

SPRING 2019



**FULL-TIME EQUIVALENT (FTE)
GUIDELINES**



**FOR OREGON
COMMUNITY COLLEGES**

The Higher Education Coordinating Commission

The Office of Community Colleges & Workforce Development

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SECTION 1: FTE COUNTING

BACKGROUND

In the late 1990s, the Oregon Community College Presidents' Council recommended undertaking an effort to achieve more consistency in counting FTE across Oregon's seventeen community colleges. A written survey was sent to each college to determine how a number of FTE issues were currently being handled and each institution designated a person to respond to the survey and serve on the newly-formed FTE Audit Committee. During a series of meetings from February through June of 1998, the Committee reviewed the survey responses and recommended a concise guideline for each survey question/item. In order to accomplish this, the group first discussed and drafted a set of guiding FTE audit principles and a definition of "Direct Instruction" to provide an essential framework.

In 2001, the colleges and CCWD recognized the need for additional clarity around some of the definitions and guidelines created in 1998. The Committee met further to define areas, which were found to be too broad for effective use.

In fall of 2006, the FTE Guidelines Committee was reinstated to accomplish two tasks:

1. In the short-term, clarify the overall principles and specific guidelines pertaining to dual credit/tech prep and apprenticeship;
2. In the longer-term, review and revise the complete FTE Guidelines manual and audit procedures.

THE GUIDING PRINCIPLES FOR DETERMINING ELIGIBILITY OF FTE FOR REIMBURSEMENT

The FTE for any reimbursable activity will be based upon the number of clock hours of direct instruction involved in the activity. Direct instruction takes place when a course or program provides an educational experience under the direct control of the college.

Direct control is defined as the community college maintains direct and sole responsibility for the academic quality of all aspects of all programs and courses through the management and supervision by faculty and institutional administrators. See [OAR 589-006-0050 Section 22](#).

The definition of *direct control* is based on the accreditation standards of the Northwest Commission on Colleges and Universities (NWCCU). *Direct control* is addressed by NWCCU in three policies:

1. Operational Policy A-6: Contractual Relationships with Organizations Not Regionally Accredited, and;
2. Standard Two: Educational Program and Its Effectiveness (specifically Standards 2.A, 2.B.6, and 2.G), and;
3. Standard Four: Effectiveness and Improvement (specifically 4.A).

Direct control pertains to degree and certificate programs, credit courses, non-credit programs and non-credit courses, which must adhere to the following criteria:

1. The activity producing the FTE must involve a significant investment of district resources.
2. Activities intended as hobby, recreation, or public performance are not reimbursable. Student support activities (e.g., counseling, advising, open labs, assessment) are not reimbursable except as they are part of an approved course or multiple courses.
3. Under no circumstances shall a college count the same activity twice.
4. Only residents of Oregon and states with statutorily approved eligibility may be counted for reimbursement.
5. The student must knowingly and willingly enroll in the courses. Administrative enrollments or rostered enrollments without adequate evidence of student intent to register will not be counted.
6. Instruction/instructional delivery must be based in/take place in Oregon and be designed primarily for Oregon residents.
7. Enrollment data must be reported in the academic year in which it was generated. It cannot be added after the final D4A submission. If a college must report enrollments in a year other than the academic year in which the enrollments were generated, the enrollments must be coded as non-reimbursable.

ADDITIONAL CRITERIA FOR DETERMINING REIMBURSABILITY OF FTE

1. The class must be intended to provide instruction to adults 16 and over.
2. If a student drops a traditional term-based class before the end of the 4th week of the term, that student's clock hours will not be counted in calculation of FTE.
3. For non-traditional, non-term-based classes, 1/3 or more of the class must be completed prior to dropping the course for clock hours to be counted. For example, if a course carries 18 clock hours, at least 6 hours must be completed for the clock hours to count toward FTE.

FTE: DEFINITION AND USE

In order to ensure FTE is reported in a consistent manner, clear and concise rules, guidelines and definitions must be published and available to all colleges.

According to [OAR 589-001-0300](#), a Full-Time Equivalent (FTE) Student "...for the purpose of receiving state reimbursement, means a student who carries 510 clock hours over three terms of instruction."

FTE for a course is calculated by multiplying the number of students in the course by the total number of hours the course meets per term:

$$FTE = (\text{Number of students in course} \times \text{Number of hours the course meets per term}) / 510 \text{ clock hours}$$

For courses with variable clock hours, FTE equals the sum of student clock hours divided by 510 clock hours.

D4A provides standardized programming by which the final FTE for each institution is calculated.

There are two primary uses of FTE. First, FTE enrollment is used in the community college funding formula to calculate annual state support payments. Specifically, a 3-year weighted average of reimbursable FTE is calculated using FTE from the third year, the second year, and first year prior to the funding year (See [OAR 589-002-0100 Section 2.e](#)). FTE from the first year prior to the funding year are weighted at .4 (four tenths); FTE from the second and third years prior to the funding year are weighted at .3 (three tenths) each.

