

Principles of Attendance Accounting for the California Community Colleges

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Sources of Authority

- California Legislature
Education Code
- Board of Governors of the California Community Colleges
Title 5 of the California Code of Regulations

Full-Time Equivalent Student

1 FTES =

1 student

15 hours per week

2 semesters of 17.5 weeks

(3 quarters of 11.67 weeks)

= *525 contact hours*

FTES Calculation

- Clock Hour
- Class Hour
- Passing time/break
- Partial class hour
- Multiple hour class



Clock Hour

- A 60-minute time frame that may begin at any time.
- Examples:
 - 0800 to 0900
 - 0810 to 0910
 - 0820 to 0920

Class Hour

- A period of not less than 50 minutes of scheduled instruction or examination
- There can be only one “class hour” in each “clock hour,” except as provided for multiple hour classes.
- A “class hour” is commonly called a “contact hour” or “Student Contact Hour.”

Passing Time/Break

- Each clock hour is composed of one class hour segment and a segment referred to as “passing time” or a “break.”
- No additional attendance may be claimed for the 10-minute segment, except for multiple-hour classes.

Multiple Hour Class

- Each 50 minutes exclusive of breaks is a class hour.
- A partial class hour beyond the last full clock hour is counted from the 51st minute of the last full clock hour.

Multiple Hour Class

- No break is allowed in the last full clock hour or the partial class hour.
- The divisor for the partial class hour is 50.

Multiple Hour Class

- Example: 7:00 p.m. to 10:05 p.m.
PCH: 9:51 – 10:05 = 15 min.
 $15/50 = 0.3$
Total Contact Hours: 3.3

Calculate the Contact Hours

Class meets from

- 0900 to 0950
- 0900 to 1000
- 0900 to 1005
- 0900 to 1050
- 0900 to 1100
- 0900 to 1105
- 0900 to 1130

Contact hours

1.0
1.0
1.3
2.0
2.0
2.3
2.8

Contact Hours Computation Table

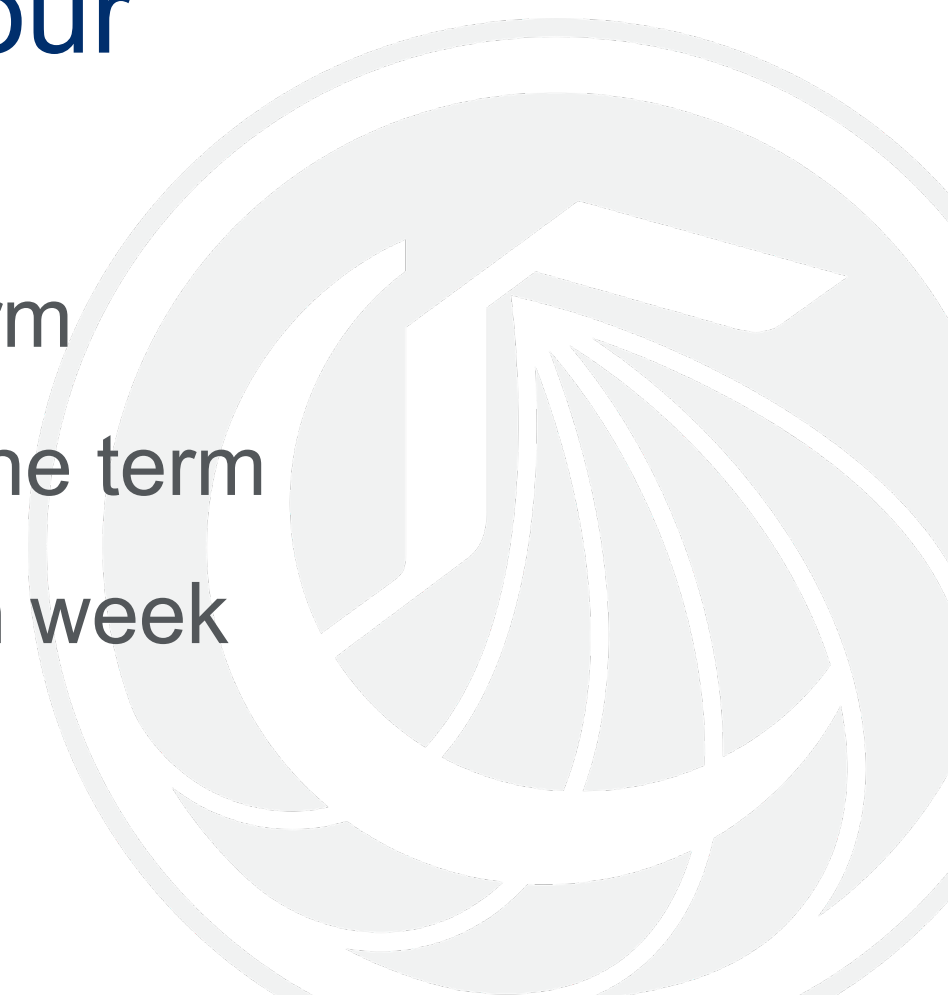
Class Meeting Time	Clock Time Hrs : Mins	Example Start/End Time	Contact Hours	# of 10 Min. Breaks	Comments
50 Minutes	00:50	8:00 - 8:50	1.0	NA	1 CH
65 Minutes	01:05	8:00 - 9:05	1.3	NA	1 CH + 15-minute PCH
70 Minutes	01:10	8:00 - 9:10	1.4	NA	1 CH + 20-minute PCH
75 Minutes	01:15	8:00 - 9:15	1.5	NA	1 CH + 25-minute PCH
80 Minutes	01:20	8:00 - 9:20	1.6	NA	1 CH + 30-minute PCH
85 Minutes	01:25	8:00 - 9:25	1.7	NA	1 CH + 35-minute PCH
90 Minutes	01:30	8:00 - 9:30	1.8	NA	1 CH + 40-minute PCH
95 Minutes	01:35	8:00 - 9:35*	1.9	NA	1 CH + 45-minute PCH
110 Minutes	01:50	8:00 - 9:50	2.0	1	2 full CH
125 Minutes	02:05	8:00 - 10:05	2.3	1	2 CH + 15-minute PCH
130 Minutes	02:10	8:00 - 10:10	2.4	1	2 CH + 20-minute PCH
135 Minutes	02:15	8:00 - 10:15	2.5	1	2 CH + 25-minute PCH
140 Minutes	02:20	8:00 - 10:20	2.6	1	2 CH + 30-minute PCH
145 Minutes	02:25	8:00 - 10:25	2.7	1	2 CH + 35-minute PCH
150 Minutes	02:30	8:00 - 10:30	2.8	1	2 CH + 40-minute PCH
155 Minutes	02:35	8:00 - 10:35*	2.9	1	2 CH + 45-minute PCH

