

**Ministry of Advanced Education**

**Student FTE Enrollment Reporting Manual**  
**For Institutions in the**  
**BC Post-Secondary Central Data Warehouse**

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# **Student FTE Enrollment Reporting Manual For Institutions in the BC Post-Secondary Central Data Warehouse**

## **Part 1: Overview**

This manual is produced by the British Columbia Ministry of Advanced Education (AVED or the “Ministry”) to describe the methodology to be used to count student enrollment in instructional activity at the publicly funded post secondary institutions that participate in the Ministry Central Data Warehouse (CDW).

This manual describes the procedures to be used to convert student registrations to Full-Time Equivalent students (Student FTEs).

### **1.1 Purpose**

The purpose of enrollment reporting is to provide information about student enrollments at the public post-secondary institutions. Student FTE Enrollment Reports (Annual Student FTE Reports) demonstrate institutional performance in terms of government initiatives and mandates, in increasing access, and in maintaining a comprehensive post-secondary system. Enrollment reporting from the publicly funded institutions provides accountability information to government and taxpayers as required by legislation.

- The purpose of the enrollment reporting manual is to specify the procedures to be used by participating institutions for reporting student enrollment in instructional activity each fiscal year.
- The intent of the Student FTE reporting process is to foster accuracy and consistency across institutions and sectors when reporting the number of full-time equivalent students (Student FTEs) on each institution’s Enrollment Report.
- The Student FTE Enrollment Reporting Manual was first written in 2004 to replace the 1990 and 1995 Audited Enrollment Reporting Manuals.

### **1.2 Context for Enrollment Reporting**

The Ministry strives to “reshape public post-secondary institutions into a more coherent, integrated system with differentiated institutions working together in a complementary manner” (2001/02 Annual Report: A New Era Update, p. 9).

There are times when the Ministry needs to describe the total amount of instructional activity that is occurring in the public post-secondary system, and there are times when it must measure the performance of the institutions.

Accurate and timely data on student enrollment activity is required for both of these purposes.

- Student FTEs in programs are a key measure used by the Ministry for accountability purposes.
- Enrollment reporting provides evidence to government about institutional progress toward advancing the Ministry's mandate and government's priorities.
- The Ministry is interested in ensuring a comprehensive range of programs is provided in the province. Enrollment counting activities must be sufficiently detailed to allow monitoring at the institutional and program levels.
- The Ministry needs to be able to determine whether capacity targets, for the system and for individual institutions, have been met.

The Ministry recognizes the need for a full accounting of all instructional activity undertaken by institutions (regardless of the funding sources for that activity). However, Annual Student FTE Reports must be sufficiently detailed to identify and distinguish those activities that contribute directly to government targets and priorities. The enrollment counting methodology specifies how institutions will report instructional activities so that this can be done.

### **1.3 Student FTE Principles**

This methodology is based on the principle that each full-time student in a full-time program should generate 1.0 FTE over an academic year. For the purposes of this manual, a full-time student is one who is enrolled in all the requirements of an academic year in a recognized program of study. This principle means that an individual student would not normally generate over 1.0 FTE in an academic year.

The enrollments of part-time students are converted to full-time equivalents based on their course registrations as a proportion of a full-time course load.

Institutional variability in program length and requirements is acknowledged, and the principle of self-norming is used to maintain institutional autonomy.

### **1.4 Major Characteristics of the Student FTE Reporting Method**

A student's course registrations are first assigned to a program, and FTEs are calculated based on a program divisor.

### **1.4.1 Program**

Student FTEs are aggregated for reporting at the instructional program level.

- Programs will be identified using the institutions' own Program Codes, the Classification of Instructional Programs (CIP) codes, and Credential Type.
- Students' programs may legitimately be 'undeclared'.
- An individual student be enrolled in more than one program.

### **1.4.2 Program Divisor**

Student course registrations are converted to Student FTEs on the basis of Program Divisors. Each program divisor represents the course load taken by full-time students in that program, and is expressed in course credits, student contact hours, or courses.

Program divisors will be 'self-normed', as is done for Student FTE reporting at the B.C. research universities. That is, the divisor will be the expected course load of a full-time student, based on formal descriptions of full-time annual program course loads.

### **1.4.3 Measurement in Learning Units: PL-Unit and CL-Unit**

Instructional activity for Student FTE purposes will be measured in terms of Learning Units, normally expressed in terms of course credits or instructional hours. That is, Program Learning Units (PL-Unit) will identify the measurement unit at the program level, and Course Learning Units (CL-Unit) will identify the measurement unit for the course registration.

## **1.5 Data Sources and Validation**

### **1.5.1 Data Sources**

Upon full implementation, the major source of FTE data will be institutional submissions to the Post-Secondary Central Data Warehouse (CDW).

### **1.5.2 Validation**

The Ministry will establish a review process to evaluate and advise about institutional program divisors and related counting methodologies.

- Divisors and credits in the CDW submissions should be verifiable against institutional calendars and websites.
- The Ministry will convene an FTE Peer Review Committee that will examine Program Divisors provided by the institutions. The Committee may request submissions from institutions to explain the derivation of selected divisors, and may make recommendations about the program divisors to the Ministry and the institutions.
- The Peer Review process will form an ongoing component of the FTE Audit process.

## 1.6 Credits

This document has been developed by the Ministry FTE Working Group: Patty Beatty-Guenter (chair), Michael Bennett, Randy Brown, Barb Forsythe, Harry Hitchman, Hugh Judd, Christine Massey, Julia MacDonald, Kevin Perrault, Scott Shaw and Nancy Singh.

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## **Part 2: Concepts and Procedures**

### **2.1 Definition of Student FTE**

Student FTEs represent all full-time and part-time enrollments, converted to represent the number of students carrying a full-time course load. One student whose course load is equal to the normal full-time number of credits or hours required in an academic year for normal progression in a recognized program would generate 1.0 Student FTE.

A Student FTE represents the instructional activity (course registrations) of one student completing all the requirements of a full-time program in a period that extends over one normal academic year.

The enrollments of students with less than full-time course loads are converted to Student FTEs through the methods described in this manual.

Example: A student taking a normal full-time course load in one year would be 1.0 Student FTE. A student taking one-half of the normal program course load in one year would be 0.5 Student FTE.

### **2.2 Program**

Student FTEs will be reported on an Annual Student FTE Report (see Appendix 4) for each instructional program delivered by an institution. Student course registrations, allocated to programs, are the fundamental unit of analysis.

A student will be coded into at least one program, but depending on institutional practice, may be coded into as many programs as courses during any particular year.

Example: One student may be in a Business program for one course, Adult Basic Education for another, and Community Education for a third.

**2.2.1 CIP Codes:** Programs will be identified using codes from the Classification of Instructional Programs (CIP). Information about CIP codes is attached as Appendix 6.

**2.2.2 Program Types:** Categories used for reporting FTEs will support information reporting according to categories identified on annual Ministry Budget and Accountability letters. These include:

- Developmental Programs
- Post-Secondary Programs
- ITA Foundation (Entry Level Trades Training) Programs
- ITA Apprenticeship Programs

**2.2.3 Undeclared Programs:** Institutions may have students for whom a program assignment is not normal business practice. In such cases, institutions may code these students to an 'Undeclared Program' for the purposes of Student FTE counting.

## 2.3 Time Frame

The concepts of time that are relevant for this manual include Fiscal Year, Academic Year, and Stable Enrollment Date.

**2.3.1 Fiscal Year:** Student FTEs are reported on the basis of the government Fiscal Year (April 1 to March 31). All measures for government accountability purposes are reported on the basis of fiscal year, and the counting method specifies how instructional activity is correctly allocated to the fiscal year.

**2.3.2 Academic Year:** Institutions vary in terms of their definitions of academic year, but generally, an academic year describes a 12-month period from September 1 to August 31, or from July 1 to June 30. Programs (and their full course load expectations) are identified on the basis of the academic year according to the institutional business practices.

Thus, while this manual has as its basis that one full-time student equal to 1.0 FTE during an academic year, the student enrollments are combined for the purposes of reporting on a government fiscal year.

**2.3.3 Stable Enrollment Date:** Course registrations are assigned to a fiscal year for Student FTE purposes based on their stable enrollment date. Student course registrations are valid for FTE purposes when the student is enrolled after the stable enrollment date. All instructional activity (hours or credits) associated with the course is attributed to that enrollment once the stable enrollment date has passed.

Course activity is not prorated over fiscal years, but is assigned entirely to the year in which the stable enrollment date occurs.

## 2.4 Learning Units (PL-Unit and CL-Unit)

A Learning Unit is the particular 'currency' of a program and the courses that comprise it. The key FTE calculation is made by linking learning units from courses with learning units expressed as program divisors. The most common Program Learning Unit (PL-Unit) in B.C. is the 'credit' used in university-level programs, where a typical course is worth three credits and a typical degree program consists of 120 credits over four years. However, there are other learning units and the FTE methodology does not depend on any particular unit. Institutions have (and will continue to have) different practices in how they manage learning units.