A second use of FTE is to measure term-by-term and annual activity at each college. Regular, consistent reporting of FTE is essential in tracking trends/patterns of enrollment. Such information is important to a host of constituents including local boards, the Oregon State Board of Education, state agencies, institutional researchers, federal entities, the media, and legislators.

Generating One Credit

| | |
|-------------------------------------|------------------|
| Lecture | 10-12 hours/term |
| Lab | 30-36 hours/term |
| Lecture/Lab | 20-24 hours/term |
| Physical Education Activity Course | 30-36 hours/term |
| Recitation | 10-12 hours/term |
| Cooperative Work Experience Seminar | 10-12 hours/term |
| Cooperative Work Experience (CWE) | 30-36 hours/term |

GUIDELINES ON SPECIFIC TOPICS

Following are guidelines that address topic areas requiring clarity. The guidelines describe how FTE relating to specific activities should be handled. Additional guidelines may be added as the state and colleges identify further need for clarity.

Note: The information contained in the Community College Handbook is an integral part of these guidelines. If conflicting information exists in these publications, the FTE Audit Guidelines shall take precedent.

Questions on interpretation of these guidelines should be submitted to the Deputy Director of Community Colleges and Workforce Development in writing; responses will be made in writing and shall be made available to all colleges.

Accelerated Learning

Clock hours equivalent to the “on campus” course should be counted as reimbursable for accelerated learning (including Dual Credit, Sponsored Dual Credit, and Assessment Based Learning Credit), assuming all direct control expectations (enrollment, performance, supervision, grade submissions, etc.) are met.

Adult Continuing Education (ACE) Courses

To be eligible for FTE reimbursement, ACE Courses must:

- Be specifically designed for students 16 years of age or older.
- Present direct instruction for at least six hours on a single topic, but not to exceed contact hours in similar courses.
- Have direct instruction (e.g. dedicated faculty, structured learning experiences) and a curriculum (e.g. syllabus, course outline on file) under the direct control of the college.
- Be independent of career and technical education or lower division collegiate transfer curriculum.

ACE courses eligible for FTE reimbursement include:

- Workforce courses designed to help people succeed in the workplace
- Conversational or work-related foreign language and American Sign Language instruction
- Life skills courses that build personal and interpersonal skills, such as parenting, college success and financial skills
- Instruction on the use of technology, such as computers, software smart phones, digital cameras, GPS, drones, and social media, as it pertains to the workplace or business.
- Health and safety courses that promote safety and health over a lifetime, such as aerobics, yoga, first aid/CPR, nutrition, Marine Board licensing, self-defense, motorcycle safety.

Courses not eligible for FTE reimbursement include, but are not limited to:

- Alternative health and medicine, such as massage, naturopathy, herbal remedies, meditation, aromatherapy or hypnosis
- Physical education courses where competition is possible, such as martial arts, fencing, intramurals
- Dance courses where the focus is not on fitness
- Clubs or club-like courses
- Open labs, gyms, tracks, shops, maker spaces, study halls, drop-in tutoring, practice rooms, pools, or other non-instructional and/or unstructured experience (except as they are connected to a regular course or multiple courses)
- Non-credit arts, sciences, and social sciences
- Driver's education instruction if the college is collecting ODOT Driver's Education state reimbursement
- Astrology, the occult or religion
- Home improvement
- Hunter safety
- Courses that involve alcohol or other controlled substance
- Gardening or cooking classes
- Assessments, counseling or advising

Registered Apprenticeship

FTE reimbursement is available to a community college for courses used to provide registered apprenticeship related training instruction. Reimbursement for registered apprenticeship instruction is for the student contact hours of related training offered by the college. Associate of Applied Science (AAS) degree and certificate of completion programs, Non-Credit Training Certificates, and occupational supplementary and occupational preparatory courses used for related training instruction must adhere to applicable HECC program and course approval processes to be eligible for state FTE reimbursement.

A local community college has the right of first refusal concerning providing registered apprenticeship related training instruction within the college district. Another college may not negotiate with a local joint apprenticeship training committee (JATC)/Trust until they have an explicit written approval from the local community college chief academic officer or president. A community college providing related training instruction in another community college's district may not collect state FTE reimbursement unless the college has this explicit written approval from the local community college chief academic officer or president.

If the related training instruction is provided by more than one community college, the allocation of FTE is mutually agreed upon by the community college training providers. The FTE is only counted once.

Contracts between community colleges and local JATCs committees will not imply any requirement on the part of the state for reimbursement. Colleges may not enter into a contract where the college is required to share any portion of the FTE reimbursement provided by the state with a JATC. Contracts must be on a fee-for-service basis and not a FTE reimbursement-sharing basis. See [OAR 589-007-0170 Section 8](#), and [OAR 589-007-0180 Section 6](#).

On-the-job training (OJT) activities are not eligible for state FTE reimbursement.