Attendance Accounting Methods

- Weekly Student Contact Hour
- Daily Student Contact Hour
- Actual Hours of Attendance (Positive Attendance)
- Alternative Attendance Accounting Method - Credit
(Independent Study/Work Experience)
- Alternative Attendance Accounting Method – Noncredit
(Noncredit Distance Education)

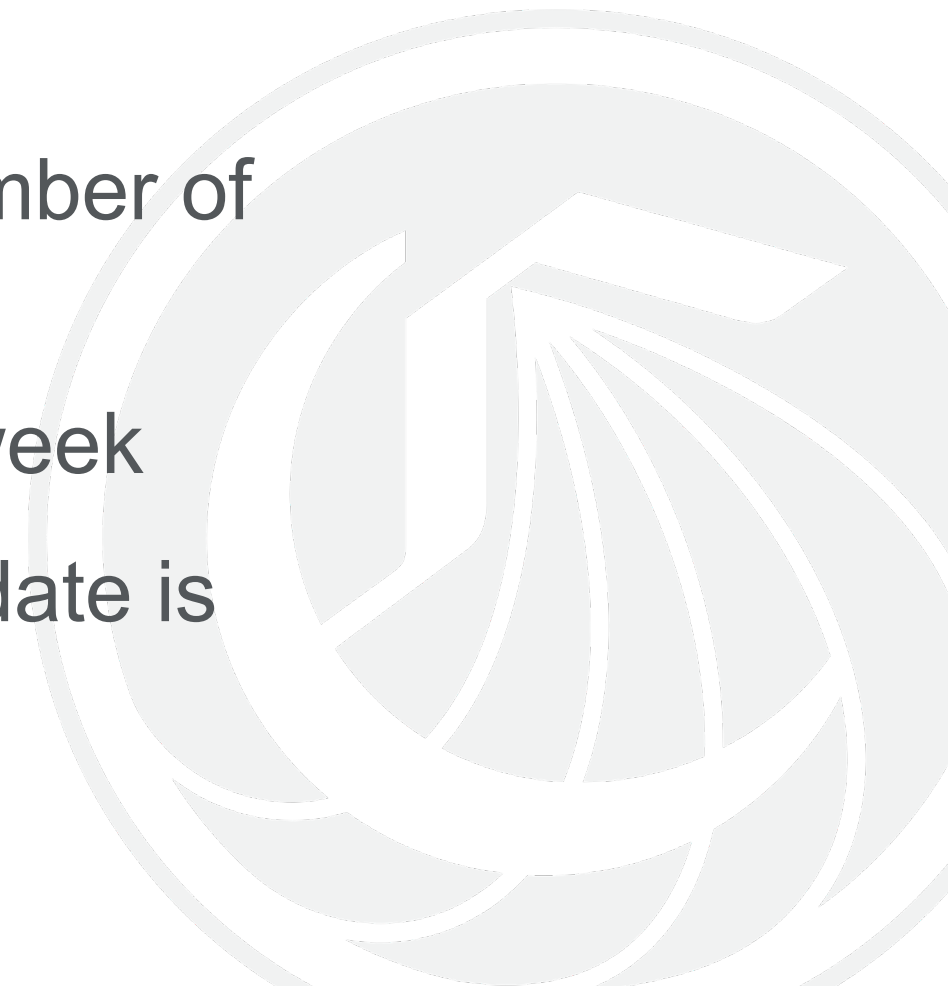
Weekly Student Contact Hour

- Primary terms only
- Course coterminous with primary term
- Must meet regularly every week of the term
- Same number of contact hours each week including TBA hours
- No deductions for holidays



Census Week

- The week nearest to 20% of the number of weeks in the primary term
- Census date is Monday of census week
- If that Monday is a holiday, census date is the following day



Term Length Multiplier

- TLM is the number of weeks in primary term with at least three days of instruction and/or examination
- The term length multiplier for each college is set by the CCC Chancellor's Office based on the college's academic calendar
- Maximum TLM: 17.5 for semesters
 11.67 for quarters

