

# Full-time Equivalent (FTE)

FTE or Full-time Equivalent is a measurement used to calculate the estimated number of students equivalent to the number of students carrying a full load of coursework. State funding is based on the number of FTEs generated by a university; as a result, any university that receives state funding based on the FTE number is required to report this number to the state government.

University of the West is a private, not for Profit University. As a result, we have no obligation to the state or federal government to report this number, nor do we, as a private university, receive funding from the government. Therefore, the focus of FTE reporting is strictly for internal budgetary purposes. Consequently, a formal process shall be engineered that incorporates the mindset of providing data to all key stakeholders that is meaningful and applicable. Thus, the purpose for collecting and reporting FTE at University of the West is to:

1. Measure instructional workload
2. Facilities planning
3. Resource allocations
4. Headcount by major (FTE by major)

<b>FTE (Degree Credit Units):</b>	Degree credit units are credits that can be applied towards a degree.
<b>FTE (Contact hours):</b>	<ol style="list-style-type: none"> <li>1. Credit hours that cannot be applied towards a degree.</li> <li>2. ESL courses are tracked using contact hours.</li> <li>3. ESL students are tracked using contact hours (unless they are enrolled in a degree applicable credit course).</li> <li>4. A degree-seeking student who is taking ESL courses will be tracked using contact hours.</li> </ol>

## Calculating FTE (Credit unit hours)

### Student-Major Generated FTEs

$$\text{FTE Undergraduate students} = \frac{\text{Total credit units}}{12}$$

An undergraduate student is considered full-time if he/she is taking 12 or more credit units during a semester.

<b>Students included:</b>	BABUS, BAGEN, BAENGL, BAPSYCH.
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<b>Students included but under a different category:</b>	<ol style="list-style-type: none"> <li>1. ESL students taking degree-credit courses.</li> <li>2. Exchange students.</li> <li>3. NDS taking undergraduate course work.</li> </ol>
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$$\text{FTE Graduate students} = \frac{\text{Total Credit Units}}{9}$$

A graduate student is considered full time if he/she is taking 9 or more credit units during a semester.

<b>Students Included:</b>	MBA, CERTBUS, EMBA, MAPSYCH, MAREL, PHDREL, MDIV.
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## Calculating FTE (Contact Hours)

A student that is being tracked by using contact hours is not reported in the FTE (credit unit hours) report; However, a student that is enrolled in an ESL course or courses is paying the university for its services. Calculating FTE by contact hours in addition to FTE by credit unit hours will give us a clearer picture on the amount of revenue that is being generated by each department.

$$\text{FTE (Contact hours)} = \frac{\text{Total number of contact hours generated by students taking ESL courses}}{320}$$

We are using 320 as the denominator because a student who is taking ESL courses must pay full costs at 320 hours per semester. Additionally, ESL courses differ in the amount of contact hours offered per course.

<b>Student included in this report:</b>	<ol style="list-style-type: none"> <li>1. ESL students</li> <li>2. Degree-seeking students that are taking ESL courses.</li> </ol>
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**Important Notice:** Calculating FTE for both credit units and contact hours will not produce a duplicate number.

## Calculating Generated Revenue by Department using FTE

Funds are distributed to the department in which the student is enrolled. **For example**, student A is enrolled in the MBA program and he/she is taking a 3 credit unit course in Psychology. The 3 credit units he/she earns from completing that Psychology course will be credited to the Business department.

A student that is enrolled in a degree program who is taking ESL courses: The program he/she is enrolled in will be credited with the revenue from taking those ESL courses. **For example**, Student A is enrolled in the MBA program. Student A is not taking any business courses this semester but is taking 320 contact hours' worth of ESL courses. The Business department will receive those funds.

		Full- time Equivalent
Business Department		<b>121.4</b>
	BABUS	39.1
	CERTBUS	10.3
	MBA	68.9
	EMBA	3
English Department		<b>4.8</b>
General Studies		<b>12.6</b>
Psychology Department		<b>47.4</b>
	BAPSYCH	22.5
	MAPSYCH	24.9
Master of Divinity		<b>40.6</b>
Religious Studies		<b>44.9</b>
	MAREL	21.2
	Ph.D.	23.7
ESL		<b>3.75</b>
Exchange		<b>21.3</b>
NDS		<b>2</b>
Total Undergraduate Degree- seeking		78.9
Total graduate Degree- seeking		192.6
Total university		298.6

The information presented above is an example of how we report FTE (Credit units) at UWest. The report posted below is how FTE contact hours are configured.

Program	# of Students	Total Contact Hours	FTE
B.A. In Business Administration	2	640	2
B.A. In General Studies	1	320	1
Master's in Business Administration	3	960	3
Total (degree-seeking students):	6	1920	6
Exchange Students	9	2880	9
ESL Students	23	7360	23
Grand Total:	38	12160	38

ESL Students Taking Degree applicable courses	4	3.75
Total (Credit units and Contact Hours):	42	41.75

**Total Revenue Generated from tuition by department** = FTE (credit unit hours) (X) tuition equivalent to full-time status (+) FTE contact hours (X) \$2880

B.A. in Business Administration revenue generated from tuition = (39.1 (X) \$4368) + (2 X \$2880) = \$176,548.8

Tuition equivalent to full-time student (Undergraduate):	Cost/unit (X) 12
Tuition equivalent of full-time student (Graduate):	Cost/unit (X) 9
Tuition equivalent of Full-time students (ESL):	\$2880

## Measuring Instructional Workload Using FTE

The FTE calculations that were presented above pertain to basic fiscal data reporting by major. These data are used to allocate tuition revenue based on the number of courses a student takes by major. Although, this FTE measurement is useful when allocating tuition funds to each department, it is not a good measurement to gauge instructional workload. For instance, the Department of General Education has an FTE of 12.6; However, General Education, being an interdisciplinary department, provides instructional services to students from every undergraduate program. Thus, the way we calculate FTE at UWest does not transcend the realm of basic fiscal data reporting, and it is considered a function of headcount enrollment.