Skills and knowledge gained through OJT may be considered for non-reimbursable credit for prior learning and/or credit for prior.

Athletics

Lower division and ACE Physical Education courses are reimbursable.

Noncredit teams, team practices, and competitive courses are not reimbursable.

Basic Skills (ABE/GED/ESL)

To ensure that student enrollment in basic skills is within 10 clock hours per term of projected instruction, adequate procedures must be implemented so that student registration is in line with the student's plan or contract.

For example, a college could choose to use weekly, or multiple block enrollment periods per term (e.g., have enrollment periods for week one, week four, week eight; students entering during any block would be enrolled for the entire block to the end of the term).

Challenge/Credit by Exam/Credit for Prior Learning

Challenge/credit by exam and credit for prior learning is not reimbursable.

Courses that teach portfolio development are reimbursable.

Cooperative Work Experience (CWE)

Report the maximum number of contact hours for CWE congruent with credits assigned. The maximum number FTE reimbursable credit hours per student per year is 12. The only exception is Occupational Skills Training Programs CWE. If a college has a previously approved program that required more than 24 credits of CWE for a degree, they may submit a request to the Director of CCWD for the program to be an exception.

Counseling/Advising/Assessments (e.g. College Placement Tests)

Counseling, advising and assessments are not reimbursable unless they are integrated into a regular course.

Course Activity (ACTI) Codes

ACTI Codes that are submitted should be an accurate reflection of the type of course being offered. Should a recommendation for change be identified thru the FTE Audit process, the college must make the change as identified prior to final submission. Failure to make the change may result in FTE reimbursement being withheld for the entire course section.

Courses Offered Across Multiple Terms

Colleges must report enrollments in the same academic year in which a course ends.

Department of Corrections Courses

Colleges may not receive FTE reimbursement for services provided to a correctional institution through a contract with an Oregon Department of Corrections Institution.

A Department of Corrections course cannot be claimed as 'out-of-district,' regardless of where the course is taught.

Distance Education

Count the same number of contact hours for residents of Oregon and “border states” (i.e., Washington, California, Idaho, and Nevada). [ORS 341.528 Section 2](#), [OAR 589-002-0120 Section 4](#) Residents of all other states cannot be counted for reimbursable FTE.

According to [OAR 589-002-0200 Section 2](#) A resident is defined as...”a person who currently maintains a permanent residence in the state and whose permanent residence has been maintained in Oregon for no less than ninety continuous days immediately preceding the person’s first instructional day of the term (quarter) for which residency is in question.”

“District policies regarding student residency for state reimbursement purposes shall be subject to the periodic review and approval of the State Board of Education. In the event that approval is not granted, the State Board of Education may withhold reimbursement.” See [OAR 589-002-0200 Section 4](#).

Distance Education courses must be designed primarily for Oregon Residents and be under the direct control of an Oregon community college.

Independent Study

Use the same number of clock hours for independent study as an in-person campus course, if possible. Otherwise, assign clock hours per credit hour as appropriate.

Labs

Labs that are part of an approved course is reimbursable.

Open labs, except as they are connected to a regular course or multiple courses, are not reimbursable.

Meetings and Conferences

To be eligible for reimbursement, colleges must have direct control over the instruction for meetings and conferences. A college may not claim reimbursement for merely hosting and providing services for a meeting, conference or event. Courses delivered in a meeting or conference are reimbursable as long as they meet the criteria for Occupational Preparatory or Occupational Supplementary courses.

Non-standard Grading

Course sections that exceed 20% of non-standard grading may be identified for review during the FTE Audit process. This review is intended to alert colleges to these courses and provide an opportunity to make changes if needed. These courses are eligible for FTE reimbursement unless they have 100% non-standard grading.

Grades other than A, B, C, D, F, P, NP, and I will be considered non-standard.

Course sections with 100% non-standard grading are non-reimbursable.

Out-of-State FTE

Residency should be reported by the student's state of residence (see guideline for Distance Education). D4A fields exist for Oregon, Washington, California, Idaho, Nevada, and Out-of-State. D4A will report Oregon, Washington, California, Idaho, and Nevada as instate; all others will be reported as out-of-state.

Small Business Development Centers

Small Business Development Center (SBDC) activities should all be reported on a clock hour basis under Occupational Supplementary courses.

Small Business Management/Farm Business Management

Small Business Management and Farm Business Management and similar activities should be reported as one FTE (510 contact hours) per business per year. This rule applies regardless of the number of students enrolled.

Each business must be assessed and a work plan written. There must be a contract that clearly indicates the number of contact hours with students, including all cooperative work experience hours, that totals 510 contact hours.

SBM/FBM activities are reported with an occupational supplementary ACTI code.

Staff Development

Staff training and professional development is important for any organization to ensure continued high quality of service to its customers. College staff development activities and trainings are reimbursable.

Clock hours are coded using the "Occupational Supplementary course" ACTI code. See [OAR 589-007-0100 Section 38](#).

