



Alternative Academic Calendar Project

Attendance Accounting Basics

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ATTENDANCE
ACCOUNTING BASICS

Why should we discuss the basics of California Community Colleges attendance accounting?

A change from the traditional 17.5-week semester academic calendar to one with two 16-week semesters would require rescheduling classes following prescribed guidelines issued by the State Chancellor's Office.

Those guidelines are based on the attendance accounting principles in the Education Code and Title 5. This presentation substantially explains those principles, leading to a better understanding of the seemingly arbitrary guidelines that must be carefully followed to avoid costly audit exceptions.

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SCHEDULING A 3-UNIT LECTURE COURSE

As an example of the scheduling guidelines, note these options for a full-semester 3-unit lecture course on the example 16-week calendar:

- Two meetings per week of 1 hour and 25 minutes, or
- One meeting per week of 3 hours and 10 minutes
- *On a traditional calendar, the course would typically be scheduled with two meetings per week of 1 hour and 15 minutes, or one meeting per week of 3 hours.*

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SCHEDULING A 5-UNIT LECTURE/LAB COURSE

Another example shows a typical schedule for a full-semester 5-unit lecture/lab course on the 16-week calendar:

- Two lecture meetings per week of 1 hour and 25 minutes
- Two lab meetings per week of 3 hours and 10 minutes
- *On a traditional calendar, course would typically be scheduled with two lecture meetings per week of 1 hour and 15 minutes and two lab meetings per week of 2 hours and 50 minutes*

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ATTENDANCE ACCOUNTING REGULATIONS

Where did those meeting lengths and numbers of meetings per week come from?

- They are direct consequences of the attendance accounting provisions set forth in the Student Attendance Accounting Manual (SAAM) issued by the State Chancellor's Office.
- Let's go behind the curtains and learn the attendance accounting basics that tell the story.

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ATTENDANCE
ACCOUNTING
FOR THE CCC

Attendance Accounting for the CCC

Sources of Authority

- California Legislature

Education Code

- Board of Governors of the California Community Colleges

Title 5 of the California Code of Regulations

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FULL-TIME EQUIVALENT
STUDENT

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

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FTES CALCULATION

FTES Calculation

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

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CLOCK HOUR

Clock Hour

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

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CLASS HOUR

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 for multiple hour classes
- A “class hour” is commonly called a “contact hour” or “student contact hour.”

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PASSING TIME/ BREAK

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.

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MULTIPLE HOUR CLASS

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.

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MULTIPLE HOUR CLASS

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

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CALCULATE THE
CONTACT HOURS

Calculate the Contact Hours

Class meets from	Contact hours
• 0900 to 0950	1.0
• 0900 to 1000	1.0
• 0900 to 1005	1.3
• 0900 to 1050	2.0
• 0900 to 1100	2.0
• 0900 to 1105	2.3
• 0900 to 1130	2.8

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CONTACT HOURS COMPUTATION CHART

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
170 Minutes	02:50	8:00 - 10:50	3.0	2	3 full CH

Attendance Accounting Methods

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ATTENDANCE
ACCOUNTING
METHODS

- An appropriate attendance accounting method must be associated with each class section.
- How the instruction is provided for a particular class determines the attendance accounting method(s) that may be used for that section.
- Whether the class meetings are **synchronous** or **asynchronous** is a major factor in choosing the right attendance accounting method for a class.

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SYNCHRONOUS INSTRUCTION

Synchronous Instruction

- Instruction is synchronous when the instructor and students meet together at the same time.
- They may meet together either **in person** in a classroom, laboratory, or other physical setting, or **virtually** using online technology that permits two-way communication.
- However class meetings are organized, the instructor must be able to determine the presence or absence of each enrolled student at each class meeting.

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ASYNCHRONOUS INSTRUCTION

Asynchronous Instruction

- Instruction is asynchronous when it is provided to students at different times. Many distance education classes allow students to receive instruction at times of their choosing.
- Some classes are taught with a combination of synchronous and asynchronous instruction. In determining the appropriate attendance accounting method for a class, if **any portion of the instruction** (not homework) is provided asynchronously, the instruction for the class section as a whole is considered to be asynchronous.

Choosing an Appropriate Attendance Accounting Method

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ATTENDANCE
ACCOUNTING
METHODS

For classes with **synchronous** instruction:

- Weekly Student Contact Hour
- Daily Student Contact Hour
- Actual Hours of Attendance (Positive Attendance)

For classes with **asynchronous** instruction:

- Alternative Attendance Accounting Method
(Independent Study/Work Experience)
- Noncredit Distance Education

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WEEKLY STUDENT
CONTACT HOUR
METHOD

Weekly Student Contact Hour Method (Weekly Census)

- Primary terms only; synchronous instruction 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

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WEEKLY STUDENT CONTACT HOUR METHOD

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

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WEEKLY STUDENT CONTACT HOUR METHOD

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

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WEEKLY STUDENT
CONTACT HOUR
METHOD

FTES Calculation

- 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

$$\text{TLM} = 17.5$$

$$\text{FTES} = (3 \times 30 \times 17.5) / 525 = \mathbf{3.00}$$

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WEEKLY STUDENT CONTACT HOUR METHOD

FTES Calculation

- With a compressed academic calendar on the semester system, the TLM is less than 17.5, but the number of contact hours per week (CWSCH) of a typical course is greater than under a traditional calendar.
- Following the CCCCO scheduling guidelines, the resulting $FTES = (CWSCH \times TLM) / 525$ is generally about the same as or slightly higher than under a traditional calendar.

