

CCCCIO

California Community Colleges
Chief Instructional Officers

*“CIOs Open the
Golden Gate”*

Fall 2008 Conference
October 31, 2008

Presented by:

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Randy Lawson – Santa Monica College
Elias Regalado – System Office

AGENDA

- Attendance Accounting and Reporting for Apportionment Purposes – Elias Regalado
- Academic Calendars, Course Scheduling, and Related Topics– Randy Lawson
- Newly Released “TBA” Legal Advisory – Carole Bogue-Feinour
- ARCC Supplemental Report – Myrna Huffman, Carole Bogue-Feinour

Apportionment Attendance Report (CCFS-320)

Overview:

- Required by Title 5 Section 58003.4
- The System Office calculates the amount of General Apportionment funds, based primarily on the number of full-time equivalent student (FTES) workload that districts report on the CCFS-320

Apportionment Attendance Report (CCFS-320)

Overview (cont.):

- Provides workload measure for Lottery Allocation
- Used to determine eligibility for Basic Skills Supplemental Funding
- Dept. of Finance calculates WSCH from contact hour data included in CCFS-320

Requirements for Reporting Courses on the CCFS-320

- Title 5 Section 58050 provides the basic conditions or standards for claiming FTES
- Districts are required to establish procedures and policies that will assure that FTES reported for State Apportionment purposes meet all requirements of law



Requirements for Reporting Courses on the CCFS-320 (cont.)

- Documentation requirements have been developed to promote standardized, accurate reporting of data, and to facilitate audits of related community college records
- Documentation is based on detailed tabulations of course sections and appropriate support records



Requirements for Reporting Courses on the CCFS-320 (cont.)

All courses shall be open to enrollment by any student who has been admitted to the college provided they meet the prerequisites of the course established pursuant to Title 5 section 55003. Districts may limit enrollment in a course based on:

- Health and safety considerations
- Facility limitations
- Faculty workload
- Funding limitations
- Legal requirements imposed by statute, regulations, or contracts

Requirements for Reporting Courses on the CCFS-320 (cont.)

- The credit or noncredit course meets all minimum standards, including those related to course and/or educational program approval
- The district governing shall adopt fair and equitable policies and procedures for determining who may enroll in affected courses, such as “first-come, first-served basis or utilize other nonevaluative techniques
- Announcement of course offerings must be reasonably well publicized and not limited to a specialized clientele

Requirements for Reporting Courses on the CCFS-320 (cont.)

- In the case of off-campus courses, in most cases, all students must have equal access to the site (see Distance Education exception described in Legal Advisory 05-04 issued 5/10/05)
- Course in which the district receives full compensation for direct educational cost from any public or private agency, individual or group of individuals shall not be eligible for apportionment (Contract Education)
- To be eligible for apportionment, the course must be under immediate supervision of an academic employee

Definitions

FTES is...

- Full-Time Equivalent Student – Not a headcount
- An FTES represents 525 class (contact) hours of student instruction/activity in credit and noncredit courses
- Formerly known as “ADA” or Average Daily Attendance

Definitions (cont.)

A Contact Hour is...

The basic unit of attendance for computing FTES

It is a period of not less than 50 minutes of scheduled instruction and/or evaluation

One FTES is equivalent to 525 contact hours

or

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

Computing FTES by Course

Attendance Accounting Procedures

- Weekly Census
- Daily Census
- Actual Hours of Attendance (Positive Attendance)
- Alternative Attendance Accounting Procedure for certain Distance Education Courses, Independent Study, & Cooperative Work-Experience

Computing FTES by Course

Weekly Census

Attributes of a Weekly Census Course

- Offered for Credit
- Regularly scheduled
Example: (9:00 a.m. to 9:50 a.m. MWF)
- Coterminous with the Primary Term

Census Date

- Monday of the 4th week for 18-week semester
- Monday of the 3rd week for 17-week semester
- Monday of the 3rd week for 16-week semester

Computing FTES by Course

Weekly Census, (cont.)

Who counts?