FTES Calculation (WSCH)

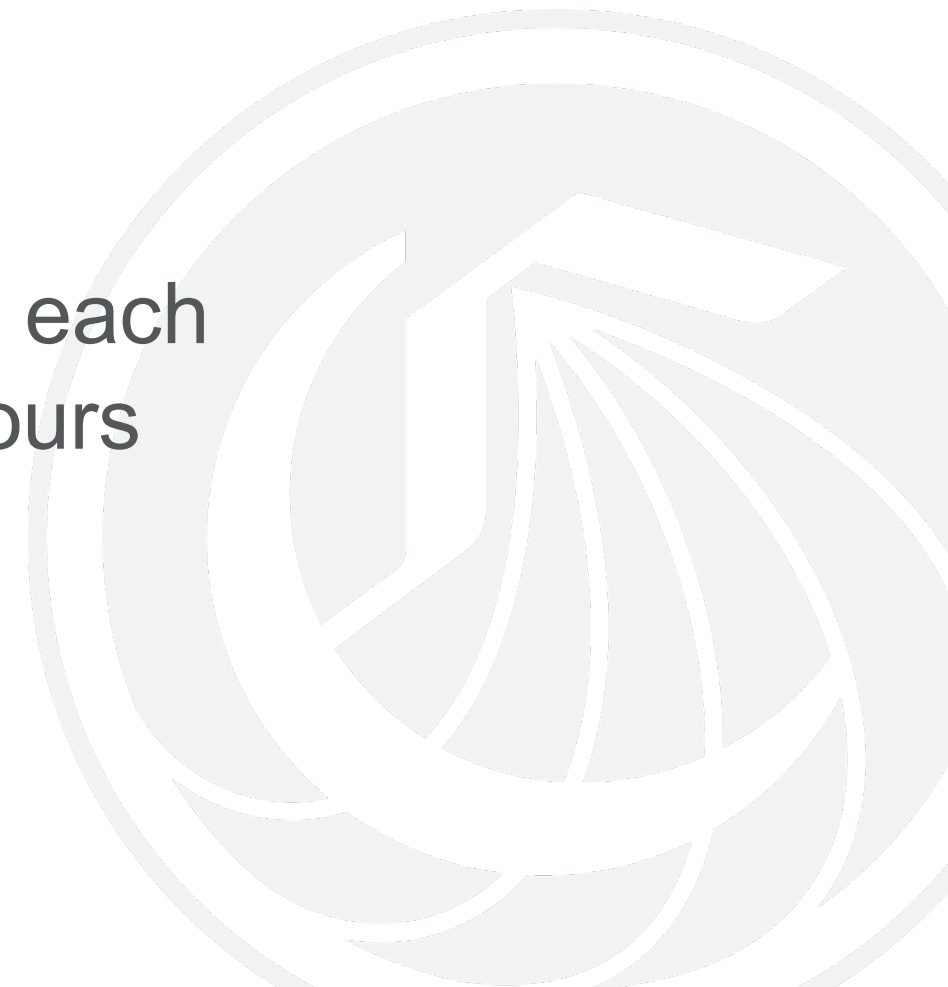
- Multiply Census Week WSCH by the TLM and divide by 525

$$\text{FTES} = (\text{CWSCH} \times \text{TLM}) / 525$$

- Example: Class meets 3 hours/week
30 students enrolled on Census Day
TLM = 17.5
 $\text{FTES} = (3 \times 30 \times 17.5) / 525 = 3.00$

Daily Student Contact Hour

- Course meets five or more days
- Meets the same number of hours on each scheduled day, including any TBA hours
- NOT coterminous with primary term
- No hours counted for holidays