Institutions may choose the learning unit that most accurately reflects a program's structure. Each program may use only one PL-Unit, but institutions may have multiple PL-Units in order to describe different programs.

*Technical Note: Program Learning Units will be identified in the Program Table of the institutional submissions to the CDW for each student program (see element list in Appendix 2A).*

The PL-Unit identifies the measurement of instructional activity for student course registrations that will be used for conversion to Student FTEs. It is by linking PL-Unit with Course Learning Units (CL-Unit) that this takes place. For the purposes of FTE calculations, instructional activity may be counted via credits, student contact hours or courses.

**2.4.1 Credits as Learning Units:** Institutions use credits for most of their instructional programming. The authorized credit value of college sector courses is the one recognized by research universities and BC Council on Admissions and Transfer and to the extent possible, course credits reported in the CDW should match those in transfer documentation. Under this manual, the credit is expected to be the most common PL-Unit used to calculate Student FTEs.

Credits are independent of method of delivery (e.g. distance learning and prior learning assessment) so there is no need to adjust counting methods for different delivery methods. In such cases, the course learning unit value should be equivalent (i.e. gains the same transfer credit value) to a course that uses classroom delivery.

**2.4.1.1 Assigning Credits:** Institutions are encouraged to identify credits for their courses where possible and appropriate. While institutions may have their own methods for determining credit assignments, a general guideline is that since 15 weeks of full-time study earns 15 credits for university-type programs, then 1 week of full-time study earns 1 credit.

Example: A new health care program is designed as a full-time program that takes place over 24 weeks, without any breaks. Students take 6 courses in the program: 4 courses during the first 18 weeks, and then 2 courses during the last 6 weeks. If 18 weeks earns 18 credits, then each of the courses in the first 18 weeks could be assigned 4.5 credits, and then the last 2 courses could be 3 credits each.

**2.4.1.2 Attempted Credits:** To count for Student FTE purposes, credits need not be 'achieved credits'. That is, the Student FTE is countable at the point that the student enrollment meets the stable enrollment date, which means that 'no shows', and withdrawals prior to the stable date have been

removed. Withdrawals and failures after that point are still eligible as Student FTE.

**2.4.2 Hours as Learning Units:** For programs that do not operate using credits, then student contact hours (SCH) or course hour equivalents (CHE) may be used as the PL-Unit. These represent the actual in-class hours of instruction (student contact hours or SCH) or their equivalents. The SCH has been the standard currency for previous B.C. college sector FTE reporting, and is needed for Facilities planning and historical program comparisons.

For distance delivery, on-line learning and other forms of non-conventional instruction, institutions may set the course learning unit to a value used by in-class versions of these courses, or to a standard value for all offerings of this type (e.g. set each course to be worth 45 CHE).

If the CL-Unit is measured in hours, then the institution identifies the number of hours to represent the course. This would be either the number of hours earned when the course is delivered in a conventional format, or a number that represents the average contact hours required to complete the course (based on data collected by the departments and approved by the institution).

A reasonable CHE will be set for courses of indeterminate length and for which students pay for time. Samples, averages, or instructor logs may be used to determine CHE in these cases, since such self-paced courses may provide students an option to spread the course work over considerably more time than would occur in regular classroom delivery.

Example: An English course is offered through distance education using on-line technology. A particular student takes 7 months to complete the course. The course is worth 3 credits, and when delivered in a classroom model, generates 45 SCH. The on-line course may be reported as 3 credits, or as 45 CHE, but not as 3 hours per week for 7 months.

**2.4.3 Courses as Learning Units:** Occasionally the FTE can be calculated by counting the number of course enrollments. This is done in special cases, such as apprenticeship. Use of courses as CL-Units requires approval of the Peer Review Committee.

## **2.5 Instructional Activity Included in Student FTE**

The calculation of Student FTEs in this manual is based solely upon student enrollments in instructional courses. A definition of instructional activity is provided in Appendix 8.

**2.5.1 Identifiable Course Registrations:** Only uniquely identifiable student course registrations representing instructional activities may be counted.

**2.5.2 PLA Registrations:** PLA (Prior Learning Assessment) activity is included in the definition of instructional activity and should be included in Student FTEs.

**2.5.3 Transfer Credits:** Transfer credits, although often included in the CDW, do not contribute to Student FTEs.

**2.5.4 Non-Program Courses:** Course registrations that would not contribute to a program credential, but which otherwise are eligible for inclusion, may be counted.

**2.5.5 Audit Enrollments:** Course registrations with status of audit (for students who do not write exams or receive grades and credits) are a special type of enrollment. Audit enrollments may be included, provided that the students pay tuition (and student association fees) associated with the enrollment.

**2.5.6 International Students:** Course registrations of International students should be included, but identified so they may be removed for calculation of Ministry Performance Measures related to service to domestic students. International Students are not considered part of government Student FTE targets.

*Technical Note: The data field called Student Course Fee Type in the CDW is used to identify students paying international student fees.*

**2.5.7 No Double Counting:** Each student course registration can be uniquely attributed to only one program for Student FTE counting.

**2.5.8 Services in Support of Students and Instruction:** There are important support activities at the B.C. colleges, universities and institutes that contribute to student success, but they are not instructional courses for program requirements or Student FTE purposes. These include one-on-one tutoring, drop-in instructional support, placement testing, and non-transcribed informal learning activities.

## **2.6 Stable Enrollment**

The course learning units (CL-Unit) are attributed to Student FTEs for the fiscal year during which the stable enrollment date for that course occurs. Since all activity associated with a student course enrollment will be allocated to the fiscal year in which the stable enrollment date in the course occurs, there is no requirement to split enrollments across fiscal years.

*Technical Note: This section refers to the field in the CDW called Student Course Registrations.Registration\_Status\_Date.*

Example: A student enrolled in a full-time program that runs from January to September could contribute part of an FTE to two fiscal years. This would occur when the student has two sets of course enrollments, such as 5 courses beginning in January, and a second set of 6 courses beginning in May. When the stable enrollment date of the 2<sup>nd</sup> set of courses falls into a different fiscal year, then the FTE for those enrollments falls into the different fiscal year.

The principle of the stable enrollment date is that it represents the last date for a student to add a course: that point after which the institution cannot accept 'replacement' students because too much course content has been missed. This date varies considerably by institution and program type, and a general extraction rule is acceptable.

To count for FTE purposes, a student course registration must have passed the stable enrollment date. The stable enrollment date cannot occur before a class has begun. The enrollments of students who withdraw from a course before that course has started may not be used toward Student FTEs, even if they do not receive a refund. Students who do not begin courses ('No Shows') or who withdraw prior to the stable enrollment date may not be used toward Student FTEs.

*Technical Note: During the Post-Secondary CDW extracting routines, stable enrollment date is often extracted as being 15% into the course duration (calculated as the number of days between the student course start date and the student course end date). For a regular semester-based course, this would be a day near the end of the 2<sup>nd</sup> week of classes. For a five-day course, this would occur before the end of the first day.*

Some courses will have very short durations, and those of less than two weeks duration may have a stable date which is the first day of class. In this case any student who was enrolled on the first day of class or who withdrew on or after the first day of class will be considered stable. This is in keeping with the 'last day for replacement' principle of stable enrolment.

**2.6.1 Stable Enrollment – Continuous Entry and Exit Registrations:** The principle in counting continuous entry and exit course registrations is to seek equivalence to conventionally delivered course registrations. All completions (passing grade or not) will count toward the FTE calculation, while withdrawals will count only when the student's course enrollment has 'started' and is of sufficient length to be non-refundable.

At the simplest level, completion of a continuous entry and exit course will always gain an equivalent learning unit value to what would be achieved if the course was delivered in a conventional format.

Example, a student who completes a self-paced 3-credit course toward a credit-based program earns 3 credits toward the FTE calculation, regardless of the length of time the student was enrolled in the course.

By definition, students in these courses will have different start and end dates. A stable enrollment date for each student course registration will be determined by making use of the institution's business practices with regard to refunds. If a student starts a course, withdraws, and is eligible to receive a full refund, then that course enrollment would not be used toward the Student FTE. If a student remains enrolled past the point of refund eligibility, then the course enrollment may be used for FTE purposes. For such course registrations, this will vary by individual student start and end dates.

*Technical Note: A student who does not complete a course, and qualifies to receive a refund, would not normally be considered to have met the stable enrollment date for that registration.*

**2.6.1.1 Unused Time:** Sometimes students will pay for a period of time (e.g. 5 months) and complete the course early (e.g. 2 months). Provided that the course has been completed (e.g. all assignments completed), there is no need to adjust the course learning value due to a refund of 'unused time'.