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SCHEDULING A 3-UNIT LECTURE COURSE

Let's return to this example of the scheduling guidelines, noting these options for a full-semester 3-unit lecture course on the example 16-week calendar:

- Two meetings per week of 1 hour and 25 minutes, or
- One meeting per week of 3 hours and 10 minutes
- *On a traditional calendar, the course would typically be scheduled with two meetings per week of 1 hour and 15 minutes, or one meeting per week of 3 hours.*

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SCHEDULING A 3-UNIT LECTURE COURSE

Where did these come from?

- Two meetings per week of 1 hour and 25 minutes, or
- One meeting per week of 3 hours and 10 minutes

Explanation:

- Target total contact hours: 54
- Target contact hours per week: $54/16 = 3.375$
- Guideline rounds 3.375 to 3.4
- Two meetings/week of 1.7 contact hours
- One meeting/week of 3.4 contact hours

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CONTACT HOURS COMPUTATION CHART

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DAILY STUDENT
CONTACT HOUR
METHOD

Daily Student Contact Hour Method (Daily Census)

- Synchronous instruction only
- 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

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DAILY STUDENT
CONTACT HOUR
METHOD

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.

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DAILY STUDENT
CONTACT HOUR
METHOD

Course Length Multiplier

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

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DAILY STUDENT
CONTACT HOUR
METHOD

FTES Calculation

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

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

- *Example:* Class meets 2 hours per day
30 students enrolled on Census Day
Course meets on 24 days

$$\text{FTES} = (2 \times 30 \times 24) / 525 = \mathbf{2.74}$$

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TBA 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 or term.

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TBA HOURS

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.

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POSITIVE ATTENDANCE

Actual Hours of Attendance Method (Positive Attendance)

- Based on actual count of enrolled students **present** at each class meeting; synchronous instruction only
- 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 in-person noncredit courses

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POSITIVE ATTENDANCE

FTES Calculation

- Divide total hours of actual attendance by 525

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

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SCHEDULING EXERCISES

Scheduling Exercise #1

- ENGL 107 3 units (54 lecture hours)
- College has a traditional calendar with two 18-week semesters.
- Synchronous instruction
- 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

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SCHEDULING EXERCISES

Scheduling Exercise #2

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

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SCHEDULING EXERCISES

Scheduling Exercise #3

- ENGL-107 3 units (54 lecture hours)
- Synchronous instruction
- 6-week summer session section MTWTh beginning at 10:00 am.
- The July 4 holiday falls on a scheduled meeting day.
- Attendance method: Daily Census
- $54 \text{ hours} / 23 \text{ meetings} = 2.3 \text{ hrs/mtg}$
- Each meeting ends at 12:05 pm

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SCHEDULING EXERCISES

Scheduling Exercise #4

- BIOL 103A (4 units, 54 hrs lec, 54 hrs lab)
- Synchronous instruction; 6-week summer intersession
- *Schedule proposed by Biology Dept:*

Lecture	MTWTh	8:45 – 11:00
Lab	MTW	11:00 – 14:00
- 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.

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SCHEDULING EXERCISES

Scheduling Exercise #4

- BIOL 103A Six-week Summer Session
- Daily Census
- **Catalog:** 54 hours lec, 54 hours lab
Total hours: 108 Meeting days: 23
 $108/23 = 4.7$ or 4 hours, 25 minutes
- **Solution:** MTWTh 8:00 – 12:25
 $23 * 4.7 = 108.1$ contact hours, distributed
between lecture and lab

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ALTERNATIVE
ATTENDANCE
ACCOUNTING
METHODS

Alternative Attendance Accounting Methods (Independent Study/Work Experience)

- Asynchronous instruction
- Alternative Attendance Accounting **WSCH** Method for courses coterminous with primary term
- Alternative Attendance Accounting **DSCH** Method for all other courses

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ALTERNATIVE
ATTENDANCE
ACCOUNTING
METHODS

FTES Calculation

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

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NONCREDIT DISTANCE
EDUCATION METHOD

Noncredit Distance Education Method

- There is one additional attendance accounting method that we will not cover in detail in this presentation in view of its complexity and limited use.
- The Alternative Attendance Accounting Procedure – Noncredit is used for noncredit distance education courses. It is the only procedure that can be used for distance education courses taught asynchronously.

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CURRICULUM
ALIGNMENT

Curriculum Alignment

CONSISTENCY is the magic word:

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

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FREQUENTLY OBSERVED ERRORS

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 Weekly Census
- Summer courses reported in the wrong year, or reported in both years
- **Catalog** hours reported rather than **Schedule** hours
- TBA hours irregularities

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QUESTIONS

Questions?

- Contact:

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