insert number of FTE*) FTE (18%) due to weakness in program interest.

Adjusted Apprenticeship up by (*insert number of FTE*) FTE (10%) due to increased demand with construction industry recovery.

Adjusted AB down by (*insert number of FTE*) FTE (16%) due continuing impact from state regulations requiring residency documentation and fees.

Adjusted ASG down by (*insert number of FTE*) FTE (15%) due to mandatory fees, residency documentation, and increased efforts from local school districts to retain secondary students.

Example of Supporting Documentation:

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

- Minutes from board of trustees, curriculum committee or business advisory committee meetings
- Correspondence to or from specialized program accreditors regarding program creation/expansion/termination
- Correspondence to or from SACSCOC regarding substantive change

Full-Time Equivalent (FTE) 1 Estimates and Tier Model Projection Instructions

E. Tier Model Projection Adjustments Justification:

Justifications, including quantitative documentation must be provided for accepting or adjusting the 2020-21 Tier Model FTE Division Projections. Examples of acceptable quantitative documentation are available in section C.

Accepting the Projection of 2020-21 Tier Model FTE:

If the college accepts the projections, no additional documentation is necessary beyond the worksheet.

Adjusting the Projection of 2020-21 Tier Model FTE:

If adjustments are made to the projections, the college must provide a justification narrative. A reason for all adjustments (positive and negative) must be included in the justification. Compile the justification narrative and relevant supporting documentation for the 2020-21 Tier Model FTE Projections adjustments into one PDF, named

CC##.TIER.ADJDOCS.yyyy.PROD.PDF.

F. Data Submission Documents and Procedures

Submit the following documents through TIBCO, where ## is your college number and yyyy is the reporting year:

Artifact	File Name
FTE-1 Enrollment Estimates Narrative Justification Form	CC##.FTE1.JUSTIFY.yyyy.PROD.XLSX
FTE-1 Enrollment Estimates Adjustment Form	CC##.FTE1.ADJUST.yyyy.PROD.XLSX
FTE-1 Certification Form	CC##.FTE1.CERTIFY.yyyy.PROD.PDF
FTE-1 Adjustments Supporting Documents	CC##.FTE1.ADJDOCS.yyyy.PROD.PDF
Tier Model FTE Projection Worksheet	CC##.TIER.WORKSHEET.yyyy.PROD.XLSX
Tier Model FTE Projection Adjustments Justification and Supporting Documents	CC##.TIER.ADJDOCS.yyyy.PROD.PDF

Unprotected adjustment forms cannot be accepted for submission.