In response to this dilemma, the Office of Institutional Research and Assessment investigated other universities to see how they approached this problem. In our quest, we found some valuable information pertaining to instructional workload calculations from the Office of Institutional Research and Planning at the University of Delaware. The methodologies incorporated at University of Delaware are consistent with the National Study on faculty Productivity and Costs. They are as follows:

Courses-based data should be calculated using the “**Origin of Instructor**” methodology. Origin of instructor analysis captures all of the student credit hours, course enrollment, and FTE generated data from all courses taught by individuals budgeted to and paid by a given department, regardless of whether the course originated in that department. In that way, every department receives complete credit for the full range of its instructional activity.

1. **Student Credit hours:** Total student credit hours (course credits multiplied by course enrollment) are reported by the level of instruction. This calculation provides a clear picture of instructional activity at different levels of instruction.

Pre-Collegiate Level courses:	Course codes 000-100D
Lower Division courses:	Course codes 100-299
ESL Courses:	ESL course codes
Upper Division Courses:	Course Codes 300-499
Graduate Level courses:	Course Codes 500-799

2. **Percent of Credit hours Taught by Full-time Faculty and by Part-time Faculty:** It is useful for departments to know what proportion of their instruction is done by their own full-time faculty and what proportion of teaching is done by part-time faculty. For the purpose of this analysis, full-time faculty includes department chairs and faculty members that are on payroll as full-time. Part-time faculty include adjunct and part-time, or less than full-time faculty members. The origin of instructor methodology will be incorporated in this

calculation so that each department can get a sense of the instructional activity taking place in their department.

3. **Total Student Course Enrollment:** The total number of students enrolled in courses is displayed by level of institution. In this instance, if a single student takes two courses in the same department in the same semester, he/she is counted twice, as enrollments- not individuals.
4. **FTE Students Taught:** Where FTE Majors are a function of headcount enrollment, "FTE Students Taught" is a function of student credit hour generation from teaching within a department, and hence, is a far more meaningful measure of **instructional productivity**. This statistic is very important for departments such as General Education, with a relatively small number of declared majors, but with a large number of FTE students generated from teaching.

Unlike calculating FTE by major where the denominator, or full-course load, is determined by a student's degree level, the denominator for FTE students taught is a product of the course level. Whether or not an undergraduate or graduate student is taking the same course is irrelevant, what matters is the course code of that course. Undergraduate level courses have a denominator of 12 (that includes pre-collegiate courses), and graduate level courses have a denominator of 9.

For Doctoral students that have advanced to candidacy, we do not allocate FTE by credit hours; instead, these students count as 1 FTE in their major department for their first 6 semesters, then as 0 FTE after that.

5. **Full Time Equivalent Faculty:** The methodology used to calculate faculty FTE varies depending on the report being conducted. The most widely used methodology for calculating faculty FTE is as follows:

$$\text{FTE Faculty} = \text{Full-time faculty} + \frac{1}{3} (\sum \text{Total adjunct faculty})$$

However, if we find that our adjunct faculty members are teaching more than one course it might be better to use the following formula:

$$\text{FTE Faculty} = \text{Full-time faculty} + \frac{\sum \text{number of adjunct instructors (x) credit hours}}{9}$$

Nine credits is the contractual administered teaching load per semester for non-chairs. Nonetheless, it is important to note here that when calculating faculty instructional workload by department or program, the methodology for calculating FTE faculty will change. The reason for this change is due to the fact that our full-time faculty teach both undergraduate and graduate level courses. If we were to uphold the traditional method of calculating faculty FTE we would be duplicating the faculty FTE number in the department and underestimating a true student: faculty ratio for our programs. In order to avert this from happening, we will use the following methodology to calculate Instructional FTEF:

$$\text{Instructional FTEF} = \frac{\text{Number of instructional courses taught (x)3}}{9}$$

**6. Workload Ratios:** The following workload ratios are consistent with the Delaware study on Faculty Productivity and Costs. Given the resources that are available to us at this moment, we find the calculations feasible to measure:

- a. Student Credit Hours/FTE Faculty
- b. Students Enrolled/FTE Faculty
- c. FTE Students/FTE Faculty

$$\text{FTE Students/FTE faculty} = \frac{\text{FTE Students Taught}}{\text{Instructional FTEF}}$$

<b>Instructional Activity Reports (Primary Courses):</b>	<ol style="list-style-type: none"> <li>1. Will exclude non-instructional course codes (e.g., Independent study, dissertation research...)</li> <li>2. Pre-collegiate courses will be included in aggregate count for both General Education and English departments.</li> <li>3. ESL FTE count will be included in the aggregate for the English department, but will not be included in overall aggregate for the university.</li> </ol>
<b>Faculty Activity Report:</b>	<ol style="list-style-type: none"> <li>1. Will include non-instructional course codes.</li> <li>2. PhD students in candidacy will have an FTE of 1.</li> <li>3.</li> </ol>