- Students actively enrolled before census date
- Students who drop prior to or enroll on/after the census date cannot be counted

Weekly Census FTES Formula

$$\frac{(\# \text{ of Students} \times \text{Hours per Week} \times \text{TLM})}{525} = \text{FTES}$$

Example: A class that meets 3 hours/week for 18 weeks & has 30 actively enrolled students is

$$\frac{(30 \text{ students} \times 3 \text{ weekly contact hours} \times 17.5)}{525} = 3.0 \text{ FTES}$$

Computing FTES by Course

Daily Census

Attributes of a Daily Census Course

- Offered for Credit
- Meets the same number of hours each day that it is scheduled to meet
- Shorter or longer than the primary term (not coterminous)
- Has at least five meetings

Census Date

- Scheduled meeting day closest to 20% of the scheduled class meetings

Computing FTES by Course

Daily Census, (cont.)

Who counts?

- Students actively enrolled before census date
- Students who drop prior to or enroll on/after the census date cannot be counted

Daily Census FTES Formula

$$\frac{(\# \text{ of Students} \times \text{Hours per Meeting} \times \# \text{ of Meetings})}{525} = \text{FTES}$$

Example: A 9-week class that meets twice a week for 3 hours each meeting & has 30 actively enrolled students is:

$$\frac{30 \text{ (students)} \times 3 \text{ (meeting hours)} \times 18 \text{ (meetings)}}{525} = 3.09 \text{ FTES}$$

Computing FTES by Course

Actual Hours of Attendance (Positive Attendance)

Attributes of a Positive Attendance Course

- Offered for Credit or Noncredit
- Irregularly scheduled
- Open Entry/Open Exit
- Short term credit course that has fewer than five meetings
- Inservice training courses
- Apprenticeship courses
- Tutoring courses
- No Census Date

Note: Any course can be on positive attendance basis with the exception of Independent Study/Work Experience Courses

Computing FTES by Course

Positive Attendance, (cont.)

Who counts?

- Any student who properly enrolls in a course and who generates actual hours of attendance

Positive Attendance FTES Formula

$$\underline{(\text{Actual Hours of Attendance}) / 525 = \text{FTES}}$$

Computing FTES by Course

Alternative Attendance Accounting Procedure

Attributes of Alternative Attendance Accounting Procedure

- Most Distance Education Courses
- Work Experience
- Must use census procedure
- Count one weekly contact hour for every unit of credit (exception for Distance Education/Independent Study Laboratory courses; Noncredit Distance Education/IS)

Census Date

- If the course is coterminous with the primary term, census date is the same as for Weekly Census classes
- If the course is non-coterminous with the primary term, census date is the same as for Daily Census classes

Computing FTES by Course

Alternative Attendance Accounting Procedure, (cont.)

Who counts?

- Students actively enrolled before census date
- Students who drop prior to or enroll on/after the census date cannot be counted

Weekly Census FTES Formula

- Same as formula used for Weekly and Daily Census courses
- Weekly contact hours for short term IS/WE courses can be multiplied by the same course length multiplier that produces the same total weekly student contact hours for the same student effort as would be generated in such courses conducted in a primary term

CCFS-320 Reporting Periods

- First Period – July 1 thru December 31
Due to System Office on January 15
- Second Period – July 1 thru April 15
Due to System Office on April 20 (previously due April 30)
- Annual Report – July 1 thru June 30
Due to System Office on July 15
- Recal Report – Revisions to Annual Report
Due to System Office on November 1

Which Courses are Reported When

Census Procedure Courses:

- FTES for Primary Term Census Procedure Courses are reported in the period in which the census procedure is completed, even if the course is not completed by the deadline for reporting
- FTES for Summer intersession daily census procedure courses that overlap fiscal years are to be reported in the fiscal year in which the census occurs, OR when the course ends

Which Courses are Reported When

Positive Attendance Courses:

- The FTES for Positive Attendance courses is to be reported in the period in which the course is completed, even if the course overlaps fiscal years



FTES Annualizer

- The annualizer is used in the First and Second Period Reports to project FTES for the Reporting Fiscal Year.
- It is a number determined by the district to estimate Annual FTES.
- There is a different annualizer for each type of Attendance Accounting procedure (not applicable to summer intersession courses)
- Annualizers are not used for Annual or Recal Reporting

Compressed Calendar – Why?