## 2.7 Program FTE Divisors

Every program code used by an institution to track student activity will have an FTE divisor that represents the number of PL-Units required for a student to complete a normal academic year of the program. That is, the program divisor represents the number of PL-Units that are recognized as a full-time equivalent effort in a year.

Divisors are established by referring to the description of each program as presented in the institution's calendar, website, or education council documents. If a program at an institution has a full-time program offering, then the full-time course load required to gain a full year of credit is the FTE divisor for that program.

**2.7.1 Self-Normed:** Program divisors will be 'self-normed', based on institutionally approved definitions of normal full-time course loads; i.e. an institution decides how many learning units (PL-Units) constitute full-time study for a regular academic year in a particular program.

**2.7.2 Divisors Based on Program:** Institutional calendar descriptions of program requirements will be used to identify the PL-Unit required of a full-time student making full progress toward a credential.

Example: An institution's calendar describes a full-time program as being 36 credits for one academic year. The PL-Unit is therefore 'credits' and the FTE Divisor for that program at that institution is 36 credits per year.

Where the published calendar, the website, and/or the approved education council versions of a program differ, the version that most closely matches the actual student registrations shall be used (i.e. the divisor that produces 1.0 Student FTE in an academic year from the full-time students).

*Technical Note: Divisors are declared in the Program Table in the institutional submissions to the CDW. Changes in divisors are indicated by using a new Effective Date.*

**2.7.3 Part-time Programs:** Programs that are not designed to have a full-time option will use an equivalent full-time version of the program (perhaps at another institution), or a standard full-time divisor that is designated in consultation with the Ministry.

## 2.8 Program Level

Institutions are encouraged to identify each unique year or level of a program in order that divisors be as accurate as possible. When institutions use a single program code for multiple years of a program, they will average the learning units required across years in order to get the correct divisor.

Example: An institution that does not use separate codes to differentiate years of the program would average across all years. Year 1 of the Applied Arts program requires completion of 36 credits, and Year 2 requires completion of 30 credits. As the program coding at the institution does not distinguish students in Year 1 from Year 2, the correct divisor would be 33 credits. This will mean that students in Year 1 would generate 1.09 Student FTE in an academic year, while students in Year 2 would generate .91 FTE.

This Student FTE method requires that courses be identified by level in order to differentiate:

- a) Developmental programming (pre-college level),
- b) Skills courses not linked to a post-secondary level (often community education or continuing education), and
- c) Upper-level courses (year 3, 4 of degrees and 5, 6 of graduate programs).

**2.8.1 Developmental Programming:** Students taking pre-college or developmental courses are often also enrolled in other college level courses and programs, and separate coding of student program may not be possible. Therefore, an exception to the general process used for FTE counting is used for this category of instructional activity. To generate Developmental Student FTEs, developmental instructional activity will be isolated from other student course registrations.

In order to meet the Ministry's requirements for reporting on developmental program activity, institutions need to identify their developmental activity at the course level. The principle for differentiation of developmental activity from college level activity will be institutionally determined and made evident through course coding.

All course registrations that the institution considers Developmental (Adult Basic Education, English as a Second Language, Access Programs for Students with Disabilities, Career Preparation, etc) need to be identified as 'pre-college level'. This will separate the developmental course registrations from all other courses taken by the same students into a separate Developmental Grouping.

*Technical Note: Developmental Courses are identified in the CDW in the data field called Course.Level: these courses have a Course.Level = P ("Preparatory").*

Student FTEs for the course registrations in the Developmental Grouping are generated by segregating the developmental courses by course level, and then evaluating the learning unit values for these courses against the divisors.

**2.8.1.1 Developmental Program Students:** The self-normed divisor that the institution has assigned to the Developmental program will be used if the student record has a program in the developmental grouping.

*Technical Note: The Developmental Grouping CIP category codes includes programs numbered in the series beginning 32, and 53.*

Example: The student program is shown as ABE, and the student record shows registration in 18 credits. The institution program divisor for ABE is 28 credits. The 28-credit divisor will be used for those enrollments, by dividing total credits attempted by 28, resulting in .64 FTE.

**2.8.1.2 System Level Divisor for Developmental Activity:** When the CIP code of the program attached to a student course registration does not match a program CIP that exists in the Developmental Grouping, a system level divisor will be used. This will be determined annually, based on reports done from the previous year's CDW submissions and using a recommendation from the Peer Review Committee to the Ministry.

*The system Developmental Divisor is 768 hours (24 hours per week X 32 weeks) as recommended by the Joint Enrollment Reporting Advisory Committee on March 19, 2004.*

Example: The student program is shown as Business Administration (CIP 52.0201), but the student is enrolled in a 70 hour Math upgrading course that is identified as 'pre-college level'. Since the student's program code does not match a Developmental CIP category, that course will be converted into FTEs using the system divisor of 768 hours:  $70/768 = .09$  FTE.

**2.8.2 Skills Courses and Personal Enrichment:** 'Skills based' or stand-alone courses offered as part of continuing education/public interest programming (e.g. Excel, Adobe, WHMIS, Training for Trainers, First Aid, etc) are not usually in an institution's main calendar, but often are offered through a supplementary "community education" catalogue. These courses are generally offered to the public without formal evaluation of prerequisite skills, and do not carry transfer status within the formal post-secondary system.

Some institutions assign students a separate program (such as Continuing Education, Community Education or Part-time Studies) for these courses, but this is not necessary for the FTEs to be appropriately allocated. Students in other programs may also take these skills courses, and the method does not require that they have a separate program coding. For example, students in nursing programs often take a CPR course and students in trades programs often take a WHMIS course. When a separate "CE" program is identified, the CIP code should be 89.9992. (Previously 32.0199).

The FTE method will count the FTEs delivered in these courses by isolating those courses that have a course level of "S" (workforce training) or "R" (personal enrichment), totalling the course hours, and using the divisor recommended by the Peer Review Committee.

*Technical Note: Identify skills courses in Courses.Course Level with Course Level S, and personal enrichment courses with Course Level R*

*The divisor for these courses is 600 SCH, as originally recommended by the Peer Review Committee on May 27, 2005.*

Note: This section does not apply to certificate programs such as Hospital Unit Clerk that are delivered through continuing education departments. When identified as a separate program with a credential, Hospital Unit Clerk would have a CIP code of 51.0703, its own FTE Divisor, and to avoid the default divisor, the courses would have to be assigned a course level of "Null" or the most appropriate numeric level.

**2.8.3 Upper Level Standing:** The ideal method to code students to differentiate those in the lower levels of a degree (years 1 and 2) from those in the upper level (years 3 and higher) would be based on number of credits acquired by the student. This change from past practice conforms to the practice used at the B.C. research universities.



To qualify for third-year standing and the upper-division level of a program, a student must have acquired 90% of the credits (or equivalent) required by the first two years of the degree program prior to the start of the semester in which the upper-division code is first used.

Example: For a standard 120-credit BA or BSc degree, a student would have completed 54 credits to qualify for 3<sup>rd</sup> year standing.

Where it is impossible for institutions to assign separate program codes by level (e.g. Nurse3, or BA-Upper) on their student record system for this purpose, FTEs will be calculated for the program as coded. For the circumstances that require calculations of 'upper level' degree FTEs, they will be estimated based on course level enrollments.

## 2.9 Special Cases and Circumstances

**2.9.1 Collaborative Program Delivery:** When more than one institution is involved in delivering a program of instruction, the institutions involved will decide how the Student FTEs will be distributed and whether the students will show in both registration systems. Each can enrol and report the students; sharing FTEs provided that there is no double counting of individual course registrations.

*Technical Note: If both institutions enter the student enrollments to their student record systems and to the CDW, and one institution provides support services only, then the institution not reporting the Student FTEs would set either the FTE Divisor or the Course Learning Unit Value to 0 for those enrollments to ensure that they do not calculate FTEs.*

**2.9.2 Short-Duration Programs:** The method outlined in this manual best reflects Student FTEs in programs with durations of a normal academic year of approximately 8 to 10 months. When programs are shorter than this, an adjustment to the self-norming methodology is necessary.

Generally, programs will be self-norming but subject to limits at the extremes. As such, any programs shorter than 450 hours of direct instruction (or total CHE) will be designated 'short-duration programs', whether they are delivered full-time, part-time, in a compressed format, or on-line.

**2.9.2.1 Minimum Divisor:** The minimum program divisor will be 450 student contact hours<sup>1</sup>. Credentialed programs with fewer total instructional hours than 450 will use this minimum for FTE calculation. When expressed in credits, the minimum program divisor will be 24 credits.

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<sup>1</sup> This divisor was originally derived from the model of academic arts: 10 courses per year at 3 hours per week each for 15 weeks each:  $10 \times 3 \times 15 = 450$  hours.