Study Abroad

Count hours of direct instruction for students in study abroad programs under control of the college as for on-campus courses. Colleges may use consortia agreements as part of their proof of direct control. Courses not under direct control of the college should be coded as non-reimbursable.

Theater and Music

For credit-bearing theater and music LDC and CTE courses, a maximum number of clock hours congruent with credits assigned should be counted.

Noncredit theater and music courses are not reimbursable. Unmonitored, unsupervised practice rooms are not reimbursable.

Tutoring

Tutoring is direct supplemental instruction related to one or more specific reimbursable courses, which takes place outside of class time. Direct person-to-student academic tutoring contact hours are FTE reimbursable. FTE for tutoring is calculated by totaling the number of direct person-to-student academic tutoring contact hours provided to credit-seeking students.

Webforms

All courses, credit and non-credit, reimbursable and non-reimbursable, that appear in D4A must be entered into Webforms, and updated as required. When D4A and Webforms are linked, reimbursable courses that appear in D4A but are not entered into Webforms will not be reimbursed.

PROCESS FOR CHANGING FTE GUIDELINES

This document is intended to be evolutionary because of the difficulty in anticipating every question that may arise and because new issues will undoubtedly surface over time. Therefore, a process must be in place to ensure that all issues needing discussion follow a predictable course. Future changes will generally follow the process outlined here:

- An issue is brought to the attention of the CCWD Director, appropriate HECC staff or any member of the Audit Guidelines Committee.
- The CCWD Director convenes the committee to discuss the issue and make a recommendation.
- The recommendation is taken back to each of the stakeholder groups represented on the Audit Guidelines Committee (Council of Instructional Administrators, Student Services Deans, Business Managers, and Registrars) by the committee member representing that group for discussion.
- A reasonable comment period is available for the stakeholder groups to report back to the Audit Guidelines Committee representative.
- The Audit Guidelines Committee considers all input from stakeholder groups and develops the final recommendation for review by the Presidents Council.
- The presidents provide input to the group, and a final recommendation is forwarded to the CCWD Director.
- The CCWD Director considers the recommendations but is ultimately responsible for adopting all FTE guidelines. After the CCWD Director has made decisions on revisions or additions to guidelines, the revised guidelines will be incorporated into the FTE Guideline Handbook and posted on the HECC web site. A notice of that posting is sent to:

- Presidents
- Instructional Administrators
- Student Services Deans
- Registrars
- Business Managers
- Institutional Researchers
- Oregon Community College Institutional Technology Administrators

Yearly Timeline

The revisions to guidelines will be published in a timely manner in order to provide colleges time to incorporate changes into their planning and reporting processes. The timeline for making changes outlined above will take place as needed. A suggested timeline follows:

Fall Quarter

- Suggestions for revisions or additions to audit document are sent to CCWD Director or to members of Audit Guidelines Committee
- Audit Guidelines Committee discusses and finalizes recommendations for distribution and discussion by stakeholder groups
- All input received back from stakeholder groups

Winter Quarter

- Final recommendation by Presidents on all revisions and additions
- Final CCWD Director's decision made on all revisions and additions
- Final document published for following year and posted on the HECC website with notice sent to all colleges

SECTION 2: AUDIT PROCESS

OVERVIEW

This document includes guidelines for determining whether any given activity is reimbursable by state funds. For these guidelines to have any meaning—especially in light of the impact on each college's funding—a valid audit process must be in place to ensure that all colleges are counting enrollments in the same way.

In addition, non-reimbursable enrollments will be sampled to ensure consistency in counting and reporting.

An audit of FTE must include many of the same elements as a financial audit: impartiality on the part of the audit team, pre-determined areas of focus, a list of the documents to be examined, a process for discussing potential findings and a written report upon completion of the audit.

To ensure fairness, all seventeen colleges will be audited on the same areas of focus as defined each year.

Audit Team

A qualified audit team with community college experience will be selected to conduct all audits. This team will be chosen based upon:

- Experience
- Qualifications
- Impartiality
- Reputation
- Ability to meet audit process timeline

Audit Timeline

Each year the HECC will conduct a compliance audit of FTE for all seventeen colleges. All audits will be completed by September 30, and all visits will be made and all reports will be written prior to that date.

Areas of Focus

The Director of the Office of Community Colleges and Workforce Development (CCWD Director) for the HECC will choose the areas of focus for the audit. The number of areas chosen will be large enough to provide a meaningful review of each college's reporting of FTE but small enough to allow for a thorough review of each of the areas chosen. Areas for review shall be communicated to all colleges as soon as possible and with sufficient time for document preparation. However, should specific concerns arise during the audit, the audit can be expanded to include review of that concern.