Educationally Beneficial

- Studies showing improved student success through shorter-term classes
- Allows for calendar that resembles those of four-year institutions
- Facilitates mid-year transfers for community college students

Compressed Calendar – History

- 1991—Santa Monica College “Experiment”
- 1996—Title 5, § **58120 Revision**
 - Redefined Day of Instruction—*instruction must be offered for a minimum of three hours during the period of 7 a.m. and 11 p.m.*
 - Made Compressed Calendar possible for all community colleges
- 1998—Compressed Calendar (essentially identical to SMC calendar) adopted by Cabrillo College
- 2000—Pierce College Compressed Calendar Model
 - Eventually adopted by all nine Los Angeles Community Colleges

Compressed Calendar – History (cont.)

- 2001-2005—Proliferation of compressed calendar approvals statewide
 - Inconsistent Practices
 - Perceived Abuses (related to FTES Reporting)
- System Office Staffing Changes
 - Resulted in increased scrutiny in the calendar application approval process
 - Detailed Staff Review of Course Schedules
 - Established “hold” on new calendar approvals pending resolution of issues

Compressed Calendar – The Concept Paper

- October 2005—CCCCIO Fall Conference
 - CIOs concerned that new calendar applications were “in limbo”
 - Established Subcommittee (Lawson, Nixon) to work with System Office Staff to seek resolution
- November 2005-March 2006—Meetings result in Compressed Calendar Concept Paper
- March 2006—Concept Paper Presented at Joint CIO/CSSO Spring Conference
- Concept Paper—became the standard for System Office calendar approval process

Compressed Calendar – The Concept Paper (cont.)

- 2006-2008—Growing Concern over Perceived Abuses in Existing Calendars
 - Threaten the Viability of Compressed Calendars
- Spring 2008—Formation of *ad hoc* Consultation workgroup (CIOs, Academic Senate, System Office Staff)
 - Converted Concept Paper (with expanded scheduling examples) into Addendum to Student Attendance Accounting Manual
- August 2008—SAAA Addendum Supported by Consultation Council
- September 2008—SAAA Addendum Distributed to the Field

Calendar Issues and Guidelines

- Important to note that issues are not limited to compressed calendars and that guidelines apply to all calendars
- **Passing Time**
 - Issue—Colleges including passing time within schedule time patterns and therefore no passing time indicated between classes
 - Guideline— *The start and end of each class meeting must be explicitly stated in every published schedule of classes and addenda.*

Calendar Issues and Guidelines (cont.)

- **Block Scheduling**

- **Issues**

- Classes Scheduled in 61-minute blocks (8:00 a.m. to 9:01 a.m. MWF)
 - “Over—scheduling” of classes through misunderstanding or misapplication of contact hour principles (1.5 DCH scheduled as 8:00 a.m. to 9:30 a.m. instead of the correct 8:00 a.m. to 9:15 a.m.)

- **Guidelines**

- *Individual class schedules must be based on five-minute increments for starting and ending times (e.g., 8:00 a.m to 9:25 a.m. or 8:00 a.m. to 11:10 a.m.).*
 - Examples of appropriate time patterns (for 1-6 hour-per-week classes) organized according to various term length multipliers are provided.
 - *Scheduling of courses must be consistent with the class hours indicated in the approved course outline for completion of the course.*

Calendar Issues and Guidelines (cont.)

- **Relationship of Flex Days to Term Length Multiplier**
 - Issue—Colleges first compressing instruction into 16 weeks and then using flex days “on top” to increase Term Length Multiplier
 - Guidelines:
 - *Compressed calendar districts that have approved flexible calendar programs should determine whether they are in compliance with the “in-lieu-of classroom instruction” provisions of Title 5 Section 55720.*
 - *Term length multipliers are inclusive of all days of instruction, final exam days, and approved flex days.*
 - Examples of appropriate time patterns (for 1-6 hour-per-week classes) organized according to various term length multipliers are provided.