Example: A Greenhouse Management certificate program is a part-time entry-level vocational program that consists of 6 courses. The total instructional hours are 283 hours for the program over a period of 10 months. Although this is an independent program, not a module (students are not likely to be registered into another certificate program in the same academic year) the training is insufficient for self-norming. Therefore, the program will show 283 hours for the FTE divisor, but the calculation of Student FTEs will use a divisor of 450 hours.

*Technical Note: The program records submitted to the Central Data Warehouse will reflect the actual program length in the Program FTE Divisor field, but the counting method will use the minimum divisor, performing the calculation by linking through a Common Table.*

**2.9.2.2 Parent Programs:** Program modules or components that are part of larger programs will use the program divisors for those larger (parent) programs.

Example: An Applied Business Technology program has a nine-month certificate program that is defined for FTE purposes with a divisor of 34 credits. This institution also has an option within the program that allows a student to obtain an Office Assistant citation with 22 credits (a subset of the larger program courses) in five months. The program divisor should be 34 credits.

The validation of program divisors for short-duration programs will involve checking that an individual student does not generate more than 1.0 FTE within a particular CIP category in any one fiscal year.

**2.9.3 Long-Duration Programs and Condensed Programs:** When programs are designed to extend for more than 10 months in an academic year, or to extend the instructional week in such a way that a year of 'normal' instruction is compressed into a shorter time period, some adjustment to the methodology may be made. Recognition of these special programs will result in a student FTE for one full-time student that is larger than 1.0.

**2.9.3.1 Long-Duration Programs Measured in SCH:** When programs are longer than 1200 student contact hours<sup>2</sup>, a program can be considered a long duration program. For long programs that have PL-Units of SCH, a divisor of 1200 hours will be applied during the calculation process. It is expected that this method will work well for applied and professional programs that use hours as learning units.

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<sup>2</sup> This divisor was originally based on 30 hours per week X 40 weeks = 1200 hours.

Example: A Practical Nursing program delivers 30 hours of instruction over 16 weeks for each of 3 four-month sessions ( $30 \times 16 \times 3 = 1440$  hours). The program shows 1440 hours as its divisor, but the calculation uses 1200 hours and each student taking all 3 sessions would generate 1.2 FTE over the academic year.

**2.9.3.2 Maximum Divisor in Credits:** When long programs use credits for learning units, then the institution can do a “10 month adjustment” or submit the program to the Peer Review Committee for approval of a credit-based divisor.

The “10 month adjustment” multiplies the total number of credits in an academic year by the ratio of 10 months divided by program length in months, even if the program spans more than 1 academic year.

Example, a 48 credit program that is completed over 12 months, could be adjusted to use the number of credits that would be completed in 10 months:  $48 \times 10/12 = 40$  credits.

**2.9.3.3 Condensed Programs:** There are some condensed programs that have a heavier than normal course requirement and are delivered on a more or less continuous basis. This may create an acceptable exception to the requirement that one student create only 1.0 FTE.

Example: A condensed 68-credit Accounting program begins in September of one year, and ends in December of the following year, 16 months later. The students do 2 years of coursework in 18 months. The institution applies to use a program divisor of 34 credits, based on a version of the program that would run for 8 months full-time over 2 academic years.

The FTE Peer Review Committee will annually examine any programs that generate more than 1.0 FTE per student in an academic year. The Ministry will keep a record of Committee decisions regarding both long and condensed programs, and make this list available to institutions.

**2.9.4 Co-op Education:** Formal co-operative education enrollments that generate course credits for alternated paid periods of employment can be considered ‘bonus’ enrollments. They do not enter the FTE divisor, even if required for a program, yet the instructional component of the co-op enrollment will generate .10 FTE for each work term.

Example: A Computer Technology program has 36 credits of coursework each year, plus an additional 3 credits of required co-operative education (a summer co-op placement). The program will have a divisor of 36 credits, and the students doing a full year plus a co-op session would show an FTE count of 1.1 FTE as a result of the co-op enrollment.

Mandatory field placement courses such as those in welding, nursing and education programs that are required to earn the credential, and require significant direct faculty supervision in the workplace, should be included in the calculations of both the numerator and divisor as regular instructional courses. Appendix 7 defines Co-operative Education.

*Technical Note: Co-operative Education is identified in the CDW as CSEC.Section\_Type "07".*

**2.9.5 Apprenticeship Programs:** The FTE method for Apprenticeship training uses the same principle (one full-time student in an academic year = 1.0 FTE) as used elsewhere in this manual. Apprenticeship Training has a majority of the time spent in training on the worksite. An apprentice student is a trainee for a full year, even though the time at a post-secondary institution may be relatively brief in comparison to other types of training. The method recognizes this by using the time at the post-secondary institution as a proxy for a year of training.

Program Learning Units will be expressed in terms of course(s), and each course (or combination of courses) representing one level of an apprenticeship will generate 1.0 FTE by setting the program divisor to the number of course enrollments to complete the level (usually this is 1 course). Over the total of a four-year apprenticeship like Carpentry, a student (who did not have to repeat any years) would generate 4.0 FTEs; over a three-year apprenticeship like Automotive Glass Technician, a student would generate 3.0 FTEs.

Example: At one college, Carpentry Apprentice students are registered in CARP-APP3 when they are in third year and CARP-APP4 when they are in fourth year. Each course enrollment would generate 1.0 FTE. Occasionally, a student might do third and fourth year "back to back" and generate 2.0 FTEs in one fiscal year. However, with normal programs, they would not generate more than 4.0 FTEs over their whole apprenticeship.

**2.9.6 Undeclared Program:** The 'Undeclared Program' designation is accepted as a valid report when student records do not have a valid program identity. This is often the case when students do not declare a program of studies (e.g. they may be enrolled in just a few courses for transfer to another institution, or a few employment-related courses). This designation would also be used for adult learners who enrol in a selection of courses for career enhancement and progression without seeking a particular credential.

*Technical Note: Student records with a Programs.Code of 'Undeclared' will be assigned a CIP code of 99.9999.*

**2.9.6.1 System Level Divisor for Undeclared Programs:** A system divisor to be used for undeclared programs and activity that does not lead to a credential will be annually set by the Ministry, after consultation with the FTE Peer Review Committee, and communicated to the institutions before a fiscal year begins.

*The FTE divisor for Undeclared Programs is 600 hours or 30 credits, as recommended by the Joint Enrolment Reporting Advisory Committee on June 11, 2004.*

**2.9.7 When One Student Generates Greater than One Student FTE:** An individual student in a normal full-time program will generally produce only 1.0 FTE over an academic year. One student could produce more than 1.0 FTE under certain conditions:

- The student has enrolled in greater than a full-time program course load during the period (e.g. taken 6 courses per semester in a program that has a normal documented full-time course load of 5 courses per semester).
- The student has taken one program during the early part of a fiscal year (e.g. May/June) and then enrolled for a full program during the September to April period.
- The program has been designed and approved as a condensed program (see 2.9.3 Long-Duration Programs and Condensed Programs).
- The student has taken the full course load for one program during the year, and has also taken some courses from another program (e.g. in addition to being a full-time student in Entry Level Electrical, the student is enrolled in an evening Adult Basic Education course).

**2.9.8 Exchange Students:** Instructional activity delivered to students attending a CDW institution on an exchange (incoming) may produce FTEs normally, provided it meets the criteria in Appendix 8. These students will typically be considered domestic for the purpose of FTE counting because they are not paying International fees to the host institution.

However, FTEs may not be generated from students on exchange to another institution (outgoing). These course registrations will usually be processed as transfer credit.

## Appendix 1: Basic Method

Under this methodology, Student FTEs are accumulated by summing, for each student program enrollment, the CL-Unit values that each course contributes to the total Student FTEs across all courses in which the student is registered.

The basic steps for FTE calculations are:

### A1.1 Determine Divisors

Determine program divisors for every program offered by the institution and enter these divisors to the Post-Secondary CDW program table. These become the denominators in the individual student-program-course calculation.

**A1.1.1 Credit Based PL-Units:** The divisor is the number of credits taken in one academic year by a student who would achieve the credential according to formally stated specifications.

Example: In a program in which the students are required to complete 34 credits in an academic year, the divisor would be 34 credits.

**A1.1.2 Hours Based PL-Units:** The divisor is the number of SCH or CHE taken in one academic year by a student who would achieve the credential according to formally stated specifications.

Example: In a program in which students attend for 27 hours per week from Sept 2 to December 19 (16 weeks) and from January 6 to June 13 (23 weeks), the divisor would be 39 weeks X 27 hours = 1053 SCH.

### A1.2 Assign Student Enrollment Activity to Programs

Extract from the institutional student record system to the CDW using appropriate methodologies to assign all student course registrations to a program.

### A1.3 Divide Actual Student CL-Units by Program Divisor

The numerator is the sum of the actual student course learning units that contribute to the program Student FTE.

Divide the course learning values for each course by the appropriate program divisor, so that each course contributes its value to the Student FTE for that program.