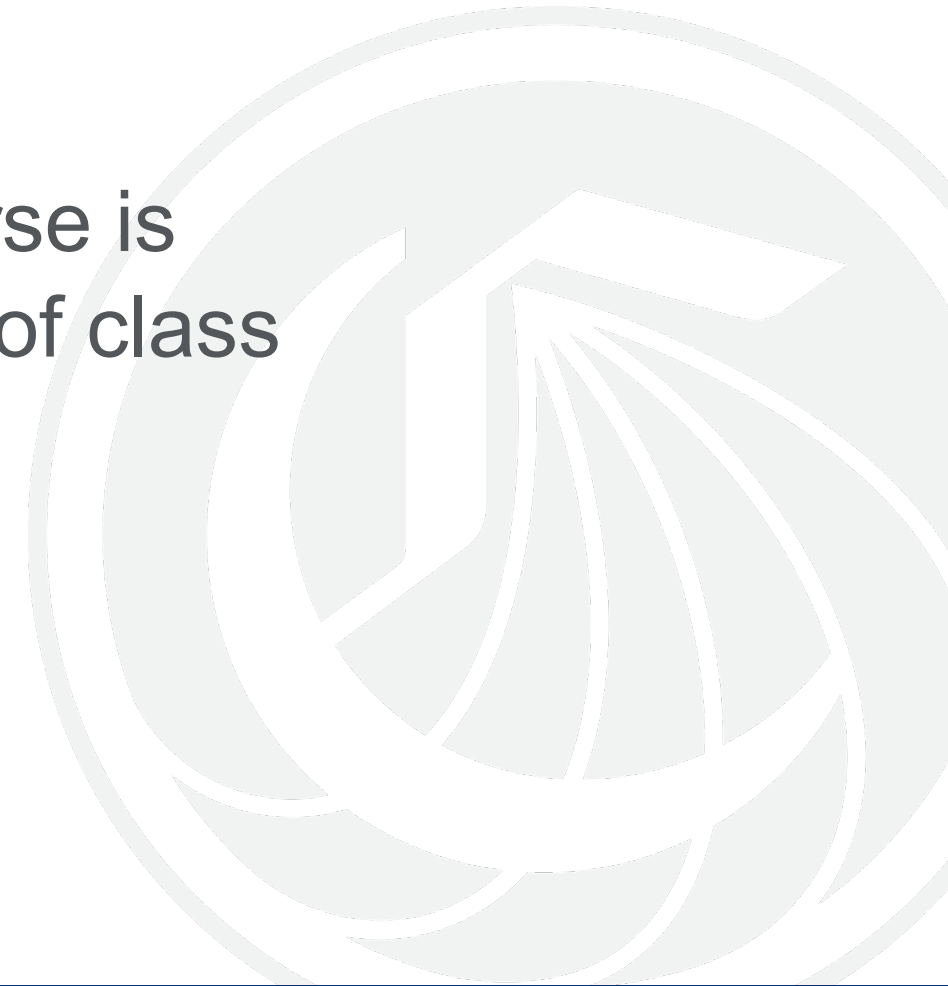


Census Day

- The **day of the class meeting** that is nearest 20% of the number of days the course is scheduled to meet
- When the census day falls on the first day the class meets, census is taken on the second day.

Course Length Multiplier

- CLM is the number of days the course is scheduled to meet (i.e., the number of class meetings).



FTES Calculation (DSCH)

- Multiply Census Day DSCH by the Course Length Multiplier and divide by 525

$$\text{FTES} = (\text{CDSCH} \times \text{CLM}) / 525$$

- Example: Course meets 2 hours per day
30 students enrolled on Census Day
Course meets on 24 days
 $\text{FTES} = (2 \times 30 \times 24) / 525 = 2.74$

Positive Attendance

- Based on actual count of enrolled students **present** at each class meeting
- Courses meeting fewer than five days
- Courses irregularly scheduled with respect to the number of days per week or the number of hours on scheduled days
- All face-to-face noncredit courses

FTES Calculation (Positive Attendance)

- Divide total hours of actual attendance by 525

$$\text{FTES} = \text{PAH} / 525$$

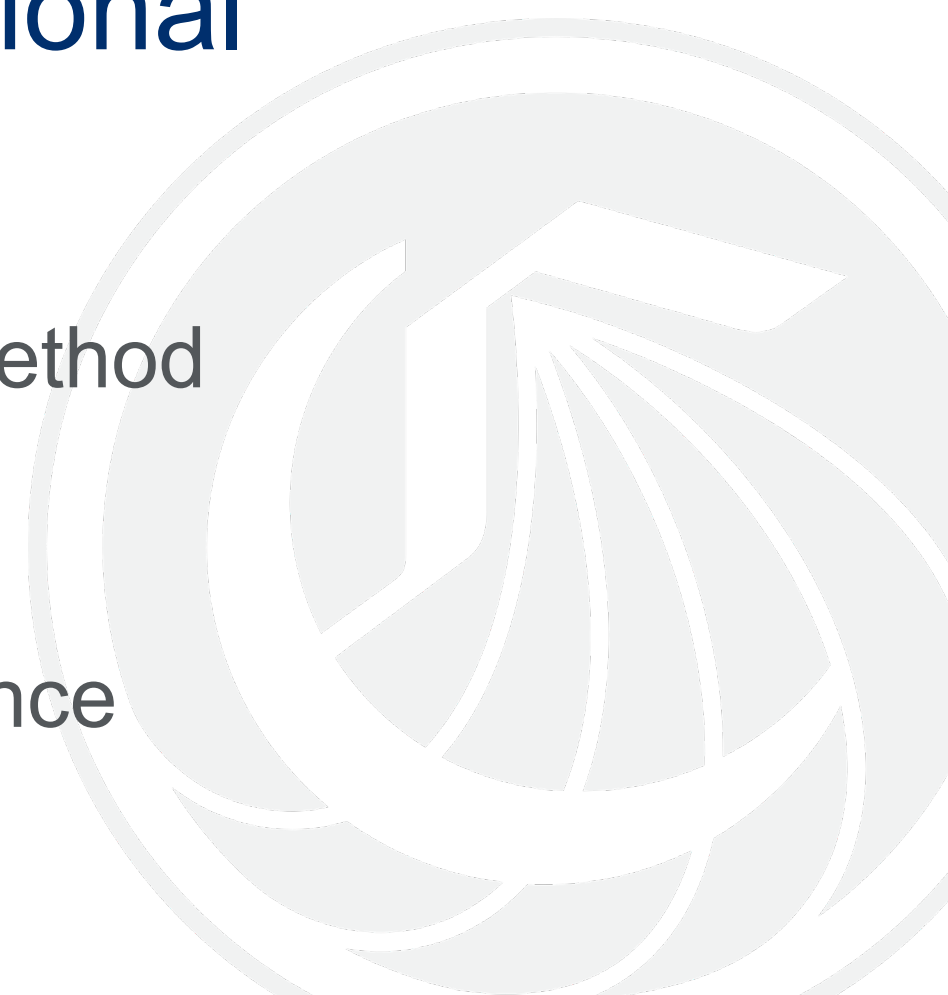
Maximizing FTES for Traditional (Face-to-Face) Classes