Compressed Calendars – Scheduling Examples

3-Hour Per Week Class (16.0-16.7 TLM)

In conversion to a compressed calendar, dividing 54 (3.0 WCH × 18 Weeks) total semester hours by these term length multipliers yields the following “target” weekly contact hours:

<u>TLM</u>	<u>Target WCH</u>	<u>TLM</u>	<u>Target WCH</u>
16.0	3.375	16.4	3.290
16.1	3.350	16.5	3.270
16.2	3.333	16.6	3.250
16.3	3.310	16.7	3.230

Compressed Calendars – Scheduling Examples

3-Hour Per Week Class (16.0-16.7 TLM)

The closest appropriate and practical WCH for scheduling purposes would be **3.4**. This can be achieved through the following time patterns (1.7 contact hours per day × 2 days per week or 3.4 contact hours on one day per week):

8:00 a.m. to 9:25 a.m. MW

(includes no breaks; excludes passing time at the end of the class)

or

8:00 a.m. to 11:10 a.m. F

(includes two 10-minute breaks; excludes passing time at the end of the class)

Compressed Calendars – Scheduling Examples

3-Hour Per Week Class (16.8-17.0 TLM)

In conversion to a compressed calendar, dividing 54 (3.0 WCH × 18 Weeks) total semester hours by these term length multipliers yields the following “target” weekly contact hours:

	<u>TLM</u>	<u>Target WCH</u>
16.8	3.210	
16.9	3.195	
17.0	3.176	

Compressed Calendars – Scheduling Examples

3-Hour Per Week Class (16.8-17.0 TLM)

The closest appropriate and practical WCH for scheduling purposes would be **3.2** for classes that meet two days per week or **3.3** for classes that meet one day per week. This can be achieved through the following time patterns (1.6 contact hours per day \times 2 days per week or 3.3 contact hours on one day per week):

8:00 a.m. to 9:20 a.m. MW

(includes no breaks; excludes passing time at the end of the class)

or

8:00 a.m. to 11:05 a.m. F

(includes two 10-minute breaks; excludes passing time at the end of the class)

Compressed Calendars – Back to its Origin

- Santa Monica College 1991 “Experiment”
 - Motivation—strictly to improve educational process, not to “exploit the System”
 - Enrollments Capped at the Time
 - Compression Mechanism Developed to Ensure **No FTES Loss**, not for FTES Gain
 - Winter Intersession Developed as “Safety Valve” (In Case the Same Number of Fall/Spring Sections Could Not Be Scheduled)
 - Studies Conducted to Ensure No Compromise of Student Success (Slight Improvements for All Measures)

TBA—To Be Arranged Hours

How do you
define TBA?



TBA—To Be Arranged Hours

- A. Course with regularly scheduled hours—TBA is part of total contact hours
- B. TBA portion—different method of scheduling in order to apply Weekly or Daily Census procedures