### A1.4 Produce Sum for Program

Sum the Student FTEs for each program. The total so obtained is the Student FTE for that program, and reported with other programs that have the same CIP code.

## **Appendix 2: FTE Data Standards & the Post-Secondary Data Warehouse**

The source of information for FTE reports is the data prepared in the format required for the Central Data Warehouse (CDW). Institutional Student FTEs will be verified from the Post-Secondary CDW submissions.

Institutions are responsible for providing details of their Student FTE divisors to the Ministry. Programs that generate FTEs will be listed in the Post-Secondary CDW program table so that the program can be identified in the institution's calendar or on the institution's website. The divisor that will be used to calculate an FTE will be submitted to the Post-Secondary CDW program table.

Instructional activity in the Post-Secondary CDW is represented by individual course registrations tied to uniquely identifiable students. These course registrations must also have all the other codes that will allow them to be aggregated and accurately attributed to programs in FTE reports.

Institutions have the obligation to ensure that their submissions to the Post-Secondary CDW accurately represent all their instructional activity and conform to the various requirements specified in this manual. CDW submissions must meet Data Quality Management Plan requirements.

The Ministry will provide tools to assist institutions in preparing their data to ensure that Annual Student FTE Reports reflect the reality and complexity of individual institutions while ensuring consistency across the sector.

The Annual Student FTE Report will make it possible for the Ministry to locate data about its funding priorities using a combination of student program title, funding code, program type, program credential and program CIP.

Divisors will be submitted to the Ministry in the program table of the Post-Secondary CDW submissions. For any individual student program record, there would normally be only one type of PL-Unit. When institutions change the learning units or program divisors for a program, they communicate this to the Ministry by changing the values in the Program Table of the mid-year CDW submission, showing a new Effective Date.

There will be an FTE Peer Review Committee that will review program divisors and provide guidance intended to contribute to system level congruence. This committee will be comprised of representatives from the Ministry and representatives from each institution type.

## Appendix 2A: Post-Secondary Central Data Warehouse Element List

### To identify Programs

- *Programs.Code* – Institution's Program Code
- *Programs.Title* – Institution's Program Title
- *Programs.CTYP\_Code* – Credential Type
- *Programs.CIP\_Code* – Classification of Instructional Program

### To identify Program Divisors

- *Programs.FTE\_Divisor*
- *Programs.FTE\_Divisor\_Unit (Program Learning Unit)*
- *Programs.Effective Date*

### To identify and calculate Program Learning Units

- *Student\_Course\_Registrations.CSEC\_Section\_Number*
- *Student\_Course\_Registrations.Credit\_Attempted (Course Value)*
- *Student\_Course\_Registrations.Credit\_Attempted\_Unit (Course Learning Unit)*
- *Course\_Sections.Course\_Hour\_Equivalent*

### To identify when the activity is to be counted

- *Student\_Course\_Registrations.Registration\_Status\_Date*  
Used for 'Stable Enrollment Date' for Student FTE purposes

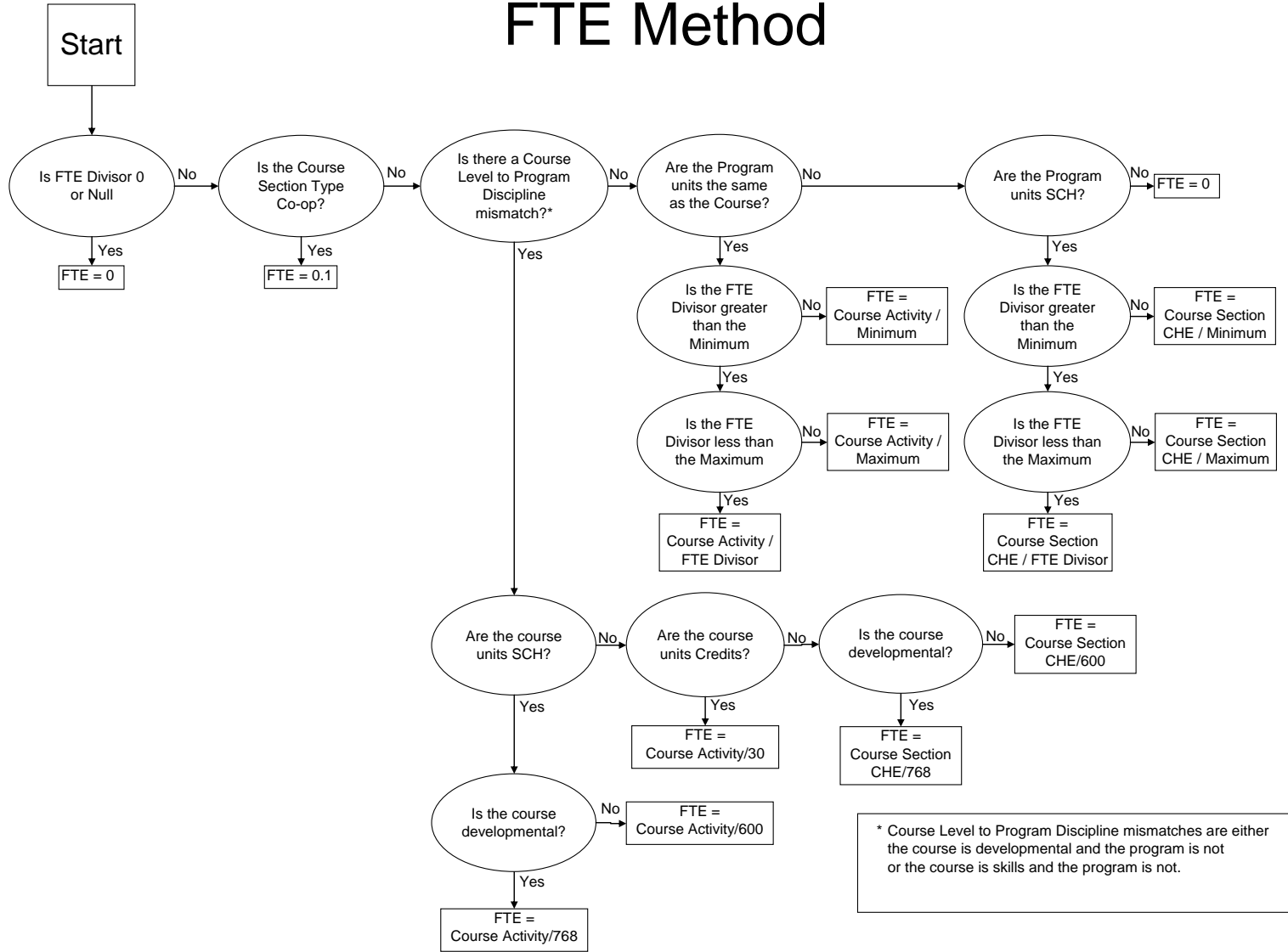
### To identify transfer activity, international students, designated activity

- *Course\_Sections.Section\_Type (PLA, Transfer)*
- *Student\_Course\_Registrations.StudentCourseFeeType*  
003 – International, 004 - Cost Recovery
- *Courses.DIS\_Code (uses the CIP code for disciplines)*
- *Courses.Course\_Level*  
P – ABE, Developmental, Employment Prep  
S – Skills, workforce training  
R – Personal enrichment, general interest
- *Course\_Section\_Delivery\_Modes.Delivery Mode (for online activity)*
- *Programs.Funs\_Code (for ITA and targeted activity)*
- *Course\_Section\_Funding\_Sources.Funs\_Code (for ITA and targeted activity)*
- *Student\_Course-Achievements.Achievement\_Status (PLA, Transfer)*



Appendix 3: Student FTE Method Flowchart

# FTE Method



## Appendix 4: Sample Annual Student FTE Report

Activity Type	PROGRAM TYPE	MINISTRY CODE	FTE
Domestic	1: Developmental	1:ABE	660.92
		1:ASE	68.51
		1:ESL	23.96
		2: ABAC	24.56
		<b>1: Developmental Total</b>	<b>777.94</b>
	2: Health	2: HLOT	21.88
		2: HLTH	91.59
		2: NHCA	81.81
		2: NLPN	81.25
		2: NURS	260.15
<b>2: Health Total</b>	<b>536.68</b>		
3: Trades	3: Advanced Ed	184.60	
	4: ITAP	689.43	
	4: ITEL	313.91	
	4: ITHS	138.08	
	4: ITOT	1.00	
<b>3: Trades Total</b>	<b>1,327.03</b>		
4: Critical Skills	Critical Skills	<b>5.00</b>	
	<b>4: Critical Skills Total</b>	<b>5.00</b>	
5: Advanced Ed	2: ABAC	3.13	
	3: Advanced Ed	4,347.63	
	<b>5: Advanced Ed Total</b>	<b>4,350.76</b>	
<b>Domestic Total</b>			<b>6,997.41</b>
International	6: International	1:ABE	13.61
		1:ESL	355.51
		2: HLTH	1.02
		2: NLPN	1.00
		2: NHCA	1.00
		2: NURS	1.00
		3: Advanced Ed	201.18
		4: ITAP	16.36
		4: ITEL	2.11
		4: ITOT	<b>1.00</b>
<b>International Total</b>			<b>593.79</b>
<b>Institution Total</b>			<b>7591.20</b>