Documentation

The audit team will determine which documents are relevant to the areas of focus. Depending on the area of focus, documentation to be reviewed may include (but is not limited to):

- Individual student registration forms
- Student learning plan or contract (applies specifically to the Adult Basic Skills and SBDC guidelines but may apply to other programs as well)
- Documentation that supports each college's direct control of an instructional program, such as payroll records that support instructional deliver or contracts
- D4A information which supports the correct reporting of FTE
- Verification that relevant courses have been reviewed by the HECC
- Documentation that verifies that students in such non-classroom activities as tutoring actually involve contact with college staff and that the contact meets the minimum threshold of six hours
- Evidence that a student is a resident of Oregon or a border state
- For cooperative work experiences, evidence that the college has a significant role in the structuring of the experience and on-going evaluation and feedback of the experience
- Evidence that the program is being offered in-district
- Evidence that the program is being offered in Oregon
- Other documentation deemed relevant by the auditor and HECC staff

Electronic data are acceptable as documentation during the audit.

The audit team will also determine such specific tasks as the percentage of sampling necessary to make each audit statistically sound.

Communication During the Audit

At the beginning of the audit, the college president will designate a point person for the audit. The audit team will ensure that there is open communication through the point person during the course of the audit. In no case should college staff be surprised at the contents of the final, written report. All potential findings will be discussed with college staff; staff will have the opportunity to present their objections to any finding before it is finalized. The audit team will consider the new information put forth in preparation of writing the final report.

Written Report

At the conclusion of the audit and after all potential findings have been discussed, a written report will be prepared by the audit team. The report will be sent to the president of the college by the CCWD Director, and copies will be sent to appropriate college staff. Reports will not be distributed to any other person or entity as part of a general mailing; however, these reports must be considered public documents and as such may not be withheld if a request for a copy is received.

The written report will address the scope of the audit and address appropriateness of reimbursement for the courses reviewed. If inappropriate FTE is reported, the audit team will determine the number of FTE that should or should not have been reimbursable and will include that number as part of the report.

Impact of Audit Results

Any findings published in the audit reports will be used to adjust each college's reimbursable FTE. The adjustment shall be a reduction to reimbursable FTE for any over-reporting found and an increase for any under-reporting found.

Audits will be conducted annually. Any adjustments for remaining errors will affect the second Community College Support Fund quarterly payment.

Appeal Process

Each college will have time following receipt of the audit team's final report to prepare and submit a formal appeal to any findings. The appeal will be directed to the CCWD Director, who will have one week to review the appeal and make a final decision. The CCWD Director will review the appeal to determine whether:

- The correct procedure was followed
- A guideline was misinterpreted
- A finding(s) was discussed and all information considered prior to writing the report
- The audit team's adjustment to the FTE count is valid
- An error was made

The final decision made by the CCWD Director shall be the basis for adjustments to reimbursable FTE.

SECTION 3: GLOSSARY AND APPENDICES

GLOSSARY

Adult Basic Education (ABE): Provides instruction in fundamental academic and pre-occupation skills for adults with less than the equivalent of a ninth grade education. The focus of instruction is on language arts and computational skills. The curriculum also includes life and citizenship skills.

Apprentice: An individual approved by an apprenticeship committee and registered with the state of Oregon to learn a skilled trade under approved industry standards. (Source: Oregon Bureau of Labor and Industries)

Apprenticeship Committees: Made up of employer and employee representatives of the industry, the committees operate individual apprenticeship programs. They decide how apprentices are selected, what apprentices learn in the program, how apprentices progress through the program, apprentice wage rates and the supervision ratios. Committees select apprentices, approve advancements, discipline apprentices and approve an apprentice's completion of the program based on program standards and committee policies. In doing this, committees must follow state and federal regulations and policies for operating a program. Other names for Apprenticeship committees are Joint Apprenticeship and Training Committees (JATC), Trades Apprenticeship and Training Committees (TATC), and Joint or Trade Apprenticeship Committees (JAC) or (TAC) and sometimes apprenticeship committees. (Source: Oregon Bureau of Labor and Industries, See [OAR 839-011-0070](#) and [OAR 839-011-0074](#))

Apprenticeable Occupation: A skilled trade which:

- Is customarily learned in a practical way through a structured, systematic program of on-the-job supervised training;
- Is clearly identified and commonly recognized throughout an industry;
- Involves manual, mechanical or technical skills and knowledge which require a minimum of 2,000 hours of on-the-job supervised training; and
- Requires related instruction to supplement the on-the-job training (See [ORS 660.010](#)).

Apprenticeship On-the-Job Training (OJT): The majority of the apprenticeship training occurs on the job. OJT is hands-on work experience with an employer registered with the committee to provide the training. Apprentices are paid for their OJT hours. (Source: Oregon Bureau of Labor and Industries).

Apprenticeship Related Instruction: “Related instruction” means an organized and systematic form of instruction designed to provide the apprentice with the knowledge of the theoretical and technical subjects related to the apprentice’s occupation. Such instruction may be given in a classroom, through occupational or industrial courses, or by correspondence. See [OAR 839-011-0070](#).