Procedures

1. Conduct of Course
2. Immediate Supervision and Control
3. Attendance Accounting and Reporting

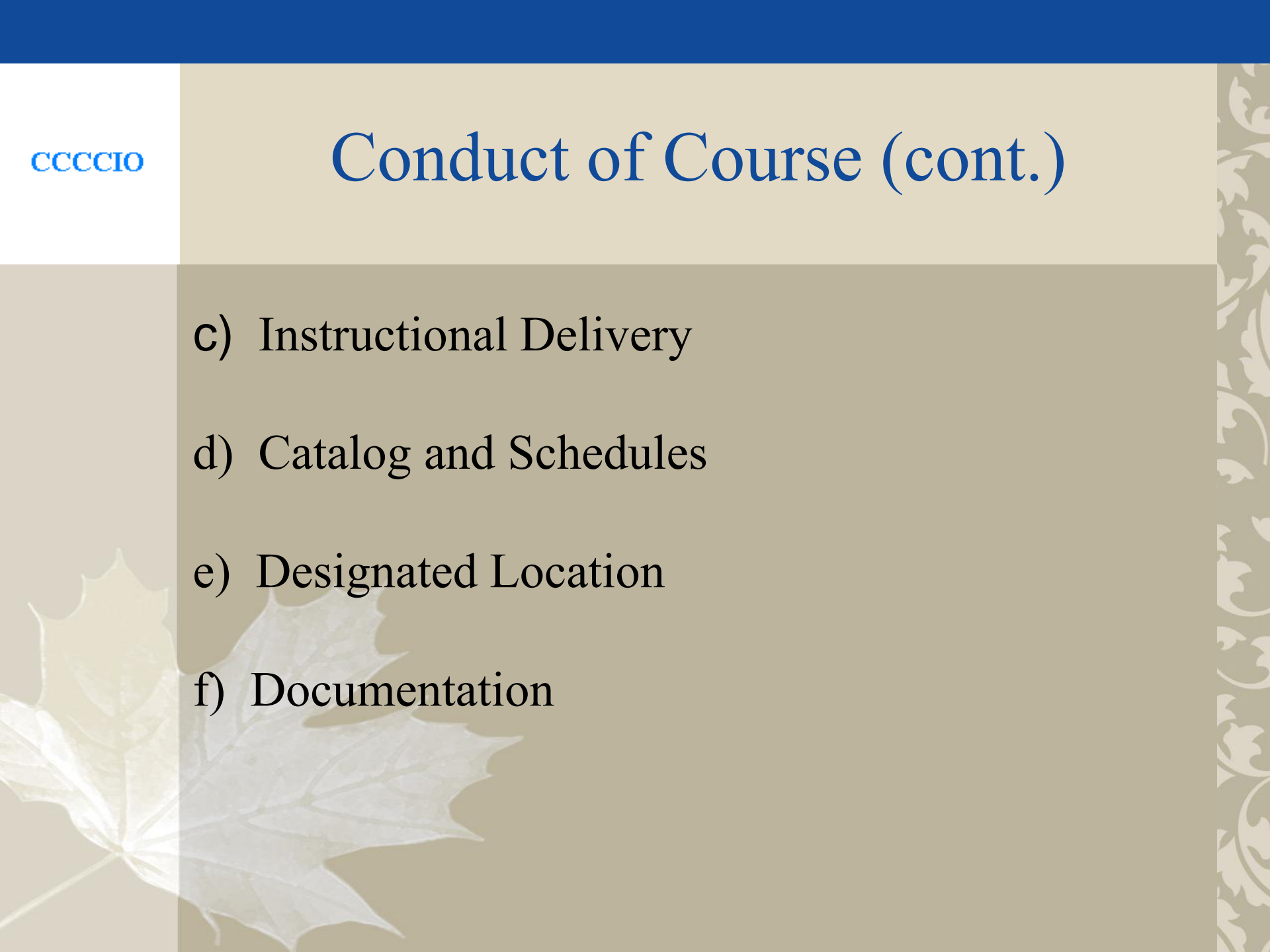


Conduct of Course

- a) Minimum Qualifications
- b) Objectives and Activities in Course Outlines



Conduct of Course (cont.)

- c) Instructional Delivery
 - d) Catalog and Schedules
 - e) Designated Location
 - f) Documentation
- 

Immediate Supervision and Control

- a) Physical Proximity and Range of Communication
- b) Supervision and Control for protection and safety
- c) Follow-up Requirement



Attendance Accounting and Reporting

- a) Course Outline — number of contact hours, including TBA hours
- b) Documentation — for Weekly or Daily Census accounting procedures
- c) Determining Student Schedules for TBA Hours
- d) Class 3 Record

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TBA – To Be Arranged Hours

Any other options?