## Appendix 5: Sample Student Level Data

### FTE by Student in Courses in Program Title

Fiscal Year by Registration Status Date: 2006-07	Institutions:	Program Title: University Transfer
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Program Code	PL Value	PL Unit	Student Number	Course Code	Course Title	CL Value	CL Unit	CHE	FTE Method	Sum FTE		
UT1	30.0	Credits		COM--204	COM-204 : Financial Accounting	3.0	Credits	45.0	CLU=PLU, Div in Range, FTE=CA/30	0.10		
			<b>Total FTE for Student</b>									<b>0.10</b>
			1549	CEWH-101 : WHMIS/Violence in the Workpl	2.0	SCH	2.0	Crs=Skl, Pro<>Skl, CLU=SCH, FTE=CA/600	0.00			
			<b>Total FTE for Student</b>									<b>0.00</b>
			64	CHEM-111L : Fundamentals of Chemistry I	0.0	Credits	0.0	CLU=PLU, Div in Range, FTE=CA/30	0.00			
			CHEM-111	CHEM-111 : Fundamentals of Chemistry I	3.0	Credits	90.0	CLU=PLU, Div in Range, FTE=CA/30	0.10			
			PSYC-101	PSYC-101 : Introduction to Psychology	3.0	Credits	45.0	CLU=PLU, Div in Range, FTE=CA/30	0.10			
			<b>Total FTE for Student</b>									<b>0.20</b>
			1549	CEWH-101 : WHMIS/Violence in the Workpl	2.0	SCH	2.0	Crs=Skl, Pro<>Skl, CLU=SCH, FTE=CA/600	0.00			
			ENGL-103	ENGL-103 : Composition & Style	3.0	Credits	45.0	CLU=PLU, Div in Range, FTE=CA/30	0.10			
			<b>Total FTE for Student</b>									<b>0.10</b>
			MATH-103	MATH-103 : Finite Mathematics	3.0	Credits	45.0	CLU=PLU, Div in Range, FTE=CA/30	0.10			
			<b>Total FTE for Student</b>									<b>0.10</b>
			MATH-103	MATH-103 : Finite Mathematics	3.0	Credits	45.0	CLU=PLU, Div in Range, FTE=CA/30	0.10			
			<b>Total FTE for Student</b>									<b>0.10</b>
			SOC--204	SOC-204 : Canadian Society II	3.0	Credits	45.0	CLU=PLU, Div in Range, FTE=CA/30	0.10			
			SSWK-151	SSWK-151 : History & Philosophy of Social Welfare Policy	3.0	Credits	45.0	CLU=PLU, Div in Range, FTE=CA/30	0.10			
			SSWK-171	SSWK-171 : Introduction to Social Service Practice	3.0	Credits	45.0	CLU=PLU, Div in Range, FTE=CA/30	0.10			
			WMST-101	WMST-101 : Intro to Womens' Studies I	3.0	Credits	45.0	CLU=PLU, Div in Range, FTE=CA/30	0.10			
			<b>Total FTE for Student</b>									<b>0.40</b>
			CRIM-102	CRIM-102 : Psyc of Crim & Deviant Behav'r	3.0	Credits	45.0	CLU=PLU, Div in Range, FTE=CA/30	0.10			
			CRIM-103	CRIM-103 : Intro to Crim Justice	3.0	Credits	45.0	CLU=PLU, Div in Range, FTE=CA/30	0.10			
			<b>Total FTE for Student</b>									<b>0.20</b>
			ENGL-103	ENGL-103 : Composition & Style	3.0	Credits	45.0	CLU=PLU, Div in Range, FTE=CA/30	0.10			
			<b>Total FTE for Student</b>									<b>0.10</b>
			15	ACC-152L : Accounting II	0.0	Credits	0.0	CLU=PLU, Div in Range, FTE=CA/30	0.00			
			494	ACC-151 : Accounting I	3.0	Credits	60.0	CLU=PLU, Div in Range, FTE=CA/30	0.10			
			495	ACC-152 : Accounting II	3.0	Credits	67.5	CLU=PLU, Div in Range, FTE=CA/30	0.10			
			<b>Total FTE for Student</b>									<b>0.20</b>
			ENGL-103	ENGL-103 : Composition & Style	3.0	Credits	45.0	CLU=PLU, Div in Range, FTE=CA/30	0.10			
			<b>Total FTE for Student</b>									<b>0.10</b>
			1549	CEWH-101 : WHMIS/Violence in the Workpl	2.0	SCH	2.0	Crs=Skl, Pro<>Skl, CLU=SCH, FTE=CA/600	0.00			
			MATH-103	MATH-103 : Finite Mathematics	3.0	Credits	45.0	CLU=PLU, Div in Range, FTE=CA/30	0.10			
			<b>Total FTE for Student</b>									<b>0.10</b>

## **Appendix 6: Classification of Instructional Programs**

The Classification of Instructional Programs (CIP) is a categorization used for classifying different types of post-secondary programming. It is an American model that was modified in 2000 to reflect Canadian requirements, and has been adopted by Statistics Canada for program level reporting. CIP 2011 was released by Statistics Canada as an update to CIP 2000 and was adopted by the Ministry for use in the CDW beginning with the October 2012 submission.

The programs within the CIP hierarchy are organized on three levels: a 2-digit series, a 4-digit series, and a 6-digit program level specification. The 2-digit codes represent summary level information about related programs (e.g. 01 is 'Agriculture, Agriculture Operations and Related Sciences'). The 4-digit codes are used to identify the discipline of courses. The 6-digit codes represent instructional programs.

A program CIP code for FTE reporting will be made up of 6 numbers (e.g. 51.1607 represents Midwifery). The first two numbers are very useful to represent the general grouping at the highest level (e.g. 51 is for Health Professions and Related Programs).

Program CIP is collected in the Central Data Warehouse, and is also used for the B.C. Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) Project (formerly College and Institute Student Outcomes (CISO) project).

### **More Information**

The classification is the product of the National Center for Education Statistics in Washington, DC. The version that includes the Canadian programs is called CIP 2011.

More information about CIP codes is available at:

<http://www.statcan.gc.ca/daily-quotidien/120405/dq120405e-eng.htm>

## Appendix 7: Cooperative Education

**Definition:** “Cooperative Education” is a partnership between students, employers, and post-secondary institutions. As an educational process, co-op education formally integrates a student’s academic studies with paid, approved, career-related work experience in employer organizations.

### Criteria for Work Placement

A work placement qualifies as co-op education if it:

- Is mediated through the appropriate post-secondary educational institution offering academic credit.
- Meets the following requirements:

#### ***Workplace Criteria***

- 1) Approval of position by a post-secondary institution as a suitable learning environment, whether the position is found by the institution or student.
- 2) The student is employed by the employer on a full-time basis throughout the term of the work placement. (A concurrent work and academic term over an extended period may be allowed.)
- 3) The student is engaged in productive, supervised work, and paid a competitive rate for this work.
- 4) The institution is satisfied that most of the student’s work will provide training or work experience that is directly related to and reinforces the goals of the co-op program.
- 5) Satisfactory completion of the work placement earns the student credit toward certification in the co-op education program.

#### ***Work Term Length and Sequence***

- 6) The work is for a term of at least 10 consecutive weeks.
- 7) The total time spent in work term(s) must be a minimum of 30 percent of the total time spent in academic study.
- 8) Co-op programs must have a minimum of 3 academic terms and each work term shall be approximately equal in weeks to an academic term.
- 9) Full-time work term(s) and academic term(s) alternate in a formalized sequence, with the co-op programs starting and ending with a normal length academic term. Students are deemed to be in full-time attendance whether on a work term, academic term, or concurrent work and academic term.

#### ***Requirements Fulfilled by the Institution***

- 10) The programs must be identified in an official publication and specify graduation requirements.
- 11) Work orientation sessions must be provided for students by institutions prior to work terms. These sessions should provide students with information on how to prepare for the work environment and how to maintain employment.
- 12) Programs must state procedures, standards, and appropriate behaviour for student work term(s).

