

California Community Colleges Chancellor's Office

Quality Distance Education Webinar

Attendance Accounting And Reporting for Distance Education Courses

December 10, 2012



Presentation Topics

- **FTES and the Apportionment Attendance Report (CCFS-320)**
- **Requirements for Reporting Course FTES on the CCFS-320**
- **Intent and Accountability Standards**
- **Attendance Accounting and Reporting for Distance Education (DE) Courses**
- **Common Questions Concerning DE Courses and Attendance Accounting**
- **Audit implications for DE Courses**

* Unless otherwise indicated, all legal citations refer to California Code of Regulations, Title 5



Apportionment Attendance Report (CCFS-320)

- **Overview:**
 - **Required by Title 5 §58003.4**
 - **Prepared in accordance with deadlines and instructions prescribed by the Chancellor's Office**
 - **The Chancellor's Office calculates the amount of State General Apportionment funds, based primarily on the number of FTES workload that districts report on the CCFS-320**
 - **Also provides workload measure for Lottery allocation, Basic Skills funding, & DOF WSCH**



Basic Definitions

A Contact Hour is...

- The basic unit of attendance for computing Full-Time Equivalent Student (FTES)

One FTES is equivalent to 525 contact hours
or

1 student x 15 weekly contact hours x 35 weeks = 525

- Not a headcount
- Formerly known as “ADA” or Average Daily Attendance



Requirements for Reporting Course FTES on the CCFS-320

- **The basic conditions or standards for claiming FTES are provided by Title 5 §§ 58050 and 58161, including**
- **Appropriate course/program approval**
- **Unless expressly exempted, course must be open to the general public**
- **Unless expressly exempted (DE courses are exempted), courses are under the immediate supervision and control of a qualified academic employee of the district**
- **For credit course enrollments, a student must receive an evaluative or nonevaluative symbol**
- **Many other conditions affecting apportionment eligibility may apply, including requirements specific to DE courses, such as “regular effective contact” and the same quality standards as regular classroom courses**



Intent of Basic Attendance Accounting Requirements

Consistent with Title 5 §58052, the basic attendance accounting requirements are intended to promote the following purposes:

- **To ensure effectiveness of instruction**
- **To ensure that state aid is apportioned according to the same standards to all districts**
- **To ensure the safety of students**
- **To ensure that the state, districts, and students receive a reasonable return for monies expended**



Accountability

- **Education Code §84001 provides that “the system of public support for the California Community Colleges should be designed to strengthen and encourage local control of community college education.”**
- **Consistent with this intent, Title 5 §59116 provides that districts shall be fully accountable for the accuracy of the accounting and reporting of student attendance and shall promptly resolve inaccuracies in attendance accounting and reporting**
- **Specifically, districts must establish procedures, policies, and internal controls that will assure that FTES for State Apportionment purposes meet all requirements of law**
- **Each district is required to provide for an annual audit, which includes attendance accounting in its scope**



Attendance Accounting for Distance Education Courses

Consistent with Title 5 §58003.1, DE courses can apply any attendance accounting procedure that they are qualified to use, including the following basic procedures:

- **Weekly Census**
- **Daily Census**
- **Actual Hours of Attendance (Positive Attendance)**

If the DE course does not meet the requirements to apply one of these basic procedures or if it prefers not to, it must apply the:

- **Alternative Attendance Accounting Procedure**
 - **Credit Indep. Study, WEE, and Certain DE Courses**
 - **Noncredit Indep. Study / Noncredit DE Courses**



Attributes of a Distance Education Credit Course Applying the Weekly Census Procedure

- Offered for Credit and in primary terms only
- Course is coterminous with the primary term
- Meets same number of days and hours each week of primary term, including TBA hours
- Synchronous Instruction occurs each scheduled class meeting and students and instructor are able to interact during the class session via some sort of communication technology
- Clears the rolls of inactive enrollment as of census date
- WSCH is from regularly scheduled contact hours



Attributes of a Distance Education Credit Course Applying the Daily Census Procedure

- Offered for Credit and meets five or more days
- Meets same number of hours on each scheduled day, including TBA hours
- Not coterminous with the primary term
- Synchronous Instruction occurs each scheduled class meeting and students and instructor are able to interact during the class session via some sort of communication technology.
- Clears the rolls of inactive enrollment as of census day
- DSCH is from regularly scheduled contact hours



Attributes of a Distance Education Course

Applying the Positive Attendance Procedure

- **Synchronous Instruction occurs each scheduled class meeting and students and instructor are able to interact during the class session via some sort of communication technology.**
- **Instructor must keep accurate records of every hour each student attends**
- **Contact hours based upon the count of students present at each course meeting. No census date.**



Attributes of a Distance Education Credit Course on Alternative Attendance Accounting Procedure