Hybrid Courses

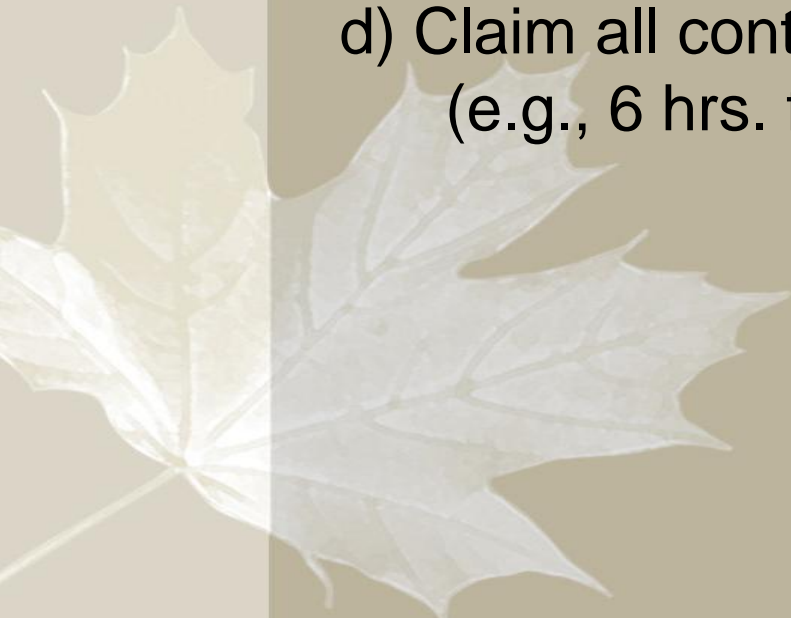
- a) Treat as DE lab hours
- b) Alternative Attendance Accounting procedure
(Sections 58003.1 (F) (1) and 58009)



Hybrid Courses (cont.)

- c) Meet DE Title 5 requirements
(Section 55204—regular effective contact)
(Section 55206—Curriculum Committee review)

- d) Claim all contact hours
(e.g., 6 hrs. for 4-unit course)



Team Teaching

- History with TBA Hour: History Report Writing
- Minimum Qualifications for teaching Writing and Composition for TBA Hour



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ARCC Supplemental Report

Accountability Reporting for Community Colleges (ARCC)



Framework

Framework for Statewide Accountability Measures for ESL and Basic Skills



Framework

1. Descriptive Metrics
2. Workload Metrics
3. Assessment/Placement Ladder Metrics
4. Student Progress Metric



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Systemwide Counts and Percentages



Descriptive Metrics (credit and noncredit)

1. Annual unduplicated headcount of basic skills students (“n” and %) (age, gender, ethnicity)
2. % of assessed students—that do not place in transfer level math or English (survey)

Workload Metrics

(2 prior years and current year)

1. Number and % of basic skills sections (math, reading, writing, ESL (by credit and noncredit))
2. Total basic skills FTES (credit and noncredit) and total basic skills FTES as % of all FTES (subcategorized by math, reading, writing, ESL and then by <25 and >or =25)

Assessment/Placement Ladder Metrics

1. Placement Distribution: % of assessed students recommended for various levels of credit basic skills math, reading, writing, ESL in given year
2. Exemption Rate: % of first-time freshmen exempted annually from Matriculation (credit and noncredit)

Assessment/Placement Ladder Metrics (cont.)

3. Matriculation Rate:

% of first-time non-exempt freshmen annually receiving assessment, orientation, counseling, follow-up counseling (credit and noncredit)

4. Placement Rate: % of students

assessed in basic skills math, reading, writing, ESL that actually enroll in basic skills during first semester in college (survey)

Student Progress Metric

Basic Skills Progress:

Student success through basic skills and beyond;

Reported by lowest level of math, reading, writing, ESL (credit and noncredit) attempted

(≥ 4 levels below transferable level; 3,2,1 below; credit and noncredit) Cohorts / 8-year tracking period

Student Progress Metric (cont.)

- a) % completed degree-applicable or transfer level Math/English/ESL
- b) % that earn degree/certificate and/or transfer/transfer prepared



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Thank You



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