#### ***Evaluation and Formal Feedback***

- 13) Evaluation mechanisms and formal feedback must be established between the three parties involved - students, employers and institutions. The work experience should complement the curriculum content. Evaluation and formal feedback mechanisms should include:
  - a) Cover letters, resumes and interviews as the normal mechanism through which students compete for work term(s). Employer feedback to both students and institutions is encouraged regarding student performance during the application and interview process.
  - b) On-site visits arranged by institutions, normally once per work term, to review student performance and progress. These should include discussions with both students and employers.
  - c) Supervision and evaluation of student performance by employers and discussion of the evaluations with both the students and respective institutions. The evaluations are to be maintained as an integral part of the student’s institutional record.
  - d) Written and/or oral assignments are required each work term from the student. Evaluation of these assignments by the institutions should form an integral part of institutional records.
  - e) Mechanism for employers to have input into the design and revision of program curricula (e.g. advisory committees).

## Appendix 8: What Qualifies as Instructional Activity?

**Principles:** Student FTE policy and reporting is student-centered, measuring student FTEs in terms of student enrolments in instructional activity as provided under the auspices of a BC public post-secondary institution. Reportable activity must be integrated into the offerings of an institution. This includes the institution having a material responsibility for student affairs and that the services provided to students represent more than a non-instructional business services relationship between institutions.

Please refer to Section 2.5.8 which identifies specifically excluded activities.

**Specifically satisfy all 5 of the criteria listed below.**

### 1. Curriculum

- a. Part of an institution's curriculum as identified in their calendar, website or admissions publications; or
- b. Contract curriculum developed by an institution for delivery to specific clients; or
- c. Third party curriculum (e.g. ED2GO, First Aid, Victoria Conservatory of Music) that is identified in an institution's calendar, website or admissions publications and is integrated with their policies, procedures and course offerings.

### 2. Instructor

- a. Is assigned to one or more employees who receive payment from the institution as part of an instructional assignment; or
- b. Is assigned by contract to an individual who is not an employee of the institution but the institution is materially responsible for dealing with the student and student affairs.

### 3. Evaluation

- a. Is graded or assessed and the grade or assessment is recorded; or
- b. Represents Prior Learning Assessment (PLA) as a result of a comprehensive assessment and credit toward a program credential, or
- c. If a grade or assessment is not recorded must be able to document that processes for evaluation are in place and that there are expectations of student participation, i.e. attends classes, completes required readings or assignments, contributes to class discussions or activities, etc.

### 4. Transcript

- a. Is included in the official transcript for a student as part of the permanent record of their academic achievement at an institution, or
- b. Is captured in institutional administrative files or records, including continuing education transcripts, available to a student, on request, as a record of their educational activity.

### 5. Registration

- a. To specifically qualify as instructional activity registrations must be tracked at the individual student level in an official record system of an institution and in a format that can be submitted to the Central Data Warehouse.

## Appendix 9: Submitting Program Exceptions to Peer Review Committee

1. Institution or the Ministry determines that a program:
  - Is longer than a “normal” academic year (greater than 10 months or 42 weeks of full-time study)
    - a. Requires a divisor expressed in credits (if in hours, can use the maximum SCH divisor of 1200),
    - b. Would take substantial extra time if modelled in normal academic time periods like semesters (e.g. a 2 year program would be 3 years long),
  - Has an unusual delivery method that requires peer review to determine a fair FTE divisor.
2. Institution identifies a proposed program divisor (or solution) that reflects what divisor the program would have if delivered in a less condensed or unusual format.
3. Institution sends a letter or e-mail to the Ministry Finance Branch, asking that a program divisor be approved that will generate greater than 1.0 FTE per student in an academic year. This submission should include:
  1. Name of program, total number of credits for credential, description of delivery model in length, list of courses/credits to achieve credential, institutional recommendation for divisor, and
  2. Any programs at other institutions that might be used as comparators.
4. The Ministry forwards these materials to the members of the Peer Review Committee, who make a recommendation to the Chair of the Peer Review Committee. The Chair notifies the institution, and annually makes information on such approvals available to all institutions.
5. An annual Peer Review Committee meeting will be convened for this purpose, although submissions may be handled at other times of the year through special meetings or distance-based decision-making processes.

## Appendix 10: Glossary

- **Academic Program:** A program of study leading to a credential (certificate, diploma or degree).
- **Academic Year:** Institutions vary in terms of their definitions of academic year, but generally, an academic year describes a 12-month period from September 1 to August 31. Programs (and their full course load expectations) are identified on the basis of an academic year, according to the institutional business practices. The EAT software defaults to an academic year of September 1 to August 31.
- **Audit:** Taking a course for reasons other than course credit. Auditing students are not required to do assignments or exams, and grades are not entered to students' transcripts.
- **Calendar:** The book of rules, regulations, policies, programs and courses for a post-secondary institution. In other jurisdictions this is known as the Catalogue.
- **CDW:** The B.C. Post-Secondary Central Data Warehouse is populated by submissions of student level enrollment data in a standard format from the post-secondary institutions on a regular submission cycle, and according to established protocols.
- **CIP Code:** The Classification of Instructional Programs code represents the discipline that each program of study has been assigned. The CIP is a comprehensive taxonomy of programs of instruction based on subject matter developed by the U.S. National Center for Educational Statistics (NCES). It is an accepted standard for the classification of instructional programs in Canada, and is used by Statistics Canada and the BC Diploma, Associate Degree, and Certificate Student Outcomes (DACSO) Project.
- **Co-op:** Co-operative education integrates work placements (usually from four to eight months) as a component of a program of study, with the work placements being graded and entered onto a student transcript.
- **Course Credit:** A value assigned to a course, representing a number of hours or the achievement of certain learning outcomes. For example, many academic courses are valued at 3 credits, and represent 3 hours of instruction per week for a semester. A course credit is the currency that comprises an academic program for most post-secondary level courses.
- **Course:** A formal, organized learning experience, usually taught by an instructor from a prepared outline of content and/or learning outcomes.
- **Course Hour Equivalent (CHE):** CHE represent instructor-timetabled hours or equivalents for instructional circumstances in which actual Student Contact Hours (SCH) are inappropriate. CHE are often used for distance education and self-paced learning, and are also often used to represent both SCH and CHE, as in 'course hours or equivalent'.
- **Course Learning Unit (CL-Unit):** Normally expressed in either credits or hours, the course learning unit represents the measure intended to establish an appropriate accumulation of learning toward program completion.
- **Course Registration:** A record that a particular student has engaged in a course at a post-secondary institution, usually through the process called registration, and paying fees.
- **Credential:** A certificate, diploma or degree awarded to certify successful completion of a set of learning requirements or courses.
- **Credentialed Program:** A program of studies leading to a certificate, diploma or degree.
  
- **Developmental Grouping:** Courses taken in preparation for, or to access studies at the post-secondary level, such as Adult Basic Education, Career Preparation, English Language



Development and Learning Skills are assigned to this grouping and separated from any courses that the student may be taking at the college level.

Developmental educational activity:

- may be preparatory to post-secondary level or may provide basic fundamental learning
- can be equivalent to a high school course (may give credit towards an Adult Dogwood)
- does not give credit towards a post-secondary level credential
- is not eligible for Canada student loans
- is eligible for ABESAP assistance
- is not funded by the ITA or ACEIT.

Classifying activity as developmental does not depend on the population for which it was designed. For example, a post-secondary level Office Administration program is not considered Developmental simply because it is designed for the visually impaired, though it may still have a Funding Code ASE.

Within the Developmental grouping, activity should be identified in the CDW using the following FUNS codes:

<u>Code</u>	<u>Title</u>	<u>Description</u>
ABE	Adult Basic Education	Adult Basic Education is a category of courses and programs that are intended to provide adult learners with skills and knowledge to access further education, training and employment. The courses and programs offered under the banner “Adult Basic Education” include literacy, numeracy and, academic skills; academic upgrading; and life skills or career preparation courses. These courses provide upgrading that may allow entry into a post-secondary program, but do not themselves contribute credits towards a post-secondary credential. <sup>[1]</sup>
ASE	Adult Special Education	Programs for students with disabilities.
ESL	English as a Second Language	English as a Second Language is a category of courses and programs to provide competencies in English for access to post-secondary education, the labour market, and participation in English-speaking culture. These courses are provided for speakers of all different languages, and provide language training that may allow entry into a post-secondary program, but do not themselves contribute credits towards a post-secondary credential.
ABAC*	Aboriginal Space Funding	Use for any specially-funded Aboriginal Spaces communicated in budget letter attachment

\*Note ABAC code can be used under developmental grouping when the program is a developmental one

- **Divisor:** see Program Divisor

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<sup>[1]</sup> Post-secondary credential refers to an apprenticeship or trades certificate or diploma; a certificate at the post-secondary level (for example but not limited to Health Care Assistant; Early Childhood Education); a post-secondary diploma or degree.

