



SAN DIEGO
Community College District

State Apportionment (Part 1)

Workshop – February 20, 2025

Flex: 26343/36462

Thanks for joining us!

Jaime Sykes (they/he)

Research & Planning Analyst, II&E, SDCCCD DO

Please introduce yourself in the chat!

Name & Pronouns

Role

Campus/Department



Menti Poll!

Where do the data for state apportionment come from?

- a. Campus Solutions
- b. The SDCCD Institutional Research Database
- c. The work of everyone in this zoom room (and beyond!)
- d. A&B
- e. A&C

Join us on Mentimeter!
Menti.com code 1973 3958
Or Scan the QR Code!



We Create the Data!

Where do the data for state apportionment come from?

- a. Campus Solutions
- b. The SDCCD Institutional Research Database
- c. The work of everyone in this zoom room (and beyond!)
- d. A&B
- e. A&C

The work that each of you and your colleagues do impacts state apportionment. From building classes in Campus Solutions, to taking attendance in your classes, to providing critical guidance for student educational plans that keep them on track, to keeping our facilities clean and enjoyable for students, to using enrollment management and validation tools available to you, to connecting students to invaluable resources that help them stay in school until they complete, **YOU either directly or indirectly influence state apportionment.**

Workshop Objectives (And Our Agenda!)

Build a **basic understanding of how the 320 report works**, including important fields in Campus Solutions and SDCCD business processes that impact the report.

Learn about **upcoming changes to the ways FTES are calculated** with the introduction of the standardized attendance accounting method.

Reflect on the ways in which **your daily work impacts the 320 report** and consider how you can play an active role in ensuring the quality and validity of the report.

Join us next week on February 27th for [State Apportionment Part 2](#) to learn more about the Student-Centered Funding Formula!



FTES & 320 Report Basics

Build a basic understanding of how the 320 report works, including important fields in Campus

Solutions and SDCCD business processes that impact the report.

What is the 320 Report?

- **AKA 'State Report' or 'Enrollment Report', this is the report that California Community Colleges submit to the State Chancellor's Office to receive FTES (Full-Time Equivalent Students) funding.**
- Districts report FTES to the State three to four times per fiscal year. Districts submit their FTES online using the State Apportionment Portal. II&E posts SDCCCD's reports on the [web](#).
- These reports are submitted during four “reporting periods.”
 - P1 – January 15
 - P2 – April 15
 - Final – July 15
 - Recalculation (Optional) – November 1

What are FTES?

- **Full-Time Equivalent Students (FTES) do not equate to each student enrolled and are essentially converted student enrollments into a number that roughly approximates how many students taking 15 units are served by the district each term.**
- For example, one FTES can be one full-time student enrolled in 15 units, or five students enrolled in three units each in simplified terms.
- FTES are currently computed differently depending on the accounting method of the class, which is determined by how it is scheduled.

FTES into Dollars

- The FTES submitted are converted to dollar amounts using the current dollar rates per FTES. [2024-2025 rates](#) are below.
 - Credit FTES - \$5,294
 - Incarcerated Credit FTES - \$7,425
 - Special Admit Credit FTES - \$7,425
 - Career Development & College Preparation (CDCP) FTES - \$7,425
 - Noncredit FTES - \$4,465

College & Center Size

- **Total FTES also factors into a college's or noncredit Center's Basic Allocation (more on that in our Part 2 workshop)**
- Multi-college District College Rates:
 - Small College (<10,000 FTES) - \$6,508,449
 - Medium College ($\geq 10,000$ & <20,000 FTES) - \$7,593,194
 - Large College ($\geq 20,000$ FTES) - \$8,677,936
- Noncredit Legacy Centers:
 - Small Center (≥ 100 & >250 FTES) \$271,187
 - Small Medium Center (≥ 250 & <500 FTES) \$542,371
 - Medium Center (≥ 500 & <750 FTES) \$1,084,741
 - Medium Large Center (≥ 750 & <1,000 FTES) \$1,627,112
 - Large Center ($\geq 1,000$ FTES) \$2,169,484