- Choosing Attendance Accounting Method

Best: Weekly Census

Second Best: Daily Census

Worst: Positive Attendance



Scheduling Exercise #1

- ENGL 107 3 units (54 lecture hours)
- College has a traditional calendar with two 18-week semesters.
- Full-term section meeting MWF beginning at 8:00 am.
- Most appropriate attendance accounting method:
Weekly Census
- Each meeting begins at 8:00 am and ends at 8:50 am

Scheduling Exercise #2

- ENGL-107 3 units (54 lecture hours)
- College calendar has two 18-week semesters.
- 9-week section meeting MTTh beginning at 9:00 am.
- No holidays within the 9-week period.
- Attendance accounting method: Daily Census
- $54 \text{ hours} / 27 \text{ meetings} = 2 \text{ hours per meeting}$
- Each meeting ends at 10:50 am

Scheduling Exercise #3

- ENGL 107 3 units (54 lecture hours)
- 6-week summer session section meeting MTWTh beginning at 10:00 am.
- The July 4 holiday fall within one of the 6 weeks.
- Attendance accounting method: Daily Census
- $54 \text{ hours} / 23 \text{ meetings} = 2.3 \text{ hours per meeting}$
- Each meeting ends at 12:05 pm

Scheduling Exercise #4

- BIOL 103A (4 units, 54 hours lecture, 54 hours lab)

Proposed Schedule:

Lecture	MTWTh	8:45 – 11:00
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Lab	MTW	11:00 – 14:00
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- This configuration does not qualify for Daily Census since the meeting times vary on different days. Would have to be Positive Attendance, and that is undesirable.

Scheduling Exercise #4

- BIOL 103A Six Week Summer Session Daily Census

Catalog: 54 hours lecture, 54 hours lab

Total hours: 108 Meeting days: 23

$108/23 = 4.7$ or 4 hours, 25 minutes

Solution: MTWTh 8:00 – 12:25

$23 \times 4.7 = 108.1$ contact hours, distributed between
lecture and lab

Alternative Attendance Accounting Method - Credit (Independent Study/Work Experience)

- Used for Independent Study, Work Experience, and most Distance Education classes
- Current regulations allow any **appropriate** accounting method to be used for distance education courses.

Alternative Attendance Accounting Method - Credit (Independent Study/Work Experience)

- Two versions of this method:
 - WSCH method courses coterminous with primary term
 - DSCH method for all other courses

Alternative Attendance Accounting Method - Credit (Independent Study/Work Experience)

FTES Calculation

- One weekly student contact hour is counted for each ***unit*** of credit for which the student is enrolled as of the census date or day.
- Lab hours, when appropriate, can be added to the contact hours derived from units of credit

Alternative Attendance Accounting Method - Credit (Independent Study/Work Experience)

- Multiply number of students enrolled as of census by the number of “weekly contact hours”; multiply by the Term Length Multiplier; divide by 525.
- $\text{FTES} = (\# \text{ Students} \times \text{“WCH”} \times \text{TLM}) / 525$

Alternative Attendance Accounting Method Noncredit Distance Education

1. A **WSCH Factor** (weekly student contact hour factor) is used to calculate the student workload at each of two census dates (one-fifth and three-fifths points in the duration of the course).

Alternative Attendance Accounting Method Noncredit Distance Education

To calculate the WSCH Factor, determine the total number of hours of coursework required for the class by adding together the following:

- a. The **total number of hours of instruction** or programming to be received by students in the class.

Alternative Attendance Accounting Method

Noncredit Distance Education

- b. The **number of hours expected for any outside-of-class work** (as noted in the approved course outline), and
- c. Any **instructor contact hours** as defined by Title 5, Section 55204 for distance education courses or by Title 5, Section 55234 for independent study courses.

Alternative Attendance Accounting Method Noncredit Distance Education

Divide that total number of hours of coursework by 54 (a measure equating to a unit of credit similar to that used in credit distance education).

The resulting quotient is the **WSCH Factor**.

Alternative Attendance Accounting Method

Noncredit Distance Education

2. Multiply the number of students enrolled as of each of the two census dates by the WSCH Factor.
3. Multiply that product by 17.5 (irrespective of the length of the course) to calculate the total student contact hours for the class at each census.
4. Divide the average of those two totals by 525 to calculate the FTES for the class.

Alternative Attendance Accounting Method

Noncredit Distance Education

Example FTES Calculation for a six-week course:

Determine the WSCH factor:

5.0 hours/week instruction

10.0 hours/week outside study

.5 hours/week meeting with instructor

15.5 hours/week total

15.5 hours x 6 weeks (length) = 93 total hours

WSCH factor = 93 hours / 54 = 1.722

Alternative Attendance Accounting Method

Noncredit Distance Education

Example FTES Calculation for a six-week course:

Calculate FTES:

24 students actively enrolled at First Census (20% point)

First Census SCH = $1.722 \times 24 \times 17.5 = 723.24$

20 students actively enrolled at Second Census (60% point)