Apprenticeship Trust: A trust is a legal entity created by a labor organization, one or more of the trustees, one or more members of the governing body or members appointed by a labor organization. Primary purposes are to provide benefits for the members of the labor organization and their beneficiaries, and to support to

local training centers. Its members contribute money to the trust. The trust will often negotiate for related training on behalf of its membership and represent multiple training centers. (Sources: Oregon Bureau of Labor and Industries, United States Department of Labor).

Clock/Contact Hour: One clock (or contact) hour is 60 minutes long. No more than 10 minutes of each hour can be used for a regularly scheduled break. For example: a class scheduled from 9 am to noon is 180 minutes long, and may or may not include three 10-minute breaks (1 per hour). NOTE: This is the definition of a clock hour for purposes of reimbursement; the definition of a "term hour" in [OAR 589-001-0300](#) shall not be used as the basis for calculating contact hours.

Cooperative Work Experience (CWE): The placement of students in a work experience. The college supervisor visits the fieldwork site periodically. The primary supervision is from the employer or other individual contracted to provide field experience. CWE includes a seminar in conjunction with a field placement. Each student should have theoretical knowledge and/or practical experience in a major field of study prior to being placed in a cooperative work experience setting.

Credit Course: Credit is a local college issue, but usually applies to courses offered by the college as part of a lower-division transfer degree or approved career/technical preparatory program.

Distance Education: An all-encompassing term used to either describe different technologies used to extend the educational capabilities of an institution, such as online, hybrid, and web-based courses, or a means to provide educational opportunity to those incapable of receiving education through traditional classroom settings.

Dual Credit: Secondary and postsecondary credit awarded for a course offered in a high school, in which course is sufficiently similar to the college or university course as to enable the enrolled students to be described as taking the course from an Oregon community college or public university as set forth in ORS 340.310. The course must be taught by a high school teacher who has been approved by the college or university and who meets the qualifications to teach the course for the college or university. Dual Credit may include Career and Technical Education courses. See [ORS 340.310](#) and [OAR 715-017-0005](#).

English as a Second Language (ESL): Courses designed to help persons whose native language is not English to understand, speak, read and write the English language.

Full-time Equivalency: For each 510 hours of instructional time provided to students in select courses a college is awarded one FTE for reimbursement. College funding is based in part on the development of FTE. [OAR 589-001-0300](#) and [OAR 589-002-0110 Section 6](#).

GED®: Classes provide a review of and instruction in basic academic skills to assist adults who have not graduated from high school to prepare for the GED® tests. An Oregon Certificate of equivalency is issued by the Oregon Board of Education to individuals who earn passing scores. See [OAR 589-007-0400](#).

Occupational Supplementary Course: According to [OAR 589-007-0100](#), an occupational supplementary course is defined as “collegiate level courses designed for individuals who have already entered an occupation

but seek to improve their occupational skills and knowledge in order to achieve employment stability or advancement.”

Other Education Courses: [OAR 589-006-0050](#) defines “Other Education Courses” as “...general self-improvement courses intended primarily for adults and independent of occupational or lower division collegiate curricula. These courses are not intended for programs which may lead toward a baccalaureate degree. These courses may be used as prerequisite and elective courses in professional technical degree and certificate programs.”

APPENDIX A: SUMMARY OF OREGON REVISED STATUTES RELATING TO FTE GUIDELINES

ORS CHAPTER 326 — STATE ADMINISTRATION OF EDUCATION

[ORS Chapter 326](#) — *State Administration of Education*

ORS CHAPTER 327 — STATE FINANCING OF ELEMENTARY AND SECONDARY EDUCATION

[ORS Chapter 327](#) — *State Financing of Elementary and Secondary Education*

Division 133 describes reports required from high school districts. Allowing community colleges to include high school students when determining FTE for state aid purposes ([ORS 341.635](#)) does not change any reporting requirements in [ORS 327.133](#).

ORS CHAPTER 340 — COLLEGE CREDIT EARNED IN HIGH SCHOOL

Division 310 describes the statewide standards for dual credit programs and reports.

ORS CHAPTER 341 — COMMUNITY COLLEGES

[ORS Chapter 341](#) — *Community Colleges*

Division 005 provides definitions of terms used throughout ORS 341.

Division 009 describes the overall purpose and function of community colleges in Oregon. It describes the types of educational programs community colleges can and cannot offer.

Division 440 provides the authority for community colleges to contract with other educational bodies, including high schools and education service districts, to provide educational services.

Division 450 relates to accelerated learning.

Division 484 Section 3 allows community colleges to include high school students when determining FTE [Formerly ORS 341.525].

Division 492 Section 2 defines residency in regard distribution of state aid to include students from Idaho, Washington, California and Nevada [Formerly 341.528].

Divisions 620 and **Division 626** establish the Community College Support Fund and outline how state aid may be distributed.

Division 635 describes the effect on state aid of scholarships and of certain admissions.

Division 635 Section 2 gives community colleges the authority to include high school students when determining FTE for purposes of distributing state aid.