Accounting Methods

Credit

- **Census Week** - These Classes begin and end coterminously with a primary term. Apportionment is determined based on census date 20% into the term, weekly hours, and the term-length multiplier of the district. (Campus Solutions: XB01=W)
- **Census Day** - Class does not need to begin or end coterminously with the primary term. Class must meet at least five days of the term. Apportionment is determined by census 20% into the class, the number of days the class meets, and daily hours. (Campus Solutions: XB01=D)
- **Positive Attendance** – Any class can be positive attendance, but a class **MUST** be positive attendance if it is fewer than 5 days long. Tutoring classes are all positive attendance. Apportionment is determined by the actual hours the student attended the class. (Campus Solutions: XB01=P, E, or G)
- **Alternative Credit Accounting Methods Census Day or Week** - Online classes and independent study or work experience classes. Units or weekly apportionment hours (WAH), and the term-length multiplier of the district (16.5) or number of weeks, depending on the session length, determine apportionment for these classes. (Campus Solutions: XB01=I or L)

Accounting Methods

Noncredit

- **Positive Attendance** – Any class can be positive attendance, but a class MUST be positive attendance if it is fewer than 5 days long. On-campus classes at SDCCE are positive attendance. Apportionment is determined by the actual hours the student attended the class. (Campus Solutions: XB01=G)
- **Alternative Accounting Method for Noncredit Distance Education** - Online classes at SDCCE. FTES is determined by CE Distance Education hours and enrollment at 20% and 60% census dates averaged. (Campus Solutions: XB01=G)

Accounting Methods

In Campus Solutions

- Accounting methods are dependent upon how classes are built in Campus Solutions.
- Educational Services created a repository of critically important resources (for both the [credit colleges](#) and [SDCCE](#)) to ensure that schedulers build classes correctly and trigger the appropriate accounting methods.
- The majority of FTES calculations rely on course attributes built into Campus Solutions in addition to enrollment. **Not following these specifications can result in classes remaining positive attendance (or other potential errors), resulting in a loss of FTES if not caught promptly and corrected.**

Attendance

Census-Based Accounting Methods

- For classes that are census-based (e.g. weekly census, daily census), enrollment as of the census date of the class factors into FTES calculations.
- Ensuring that students drop appropriately when needed factors into this calculation. Even more importantly, connecting students to vital support services that will help them stay enrolled and on track with their academic pathways reduces FTES loss due to drops.
- Credit college faculty can access [Educational Services' tutorials](#), including those for [census attendance procedures](#), on Atlassian. Resources for SDCCE faculty are available [here](#).

Attendance

Positive Attendance

- For classes that are positive attendance, the ACTUAL hours that students attend class are divided by 525 to calculate FTES.
- Ensuring that attendance hours are appropriately entered to Campus Solutions is critical. **One of the most common sources of FTES loss for the SDCCD are due to positive attendance classes without entered attendance hours.**
- Credit college faculty can access [Educational Services' tutorials](#), including those for [positive attendance](#) and [tracking classes](#), on Atlassian. Resources for SDCCE faculty are available [here](#).

Completion

- **Keeping students on track to complete their degrees or meet their academic goals with SDCCD is mostly important because it relates to our mission as community college educators.**
- **In addition to this higher purpose, ensuring students have their basic needs met, can access safe learning facilities, receive rigorous support services, feel that they belong on our campuses, and experience quality instruction in our classrooms all factor into student retention, which supports our enrollment and outcome goals that directly tie to state apportionment.**
- How student outcomes and access to financial aid directly impact state apportionment will be discussed next week in our State Apportionment Part 2 workshop.

Checkpoint!

Any questions related to 320 or FTES basics before we move on to the material related to our second learning objective?



Upcoming Changes

Learn about upcoming changes to the ways FTES are calculated with the introduction of the standardized attendance accounting method.