Second Census SCH = $1.722 \times 20 \times 17.5 = 602.70$

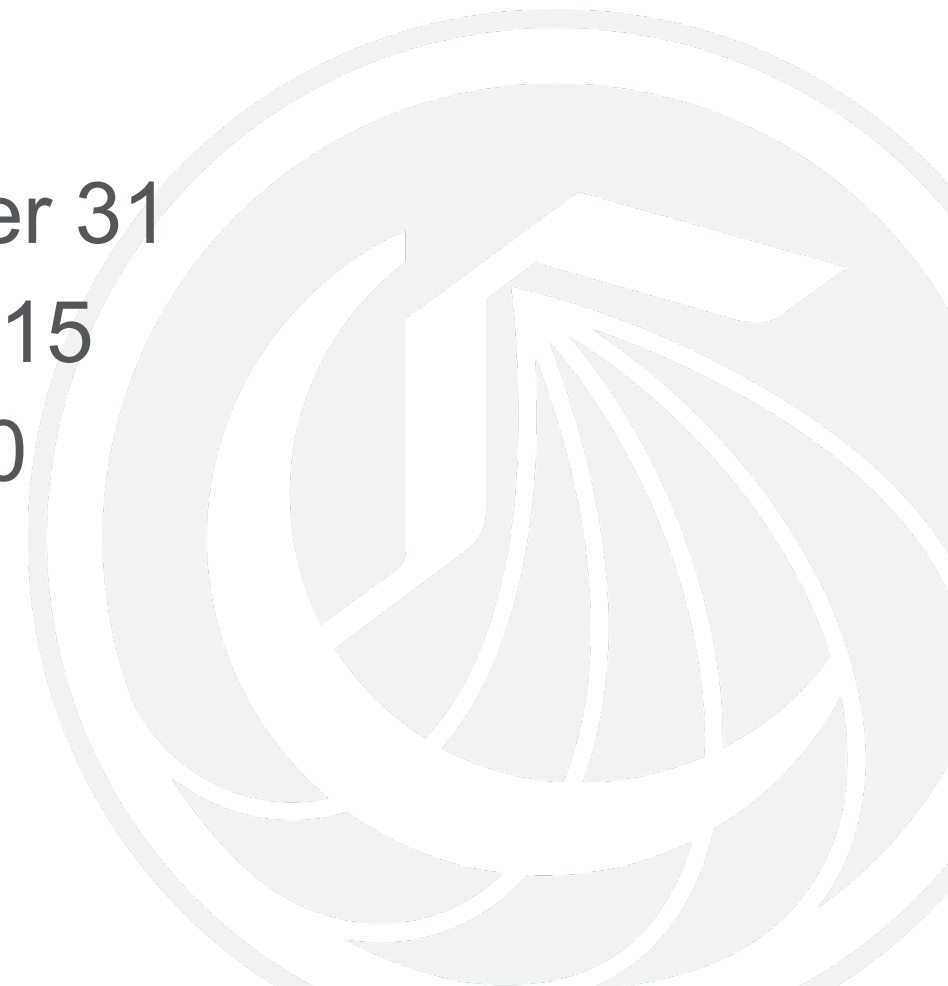
FTES = $[(723.24 + 602.70)/2] / 525 = 1.26$

Frequently Observed Errors

- Hybrid courses inappropriately assigned to the Weekly Census or Daily Census method
- Daily Census courses with “weekly” lab hours
- Summer courses assigned to Weekly Census
- Summer courses reported in the wrong year, or in both years
- **Catalog** hours reported rather than **Schedule** hours
- TBA hours irregularities

FTES Reporting Periods

- First Period: July 1 – December 31
- Second Period: January 1 – April 15
- Third Period: April 16 – June 30
- Reports due: January 15
April 20
July 15



When to Report a Section

- Attendance for weekly and daily census sections is reported in the period in which the census date falls.
- Attendance for positive attendance sections is reported in the period in which the last class meeting occurs.

When to Report a Section

- **Summer Shift Exception:** Attendance for daily census sections with census date before July 1 and ending date after July 1 may be reported in either fiscal year.

