



TO: Chief Executive Officers
Chief Business Officers
Chief Instructional Officers

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

RE: Attendance Accounting Guidance for Transitions to In-Person Instruction

As colleges create plans or explore choices for the transition back to in-person learning, a number of options are available to both ensure a safe transition and to provide students with the opportunity to select the mode of instruction that works best for them. This memo provides information on attendance accounting and scheduling for the various instructional modes available for use during the transition to face-to-face instruction.

SYNCHRONOUS VS ASYNCHRONOUS DISTANCE EDUCATION

Distance education can occur synchronously or asynchronously.

Synchronous

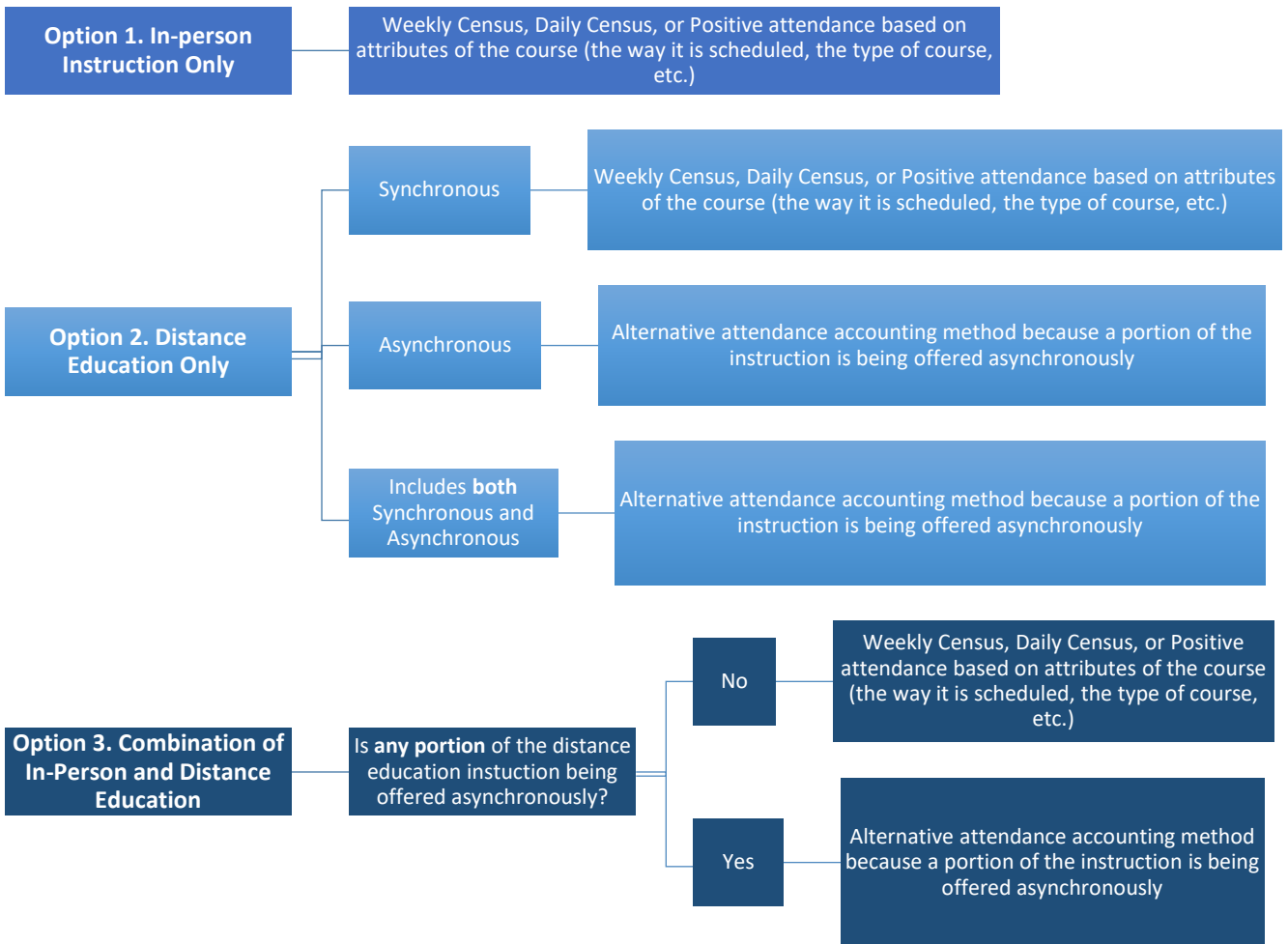
Synchronous distance education courses are structured similarly to face-to-face courses, however rather than being on campus, students interact with the instructor via some kind of interactive technology (such as Zoom). All students are expected to meet in real time at scheduled class times through a remote connection (via Zoom).

Asynchronous

Asynchronous distance education courses do not have designated scheduled meeting days and times. Students complete class activities and assignments as detailed in the course syllabus by logging into the online system, completing work and submitting electronically to the instructor.

INSTRUCTION MODES AND ATTENDANCE ACCOUNTING

Start with option 1, 2, or 3 below and follow the chart to determine the appropriate attendance accounting procedure.



ATTENDANCE ACCOUNTING METHOD

The mode of instruction is one of the primary factors considered when determining the correct attendance accounting method for a course section. There can only be one attendance accounting method for a course section. Districts determine the correct attendance accounting method, in accordance with title 5 section 58003.1, based on attributes of the course, including the type of course (whether it is credit or noncredit), scheduling pattern, length of course (semester length or short term), mode of instruction (online, face to face, or a combination), and other factors.

When determining the appropriate attendance accounting method for new or modified modes of instruction, the most important thing to consider is whether the course includes any portion of instruction that is asynchronous distance education, meaning the student is logging-in to an online system and completing assignments on their own time. If any of the instruction is offered asynchronously, the course section must use the alternative attendance accounting method described in title 5 section 58003.1(f).

If all instruction is occurring synchronously during scheduled class meetings, either in-person or via zoom, the course can use weekly census, daily census, or positive attendance depending on the attributes of the course (type of course, the way it is scheduled, whether it is short term or semester length, credit or noncredit, etc.). Offering students the option of attending scheduled class meetings via zoom does not impact the attendance accounting method to be used for the course unless the course also includes an asynchronous distance education component.

TEMPORARY CONVERSIONS TO DISTANCE EDUCATION

Some colleges may find that courses need to convert to distance education for a period of time due to various factors including the need to quarantine; or in the case of a major COVID outbreak, an entire department or campus may need to convert to distance education. The factor to consider when determining whether a conversion to distance education would impact the attendance accounting procedure used is whether the course is converted to synchronous or asynchronous distance education.

If the course is converted to synchronous distance education, and students and the instructor continue to meet at scheduled class times via zoom, no change would be required with regards to attendance accounting. If the course is converted to asynchronous distance education (even if it was only temporarily), it would need to use the alternative attendance accounting procedure in calculating FTES for the course. Pursuant to title 5 section 58003.1 (f), all courses that include any amount of instruction offered via asynchronous distance education, must use the alternative attendance accounting procedure.

Contact

For questions or further assistance, please contact Rafael Artiga at Rartiga@cccco.edu.