Standardized Attendance Accounting Method

- The recent introduction of the Standardized Attendance Accounting Method will significantly simplify FTES calculations for credit classes.
- Only census-based classes at the credit colleges are impacted by this change.
- Standard hours are 18 for each unit of lecture, 54 for each unit of lab, and 36 for each unit of activity*.
- Standardized hours for a class are then multiplied by enrollment and divided by 525 to calculate FTES.

**SDCCD does not have any classes included as "activity".*

What's the Impact?

- **In most cases, the standardized attendance accounting method FTES are slightly higher or the same as prior calculations for courses with standard hours.**
- Some census-based classes with non-standard hours may yield lower FTES, mostly impacting Exercise Science.
- II&E worked with Educational Services to design a dashboard with this comparison that is interactive and can help instructional leaders at the colleges examine the impact from the college-level to the course-level.

What's Next?

- **Educational Services is working collaboratively with II&E and IT to implement necessary changes in Campus Solutions.**
- **SDCCD will transition over to the standardized attendance accounting method in Fiscal Year 2026-2027.**
- More guidance from Educational Services (and likely another collaborative workshop with II&E!) is forthcoming.

Checkpoint!

Any questions related to the standardized attendance accounting method before we move on to the material related to our FINAL learning objective?



We are the Data

Reflect on the ways in which your daily work impacts the 320 report and consider how you can play an active role in ensuring the quality and validity of the report.

Exceptions Reports

- II&E provides exceptions report files to campus Instructional Services and Admissions & Records Offices 6-8 weeks in advance of each reporting period deadline.
- In short, these reports provide a list of classes or enrollments that are excluded from the apportionment report.
- When the reports are actively reviewed, colleges often catch errors that can be corrected, recovering FTES the college rightfully earned. **The most common error caught this way are positive attendance classes that do not have hours entered.**

Enrollment Management Dashboards

- II&E regularly updates and refreshes our Enrollment Management Dashboards, available on our [website](#).
- While these dashboards primarily function as reporting tools to let the colleges know how enrollment is going to help inform decision-making, colleagues reviewing the dashboards have occasionally uncovered mistakes related to scheduling.
- The most common error caught this way are classes that remain positive attendance but should be census-based because the scheduling specifications were not followed.

To Reiterate...

The work that each of you and your colleagues do impacts state apportionment.

From building classes in Campus Solutions, to taking attendance in your classes, to providing critical guidance for student educational plans that keep them on track, to keeping our facilities clean and enjoyable for students, to using enrollment management and validation tools available to you, to connecting students to invaluable resources that help them stay in school until they complete, **YOU either directly or indirectly influence state apportionment.**

Helpful Resources

- [Downloadable PDF resources from this presentation](#)
- [Enrollment Management Dashboards & Tutorials](#) (web)
- [II&E Professional Development](#) (web)
- [MySDCCD Faculty Resource Center](#) (web)
- [Schedule Development Support Center](#) (web)
- [SDCCD 320 Reports](#) (web)
- [Student Attendance Accounting Manual](#) (web)

Checkpoint!

Any questions related to resources or processes you may need related to the 320? Or any final questions before we log off?

Acknowledgments

Margarita Murray from SDCCD Educational Services for collaborating on the standardized attendance accounting method, scheduling language and resources, and for reviewing some of the slides in the presentation!

Marc Grabiell from SDCCD II&E for redesigning the Enrollment Management Dashboards shared here in Power BI.

Brian Stern from SDCCD II&E for collaborating on this series and talking about the SCFF so I don't have to.

Wyatt Baquial and Ginger Jeu from SDCCD II&E for all their administrative support for our professional development series!

All of you! Thanks for attending/watching and for the work you do. It all ends up here somehow.



Evaluation

Please click the [link](#) in the chat or use the QR code on the screen to tell us how the workshop went so we can improve future offerings!





Thank you!

Reach out:

jsykes@sdccd.edu