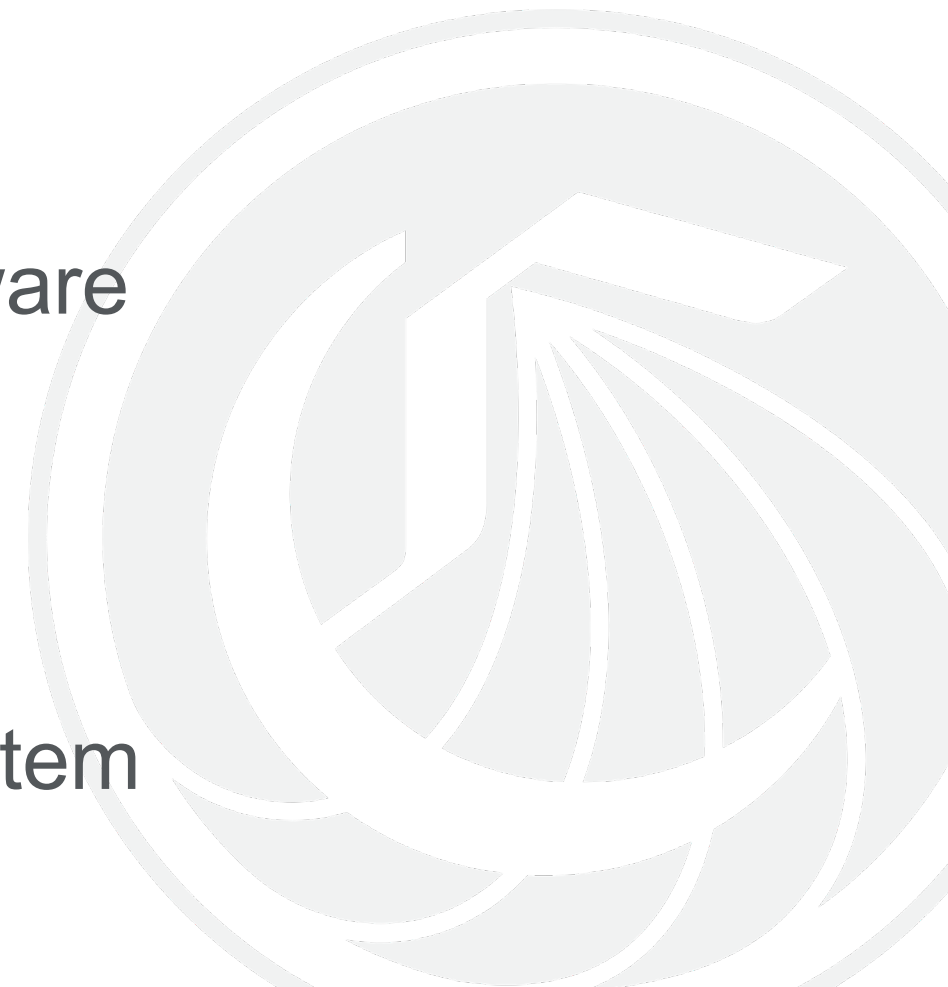
Working Together

An Important Partnership

- **Instruction Office/Divisions/Departments**
Develop Schedule of Classes
Build Sections in Computer
- **Admissions & Records**
Manage Admissions and Registration
Attendance Reporting by Faculty

The Role of IT

- Essential Technical Support
- Maintain Hardware and ERP Software
- Ensure Data Integrity and Security
- Control Access to Data
- Support Users
- Assist Users in Understanding System
- Troubleshoot Problems



Curriculum Alignment

CONSISTENCY is the magic word:

- Catalog
- Course Outlines of Record
- Schedule of Classes – Printed Version
- Online Class Listings
- Class Syllabi



Managing Attendance Records

- Ensure that instructors verify that all students attending classes are officially registered in those classes.
- Ensure that instructors of Weekly Census and Daily Census classes drop inactive students as of the census date.

Managing Attendance Records

- Ensure that instructors of Positive Attendance classes record and report accurate individual total hours of attendance for each enrolled student, including students who drop the class at any point during the term.

Contracted District Audits

- Education Code requires an annual audit of each community college district
- Encourages sound fiscal management practices
- Promotes efficient and effective use of public funds for education

Contracted District Audits

- Strengthens fiscal accountability at the district and state levels
- Promotes efficient and effective use of public funds for education

Contracted District Audits

- Audit determines whether each program, function, or activity being audited is in compliance with applicable laws and regulations.
- Audit evaluates the effectiveness of the district's internal controls to ensure compliance.

Contracted District Audits

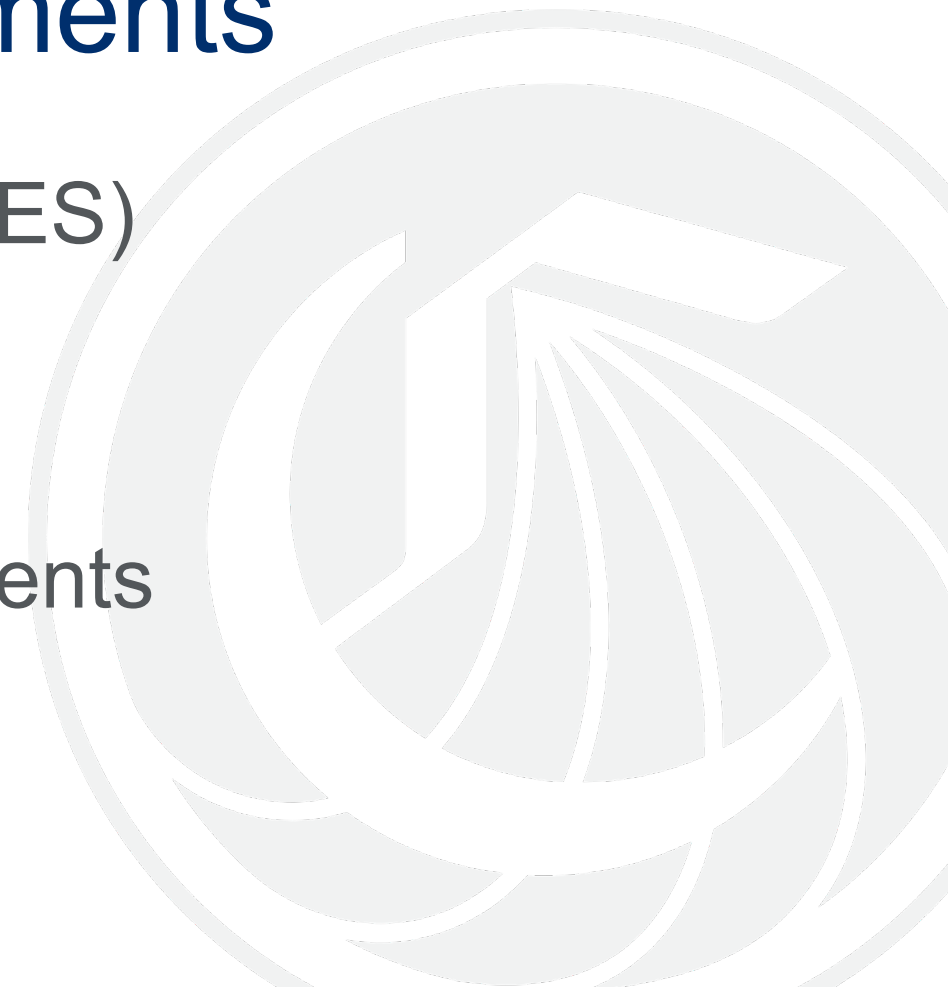
- Audit report including any findings is submitted to the district's governing board and the State Chancellor's Office.
- District responses to the report and findings are part of the submission to Sacramento.