- **Fiscal Year:** An annual period of time April 1 to March 31, representing a financial period for the B.C. government. Student FTEs are calculated on a fiscal year, according to the stable enrollment date for each course.
- **Full-time Course Load:** Full-time course load is the usual number of credits or hours required in a year for normal progression in a credentialed program. This is usually shown in published documents such as the institutional calendars and program advising notes.
- **Headcount:** The number of individual students registered in courses in a given period of time. Since students can be registered in more than one program or more than one institution at a time, a unique headcount is sometimes called 'unduplicated headcount'.
- **Learning Unit:** A learning unit is the particular 'currency' of a program and the courses that comprise it. Different institutions may use different learning units. The most common learning unit in B.C. is the credit. Another common learning unit is student contact hours (SCH).
- **Level of study:** The level of study reflects the complexity and character of a student's program. The levels in use for the enrollment manual include Developmental (preparatory courses to upgrade or prepare for post-secondary levels), Lower Level (generally post-secondary courses taken by students in first and second year), Upper Level (generally post-secondary courses taken by students in third and fourth year) and Graduate Level (generally students who have completed undergraduate studies and are pursuing a graduate degree).
- **Prior Learning Assessment (PLA):** A process that enables people to gain recognition and credit for learning that they have already mastered. It involves the documentation and assessment of learning acquired through independent or non-formal study, work experience and other means, resulting in the granting of credits toward a program credential. PLA is not the same as assessment testing for placement, and the latter cannot be used to generate student FTEs.
- **Program (Instructional Program):** A collection of courses that have been identified as requirements for a credential, or a collection of courses aggregated to meet the business practices of the institution.
- **Program FTE Divisor:** The number of learning units that must be completed by a student to fulfill a full year of academic study in a full-time program. When a program is not delivered on a full-time basis, or the time frame is not considered an academic year, adjustments are made to use an equivalent value as if the program had been full-time, or had extended over an academic year.
- **Program Learning Unit (PL-Unit):** A Program Learning Unit is the particular 'currency' of a program and the courses that comprise it. The most common PL-Unit in BC at the moment is the 'credit', where a typical course is worth three credits and a typical degree program consists of 120 credits over four years. However, there are other learning units such as student contact hours (SCH). The PL-Unit identifies the measurement of instructional activity in the conversion to Student FTEs.
- **Registration:** A process of student enrollment in individual courses that often requires paying tuition or student society fees.
- **Requirement:** A course that must be successfully completed in order to complete a credential.
- **Self-Normed Divisors:** The program divisor represents the number of PL-Units that are recognized as a full-time equivalent effort in a year. The divisors are 'self-normed' because they are based on institutionally approved definitions of normal full-time course loads. That is, an institution decides (through its program approval processes) how many credits or hours will constitute the full-time requirements during a regular academic year in a particular program.

- **Stable Enrollment Date:** The stable enrollment date represents the last date for a student to add a course, or to withdraw from a course and receive a refund. This date varies considerably by institution and program type. During the Post-Secondary CDW extracting routines, stable enrollment date is often defined as being 15% into the course enrollment.
- **Student Contact Hours (SCH):** The number of hours that a student and an instructor are in contact with each other. Usually this number is derived from the number of scheduled hours that a course meets or estimated based on the number of hours that a student is expected to attend during an enrolment period.
- **Student FTE:** A Full-Time Equivalent student (Student FTE) represents one student completing all the requirements of a full-time program in a period that extends for one normal academic year. FTEs are collected by program of study and provide a measure of total student enrollment by program if all students had been full-time.
- **Transcript:** The official document provided by the post-secondary institution that verifies the student's enrollment and achievement in an institution.
- **Transfer:** Transfer consists of the granting of credit toward a credential by one institution for programs or courses completed at another institution. Transfer credit does not generate student FTEs, but does contribute to the identification of a level of study.

# STUDENT FULL-TIME EQUIVALENT (FTE ) AUDIT GUIDELINES

## 1.0 General

The Student FTE Enrolment Reporting Manual for the institutions reporting through the British Columbia Post-Secondary Central Data Warehouse (CDW) (effective April 1, 2005) outlines the procedures to be used for fiscal year actual student FTE enrolment reporting. This manual replaces the 1990 and 1995 Audited Enrolment Reporting Manuals.

### 1.1 Context for Enrolment Reporting

Institutions, in their annual budget letters, are provided with overall and program-specific student FTE targets. The program-specific student FTE targets are in areas government has indicated are priority areas for access or expansion. Student FTEs are the Ministry's key measure used to provide evidence on institutional progress toward advancing the Ministry's mandate and government's priorities.

To ensure the accuracy of the student FTE measure, it is imperative that accurate and timely data on student enrolment and instructional activities are reported in a consistent manner. The Student FTE Enrolment Reporting Manual specifies how institutions will report instructional activities and generate student FTEs.

As of 2009/10 the audit requirement for institutions reporting the CDW has been eliminated. Should institutions decide to continue to have their FTE reports audited the following audit guidelines are to be used. The enrolment audit should be performed as an extension of the overall financial audit of each institution and result in audit staff issuing a separate student FTE audit opinion.

## 2.0 Audit Components

1. Student Records. This component represents the database of student information which produces the enrolment data. The focus of the audit with respect to the student records is to determine the extent to which the records can be relied upon to provide accurate enrolment information.
2. Instructional Activity. Instructional activity (course credits, courses, durations, hours of instruction, etc.) represent those educational elements which are combined with enrolment data to derive student FTEs. The auditor may wish to examine these factors as part of the enrolment calculations and for the extent to which they can be verified by institution records (calendars, timetables, etc.).

### 2.1 Key Documents

1. Budget Letter. Outlines the overall (Ministry only) and program-specific student FTE targets for each institution.
2. FTE Reports. Generated from the institutional data warehouse by the FTE Audit Tool. Each institution's FTE reports must include all necessary information to complete the FTE audit. These elements include, but may not be limited to, Classification of Instructional Program codes, program codes, program titles, program divisors, Program Learning units, Funding Codes, headcounts, registrations and student FTEs.

### **3.0 Responsibility of Auditors**

Auditors are responsible for performing an opinion audit on student FTE enrolment data and submitting an auditor's report to each institution's Audit Committee.<sup>3</sup> Section 5805 (Special Reports) of the CICA Handbook outlines audit opinions on information other than financial statements and should be consulted when conducting the audit.

Each auditor must use their professional judgement to determine the appropriate procedures and scope of the audit to support an opinion. The auditor should be satisfied that there is no more than a 3 percent level of error coupled with an 85 percent degree of confidence. Stated another way, the auditor should have at least an 85 percent level of confidence that the total reported FTEs are not overstated by a net amount of more than 3 percent.

Clarifications and interpretations of the Student FTE Enrolment Reporting Manual should be forwarded by the institution on behalf of the auditor to the Director, Post-Secondary Funding and Corporate Finance Branch, Student Services and Sector Resource Management Division, AEIT.

### **3.1 Responsibility of the Ministry**

The Ministry will make available to the auditor:

1. The Student FTE Enrollment Reporting Manual for Institutions in the BC Post-Secondary Central Data Warehouse;
2. The Student FTE Enrolment Audit Guidelines; and
3. The student FTE targets (from the institution's Budget Letter Attachment).

### **3.2 Responsibility of Institutions**

Institutions will provide auditors with Student FTE documents and reports, the general form and content of which are left to the discretion of each institution. The senior officer responsible for the FTE Reports will ensure the accuracy and completeness of their content.

Institutions are asked to provide copies of the Audited FTE Report and Audit Opinion to the Ministry by May 15<sup>th</sup>. These documents should be approved by the Audit Committee of the Board. It is the responsibility of the institution to ensure their business practices and operations support this deadline (timely data clean-up and CDW extracts, providing auditors enough time to complete their opinion engagement and the institution time to obtain Audit Committee approval).

### **4.0 Audit Procedures**

The overall focus of the audit is to ensure that the institution has correctly calculated the number of student FTEs based on the procedures outlined in the Student FTE Enrolment Reporting Manual.

The methodology an auditor chooses should include, but not be limited to, the following:

- Review the information in the institution's FTE Audit Report (from the CDW) to ensure the records accurately reflect actual enrolments; and
- Review the process of linking student enrolments with instructional programs.

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<sup>3</sup> The auditor's report states that the audit was performed to obtain reasonable assurance and that the entity has complied, in all material respects, with agreements, statutes or legislation.

#### **4.1 Audit Results**

As a result of conducting an audit on student FTE enrolment data, each auditor will provide the following documentation to the institution's Audit Committee.

1. Audited FTE Report. The results of the audit must be provided in the form of a summary of general and program-specific FTE delivery that is consistent with the level of detail specified in the Student FTE Enrolment Reporting Manual. The Ministry will work with institutions, as needed, to ensure that reports are at an appropriate level of detail. These reports should be provided to the Ministry as an electronic file (for example, as an Excel spreadsheet).
2. Audit Opinion. Along with issuing a written opinion on the data, the auditor should also report any areas of procedural weakness to the institution so that appropriate corrective action can be taken. If the auditor issues a qualified report, the circumstances surrounding the qualification should be fully explained.