



TO: Chief Executive Officers
Chief Human Resources Officers
Chief Business Officers
Chief Instructional Officers

FROM: Lizette Navarette, Vice Chancellor, College Finance and Facilities Planning

RE: Regulatory Changes to Distance Education Attendance Accounting

In March 2021, the Board of Governors approved changes to title 5 sections 58003.1 and 58009.

The amendments to title 5 section 58003.1 allow compressed calendar districts to use a term length multiplier (TLM) of 17.5 to calculate full-time equivalent students (FTES) when using the alternative attendance accounting method described in title 5 section 58003.1(f).

The amendment to Title 5 section 58009 clarifies that in applying the exception for lab courses, colleges should use the weekly student contact hours generated for the same student effort in a face-to-face laboratory course, and which corresponds to traditional length (non-compressed) primary terms. This memo provides guidance on the amendments to title 5 and the impact on the calculation of FTES.

Required Action

The regulatory changes are effective for FTES reported to the Chancellor's Office on or after October 3, 2021. It is important to note that the regulatory changes were not in effect for the annual CCFS-320 report due July 15. **Compressed calendar districts must submit the 2020-21 CCFS- 320 recalculation apportionment attendance report due November 1, 2021 in order for the TLM of 17.5 to be applied to 2020-21 distance education FTES calculations.** The regulatory changes apply to the hours reported in part V and VI of the district forms in the CCFS-320. **Furthermore, for districts using the exception related to lab courses, weekly student contact hours must be adjusted to the equivalent number of hours generated in a face-to-face laboratory course offered at a traditional calendar district.**

Part V: Alternative Attendance Accounting- Weekly Census courses

The TLM for Alternative Attendance Accounting- Weekly Census courses (Part V) is updated in the CCFS-320 system to 17.5 for all districts. No action is necessary from districts other than entering contact hours as they normally would.

Part VI: Alternative Attendance Accounting- Daily Census courses

Districts should update the TLM used to calculate the contact hours for Alternative Attendance Accounting- Daily Census courses to 17.5 and enter the updated contact hours into the system in Part VI.

Chancellor's Office Management Information System (MIS) Report

Districts will also need to make updates to their calculations for MIS data. The TLM should be updated to 17.5 for all courses that utilize the alternative attendance accounting method for computation of FTES reported to MIS. Additionally, the hours claimed for laboratory courses that use the exception in title 5 section 58009 should be adjusted as described below.

Background

After the onset of the coronavirus pandemic, districts quickly transitioned the majority of course offerings from a face-to-face modality to distance education. This change required districts to use the alternative attendance accounting method rather than weekly census, daily census or the actual hours of attendance method. Pursuant to title 5 section 58003.1, courses that offer any portion of instruction via distance education are required to use the alternative attendance accounting method to calculate FTES. Under the alternative attendance accounting method, FTES is calculated as follows:

$$((\text{number of students actively enrolled at census} \times \text{number of units} \times \text{TLM}) / 525)$$

Traditional calendar districts have a TLM of 17.5 (11.67 for colleges on the quarter system), whereas compressed calendar districts typically have TLMs less than 17.0, and sometimes as low as 16.0. Because of their lower TLM, prior to this change, compressed calendar districts had a lower FTES yield for distance education courses than that of comparable courses taught in traditional calendar districts. The regulation amendment alters the formula for distance education courses by replacing the TLM with 17.5, resulting in identical FTES yields for comparable courses, irrespective of the district's calendar type. **Note: Compressed calendar districts will continue to use their assigned district TLM in the calculation for weekly census courses pursuant to title 5 section 58003.1(b).**

Laboratory Courses

Title 5, section 58009 provides an exception for distance education or independent study courses that are lab based. Under this exception, weekly student contact hours in distance education or independent study laboratory courses should be calculated as equivalent to the number of hours that would be generated in a face-to-face laboratory course. This exception applies to courses that are partially or solely laboratory based. For compressed calendar districts utilizing a TLM of 17.5 for distance education courses, in applying this exception, they should be using the

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equivalent number of hours that would be generated in a face-to-face laboratory course that corresponds to traditional length (non-compressed) primary terms (example: 3 hours for a 1 unit lab course). The reason for this change is that if a district were to use the TLM of 17.5 and apply the exception using the equivalent number of hours that would be generated in a face-to-face laboratory course under their compressed calendar, the result would be an overage of FTES generated for the course.

Summary of District Actions

1. Compressed calendar districts must submit the 2020-21 CCFS- 320 recalculation apportionment attendance report due November 1, 2021 in order for the TLM of 17.5 to be applied to 2020-21 distance education FTES calculations.
2. For districts using the exception related to lab courses, weekly student contact hours must be adjusted to the equivalent number of hours generated in a face-to-face laboratory course offered at a traditional calendar district.
3. Compressed calendar districts will continue to use their assigned district TLM in the calculation for weekly census courses pursuant to title 5 section 58003.1(b).

Contacts

If you have questions or need further assistance, please contact Natalie Wagner at nwagner@cccco.edu.