Contracted District Audit Manual

- The Chancellor's Office updates the CDAM each year and posts it on the CCC website.
- The CDAM contains detailed steps to be followed by the auditors and is a valuable resource for college and district staff.
- Contents include audit standards, reporting requirements, state compliance requirements, federal compliance requirements, and an appendix with sample audit reports.

State Compliance Requirements

- Apportionment Funding System (FTES)
- Residency Determination
- Students Actively Enrolled
- Concurrent Enrollment of K-12 Students
- Open Enrollment
- TBA (To Be Arranged) Hours



TBA (To Be Arranged) Hours

- Ensure that TBA hours for Weekly Census classes are required ***each week***, not as a total number of hours for the term.
- Ensure that TBA hours for Daily Census classes are required ***each day***, not as a total number of hours per week.

TBA (To Be Arranged) Hours

- Ensure that ***attendance records*** are kept and that no TBA hours are reported for Weekly or Daily Census classes for students who have documented ***zero hours*** by census.

Auditors are required to:

- Verify that district governing boards have adopted required procedures in line with Title 5 and other published requirements.
- Verify that required tabulations are maintained for each course section.
- Verify that attendance records are retained for the required retention period.

Auditors are required to:

- Verify that an appropriate attendance accounting method is assigned to each course section.
- Verify that courses are appropriately scheduled in accordance with Title 5 regulations and guidelines published by the Chancellor's Office.

Auditors are required to:

- Verify that districts have secured, as applicable, Chancellor's Office approval for credit and noncredit courses, and that all courses have been approved by the local governing board following approval by a district/college curriculum committee.

Reference Documents

- Contracted District Audit Manual (CDAM Section 424 lists criteria related to state general apportionment funding, including pertinent Title 5 and Education Code sections.
- Click here to access the [2019-20 CDAM.](#)



Reference Documents

- Student Attendance Accounting Manual
- Addendum Concerning Academic Calendars, Course Scheduling, and Related Topics
- Click here to access the [SAAM](#) and addendum.

Reference Documents

- Distance Education Guidelines (2008 Omnibus Version), which provide updated guidance on attendance accounting for distance education courses and the Alternative Attendance Accounting Procedure
- Click here to access the [Distance Education Guidelines.](#)

Reference Documents

- Governing board-approved procedures adopted pursuant to Title 5 Sections 58004(c) and 58030 for documenting course enrollment, attendance, and disenrollment to be obtained by auditors from the district being audited

Reference Documents

- CCC Contact Hours Chart for the calculation of contact hours in five-minute increments
- Click here for the [Contact Hours Chart.](#)

District/College Attendance Reports

- Contact Hours Summary by Attendance Accounting Method
- Contact Hours by Section within Attendance Accounting Method
- Section Detail Report
- Published Schedule of Classes
- Course Outline of Record



Questions?

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Questions Submitted By Registrants

1. How are laboratory hours accounted for in Distance Education classes?

Title 5, Section 58009 provides an exception that permits weekly student contact hours in distance education or independent study laboratory courses to be calculated as equivalent to the hours that would be generated for the same student effort in a laboratory course in a lab course offered on campus.

Questions Submitted By Registrants

2. In distance education, how is online positive attendance reported?

*Positive attendance is not reported in **asynchronous** distance education. The Alternative Attendance Accounting procedure is census-based, so daily attendance counts are not reported. In **synchronous** distance education, the Actual Hours of Attendance procedure can be used and positive attendance reported.*

Questions Submitted By Registrants

3. In dual enrollment classes, how are high school and community college attendance rules applied?

When community colleges offer classes on high school campuses, the California Community Colleges attendance accounting rules must be followed. For example, the minimum class session length is 50 minutes. Most often the Daily Census method is used since the academic calendars of high schools and community colleges are not the same.

Questions Submitted By Registrants

4. How is the “F factor” used to reflect flex days in compressed calendar districts.

In districts with 16-week semesters, flexible calendar days are scheduled outside the 16 weeks of instruction and examination, and no classes are canceled to permit professional development of faculty.

As a result, the F factor is 1.000 for all attendance methods.

Questions Submitted By Registrants

5. Should the CCFS-320 report be prepared by Student Services or Information Technology staff?

Districts are free to assign preparation of the CCFS-20 to the office of their choice. The principle of “data ownership” suggests that data, while protected by IT, should be controlled by the staff responsible for its integrity, and attendance data is normally managed in Student Services (Admissions & Records).

Questions Submitted By Registrants

6. Exactly what TBA hours should be audited?

The acronym TBA (To Be Arranged) is used in several ways in class schedules and descriptions. The TBA hours auditors should check are those associated with in-person Weekly Census courses (e.g., 3 lecture hours per week and one TBA hour per week in the Writing Center).

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