- **Most DE courses do not have the attributes necessary to apply one of the basic attendance accounting procedures:**
 - Weekly Census, Daily Census, and Positive attendance
- **For these courses, the only option left is the Alternative Attendance Accounting Procedure**
- **Unless eligible for an exception provided by Title 5 §58009, this procedure uses the number of units of credit as the basis for determining the number of student contact hours for the course**



Attributes of a Distance Education Credit Course on Alternative Attendance Accounting Procedure

- **The Title 5 §58009 exception applies only to Independent Study LABORATORY courses and DE LABORATORY courses which consist partly or exclusively of laboratory work**
- **For courses under this exception, §58009 allows a district to substitute the contact hours based on units of credit with the contact hours that would be generated by the same course under the Weekly or Daily census procedures (i.e., a regular classroom based course)**



Attributes of a Distance Education Credit Course on Alternative Attendance Accounting Procedure

- **§58009 exception approved by Board of Governors in 2006 to address significant differences in the amount of FTES generated between an Independent Study or DE Laboratory course and a traditional delivery course.**
- **Non-laboratory credit DE courses on the alternative attendance accounting procedure must still determine WSCH based on the number of units of Credit**



Credit FTES Computation Examples

Example FTES calculations:

Example 1:

Computation of 3-unit Lecture Course

- **Weekly Census:**
 - 3 WSCH x 30 students x 17.5 TLM = 1,575 CH
 - 1,575 CH / 525 = 3.0 FTES

- **Alternative Attendance Accounting Procedure**
 - 3 Units of Credit x 30 students x 17.5 TLM = 1,575 CH
 - 1,575 CH / 525 = 3.0 FTES



Credit FTES Computation Examples

Example FTES calculations (continued):

Example 2:

Computation of 1-unit Laboratory Course

- **Weekly Census:**
 - 3 WSCH x 30 students x 17.5 TLM = 1,575 CH
 - 1,575 CH / 525 = 3.0 FTES

- **Alternative Attendance Accounting Procedure**
 - 3 WSCH based on §58009 exception x 30 students x 17.5 TLM = 1,575 CH
 - 1,575 CH / 525 = 3.0 FTES



Attributes of a Distance Education Credit Course on Alternative Attendance Accounting Procedure

- **For detailed guidance on this procedure, please refer to the 2008 Distance Education Guidelines and the document titled “Attributes of a Distance Education Credit Course on Weekly, Daily, or Positive Attendance Procedures.” Both are available on our website.**



Common Questions Concerning Distance Education Courses and Attendance Accounting

- **What is a “hybrid” credit course and what is the correct attendance accounting procedure for such a Course?**
 - “Hybrid” courses are those that combine face-to-face instruction with DE
 - The scheduling and instructional delivery attributes of the entire course (the non-DE part and the DE part) will have to be considered to determine which attendance accounting procedure can be applied (e.g., is the entire class regularly scheduled?)
 - If the entire course doesn’t qualify to be on a basic procedure, then the Alternative Attendance Accounting Procedure will have to be applied
 - Only one attendance accounting procedure can be applied per course



Common Questions Concerning Distance Education Courses and Attendance Accounting

- **Since there are few or no meetings for some DE courses, what would be the basis for an instructor to determine if a student is actively enrolled as of the census date?**
 - **Should be based on documentation from “regular effective contact” requirement in Title 5 §55204**
 - **Local policies and instructor directives/guidance must be developed for appropriate clearing of course rosters, including for distance education courses**
 - **Census rosters must be cleared of inactive enrollment as of the census date, which includes:**
 - **No shows; students who have officially withdrawn; students have been dropped from the course**
 - **A student must be dropped if no longer participating, except if there are extenuating circumstances**



Common Questions Concerning Distance Education Courses and Attendance Accounting

- **If a course includes less than “51 percent” instruction via DE, can it apply the Alternative Attendance Accounting Procedure?**
 - **Yes. The “51 percent” standard in Title 5 §55210 relates only to what must be reported as a distance education course via MIS to the Chancellor’s Office and has no bearing on what attendance accounting procedure can be applied for a particular course**
 - **As indicated for “hybrid credit courses,” the scheduling and instructional delivery attributes of the entire course will have to be considered (the non-DE part and the DE part), to determine which attendance accounting procedure can be applied (e.g., is the entire class regularly scheduled?)**



Audit Implications for Distance Education Courses

- **Hybrid courses often apply the wrong attendance accounting procedure (e.g., most hybrid courses should be on the Alternative Attendance Accounting Procedure, but incorrectly apply the Weekly Census procedure)**
- **It appears that some instruction is being converted from the TBA scheduling option for Weekly Census and Daily Census Courses to DE**
- **Chancellor's Office is considering the possibility an audit compliance item that will focus on DE courses**



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