Division 665 Section 2 outlines how community colleges receive funds for apprenticeship programs.

ORS CHAPTER 660 — APPRENTICESHIP AND TRAINING; WORKFORCE DEVELOPMENT

[ORS Chapter 660](#) — *Apprenticeship and Training; Workforce Development*

Division 002 outlines the State’s policy on apprenticeship and training.

Division 010 provides definitions for terms used through ORS 660.

Division 120 provides the duties and powers of the State Apprenticeship and Training Council. Section E directs the cooperation of the Council and educational bodies, including community colleges.

Division 157 Section 4 directs that apprenticeship programs carrying credit toward a community college associate degree be approved by the State Board of Education.

Division 162 gives the Higher Education Coordinating Commission authority to adopt policies, standards and programs to carry out the State’s policy regarding apprenticeship and training.

Division 167 grants the Council and the SBE authority to adopt policies relating to evaluation and demonstration of achievement.

Division 190 requires community colleges offering training in apprenticeable occupations to establish a training program advisory committee.

APPENDIX B: SUMMARY OF OREGON ADMINISTRATIVE RULES RELATING TO FTE GUIDELINE

OAR 589-001-0300 — COMMUNITY COLLEGES

[OAR 589-001-0300](#) — *Community Colleges* provides definitions of terms used throughout [OAR Chapter 589](#).

Section 8 provides the definition for a Full-Time Equivalent Student (FTE) and Reimbursable FTE.

OAR 589-002-0100 — COMMUNITY COLLEGE SUPPORT FUND DISTRIBUTION

[OAR 589-002-0100](#) — *Community College Support Fund Distribution*

Section 2.e describes stability in student enrollment by using a three-year weighted average of students by college to distribute state funds.

OAR 589-002-0110 — DEFINITIONS

[OAR 589-002-0110](#) — *Definitions*

Section 6 provides the definition for a Full-Time Equivalent Student (FTE) and instructions on how to calculate reimbursable FTE in regards to fall term clock hours.

OAR 589-002-0120 — COMMUNITY COLLEGE SUPPORT FUND DISTRIBUTION METHODOLOGY

[OAR 589-002-0120](#) — *Community College Support Fund Distribution Methodology*

Section 4 states residents of the State of Oregon and the states of Idaho, Washington, Nevada, and California shall be counted as part of each community college district's CCSF reimbursable FTE, but only for those students who take part in coursework offered within Oregon's boundaries.

OAR 589-002-0200 — STATE REIMBURSEMENT AND STUDENT RESIDENCY

[OAR 589-002-0200](#) — *State Reimbursement and Student Residency* defines residency for the purpose of reimbursement and provides the State Board with the authority to review and approve district residency policies.

Section 2 provides the definition of the term *Oregon Resident*.

Section 4 states the district policies regarding student residency for state reimbursement purposes.

OAR 589-002-0500 — CONTRACTS WITH AGENCIES, ORGANIZATIONS, AND INDUSTRIES FOR WHICH STATE REIMBURSEMENT IS REQUESTED

[OAR 589-002-0500](#) — *Contracts with Agencies, Organizations, and Industries for Which State Reimbursement is Requested* describes contracting procedures and standards.

OAR 589-002-0900 — REPORTING REQUIREMENTS

[OAR 589-002-0900](#) — *Reporting Requirements*

OAR 589-006-0050 — COMMUNITY COLLEGE COURSE APPROVAL DEFINITIONS

[OAR 589-006-0050](#) — *General Community College Program Approval Definitions* provides definitions of terms used throughout [OAR Chapter 589 Division 6](#).

Section 22 provides the definition of the term *Direct Control*.

OAR 589-006-0100 — GENERAL COMMUNITY COLLEGE PROGRAM APPROVAL REQUIREMENTS

[OAR 589-006-0100](#) — *General Community College Program Approval Requirements* provides an overview of program approval requirements.

OAR 589-006-0150 — LOCAL COMMUNITY COLLEGE RESPONSIBILITIES FOR PROGRAM APPROVAL

[OAR 589-006-0150](#) — *Local Community College Responsibilities for Program Approval* describes processes and procedures colleges must have in place for program approval.

OAR 589-006-0200 — APPROVAL OF LOWER DIVISION COLLEGIATE PROGRAMS & COURSES

[OAR 589-006-0200](#) — *Approval of Lower Division Collegiate Programs and Courses* provides authority to CCWD to approve LDC courses.

OAR 589-006-0300 — APPROVAL OF PROFESSIONAL TECHNICAL COURSES, CERTIFICATE OF COMPLETION AND ASSOCIATE OF APPLIED SCIENCE DEGREE PROGRAMS

[OAR 589-006-0300](#) — *Approval of Professional Technical Courses, Certificate of Completion and Associate of Applied Science Degree Programs* provides CCWD with the authority to approve PTE (CTE) courses and degree programs and describes the requirements and process for approval.

OAR 589-006-0350 — MAINTAINING APPROVAL OF CERTIFICATE OF COMPLETION AND ASSOCIATE OF APPLIED SCIENCE DEGREE PROGRAMS

[OAR 589-006-0350](#) — *Maintaining Approval of Certificate of Completion and Associate of Applied Sciences Degree Programs* describes requirements for maintaining approval of certificates and AAS degrees.

OAR 589-006-0400 — APPROVAL OF OTHER EDUCATION COURSES

[OAR 589-006-0400](#) — *Approval of Other Education Courses* delegates authority to the department to approve other education courses, such as ESL, GED, and adult basic education.

OAR 589-007-0100 — APPRENTICESHIP DEFINITIONS

[OAR 589-007-0100](#) — *Apprenticeship Definitions*

Section 38 provides the definition to the term *Occupational Supplementary course*.

OAR 589-007-0110 — APPRENTICESHIP RELATED TRAINING COURSES, WORK-BASED LEARNING AND ACADEMIC CREDIT

[OAR 589-007-0110](#) — *Apprenticeship Related Training Courses, Work-Based Learning and Academic Credit* defines how community college, the Council and local joint committees work together to provide apprenticeship-related training services. Also defines how contact hours may be counted for apprenticeship programs.

OAR 589-007-0120 — APPRENTICESHIP RELATED TRAINING INSTRUCTION

[OAR 589-007-0120](#) — *Apprenticeship Related Training Instruction* relates to Apprenticeship instruction, record-keeping, financial aid and access to college services.

OAR 589-007-0130 — APPRENTICESHIP INSTRUCTORS

[OAR 589-007-0130](#) — *Apprenticeship Instructors* outlines requirements for apprenticeship instructors. Apprenticeship instructors must meet the same requirements in effect for similar faculty and instructors identified through local college policies.

OAR 589-007-0140 — CERTIFICATES OF COMPLETION AND ASSOCIATE DEGREES FOR APPRENTICES AND JOURNEY PERSONS

[OAR 589-007-0140](#) — *Certificates of Completion and Associate Degrees for Apprentices and Journey Persons* requires that associate degree programs offered to apprentices follow the same standards as all other certificate of completion and associate degree programs.

OAR 589-007-0150 — GRANTING ACADEMIC CREDIT FOR CERTIFICATES OF COMPLETION AND ASSOCIATE DEGREES FOR APPRENTICES AND JOURNEY PERSONS

[OAR 589-007-0150](#) — *Granting Academic Credit for Certificates of Completion and Associate Degrees for Apprentices and Journey Persons* requires that associate degree programs offered to apprentices follow the same standards as all other certificate of completion and associate degree programs.

OAR 589-007-0160 — MENU OF CORE APPRENTICESHIP SERVICES AND SUPPLEMENTAL APPRENTICESHIP SERVICES

[OAR 589-007-0160](#) — *Menu of Core Apprenticeship Services and Supplemental Apprenticeship Services* requires that associate degree programs offered to apprentices follow the same standards as all other certificate of completion and associate degree programs.

OAR 589-007-0170 — COMMUNITY COLLEGE APPRENTICESHIP RELATED TRAINING PROVIDERS AND NOTIFICATION

[OAR 589-007-0170](#) — *Community College Apprenticeship Related Training Providers and Notification* identifies requirements for apprenticeship services offered through community colleges.

Section 8 states that Contracts between community colleges and local joint committees will not imply any requirement on the part of the state for reimbursement.

OAR 589-007-0180 — CONTRACTS FOR EDUCATIONAL SERVICES BETWEEN COMMUNITY COLLEGES AND LOCAL JOINT COMMITTEES

[OAR 589-007-0180](#) — *Contracts for Educational Services Between Community Colleges and Local Joint Committees* requires notification to Department if a community college intends to provide apprenticeship training and services. Authorizes community colleges to enter into contracts with local joint committees.

Section 6 states Community colleges may not enter into a contract where the community college is required to share any portion of FTE reimbursement provided by the state.

OAR 589-007-0400 — GENERAL EDUCATIONAL DEVELOPMENT PROGRAM AND CERTIFICATES OF HIGH SCHOOL EQUIVALENCY

[OAR 589-007-0400](#) — *General Educational Development Program and Certificates of High School Equivalency* describes the GED and high school equivalency programs.

OAR 715-017-0500 — DUAL CREDIT PROGRAMS AND DEFINITIONS

[OAR 715-017-0500](#) — *Dual Credit Programs and Definitions* sets out policy for Dual Credit Programs in community colleges, and provides definitions for terms used in this rule.

OAR 839-011-0070 — APPRENTICESHIP AND TRAINING COMMITTEES DEFINITIONS

[OAR 839-011-0070](#) — *Apprenticeship and Training Committees Definitions*

OAR 839-011-0074 — APPRENTICESHIP AND TRAINING COMMITTEES MEMBER SELECTION

[OAR 839-011-0074](#) — *Apprenticeship and Training Committees Member Selection*

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