

VISION 2030 NONCREDIT SUMMIT 2025

A Tale of Two Attendance Methods:
Reimagining Noncredit Attendance



Who we are



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Why Attendance Matters Now

- Attendance drives **FTES apportionment**, visibility, and funding for noncredit programming.
- Vision 2030 pushes modernization ☐ Equitable and data-informed systems.
- COVID changed how students show up ☐ Attendance \neq seat time.



From Pandemic Pivot to Policy Shift

- COVID☐ expansion of distance education in noncredit.
- Temporary flexibility became a catalyst for systemic change.
- **The point of today's session:**
 - Demystifying attendance accounting for noncredit 320 reporting purposes
 - Showcasing what two standalone noncredit institutions are currently doing to track noncredit attendance



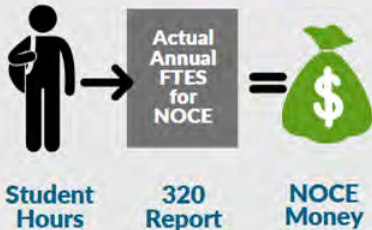
Advocate for aligning noncredit attendance accounting with credit methods to ensure equitable funding for all learners.

Let's Talk About 320 Reporting

FTES

FTES is not a headcount. Each FTES is equivalent to 525 hours of student instruction. One FTES can be generated by 1 student or multiple part-time students.

How does FTES help NOCE?



What's New?

Beginning in Spring 2020, NOCE began to offer noncredit distance education courses. As a result of this shift, NOCE began to submit student hours for state apportionment through both positive attendance and the alternative attendance accounting method.

Positive Attendance FTES =

Positive Attendance Hours

525

State Reimbursement Rates for 25/26

\$7,595 for 1 enhanced noncredit FTES

\$4,567 for 1 noncredit FTES

BREAKING DOWN THE 320 REPORT

State apportionment report based on attendance hours. California community college apportionment is primarily driven by the Full-Time Equivalent Student (FTES) workload measure.



Alternative Attendance Accounting Method

Attendance captured at 20% point and 60% of the semester. Instructors should determine the number of students actively enrolled as of these two points.

For noncredit asynchronous distance education courses (open-entry/open-exit or short term included)

FTES = $\frac{\text{The average of contact hours at 20% point and 60% point}}{525}$

CCFS320 vs MIS:

They Are Not The Same

CCFS-320	≠	MIS
Funding report to Chancellor's Office		Accountability system for student data
Course hours and attendance records		Universe of all CCCO required data elements
Determines FTES and apportionment revenue		Feeds dashboards, reports, and impacts categorical funding
Managed by CCCO Fiscal Services		Managed by CCCO IDEA with a department dedicated to MIS

Who Plays a Role in the 320 Process?



**Cross-departmental
collaboration and ownership
=
data integrity and funding
accuracy**

Two Attendance Accounting Methods for Noncredit

Both feed FTES in the 320, but the data collection and calculation differ.

**Positive
Attendance**

**Alternative
Attendance
Accounting
Method**



Positive Attendance Basics

- Students earn hours based on actual attendance.
- Calculated by hourly contact time from rosters.
- Works best for open-entry/open-exit and drop-in formats.



Historical Context: Positive Attendance Accounting Method

- Originated from K–12 seat-time models, focusing on hours of instruction rather than enrollment.
- Adopted in noncredit education for open-entry, open-exit, and flexible course formats.
- FTES funding tied to actual contact hours recorded from class rosters.
- Became the foundation of noncredit apportionment reporting through the CCFS-320 process.
- Post-COVID realities exposed its limits for online and asynchronous learning.



California
Community
Colleges

VISION 2030
A Roadmap for California
Community Colleges



SAN DIEGO
COLLEGE OF
CONTINUING EDUCATION

NOCE
NORTH ORANGE
CONTINUING EDUCATION

Alternative Attendance Accounting Method

- Also called *census-based method* for noncredit
- Student attendance based on enrollment and course duration rather than hours attended.
- Enables reporting of asynchronous distance education courses.



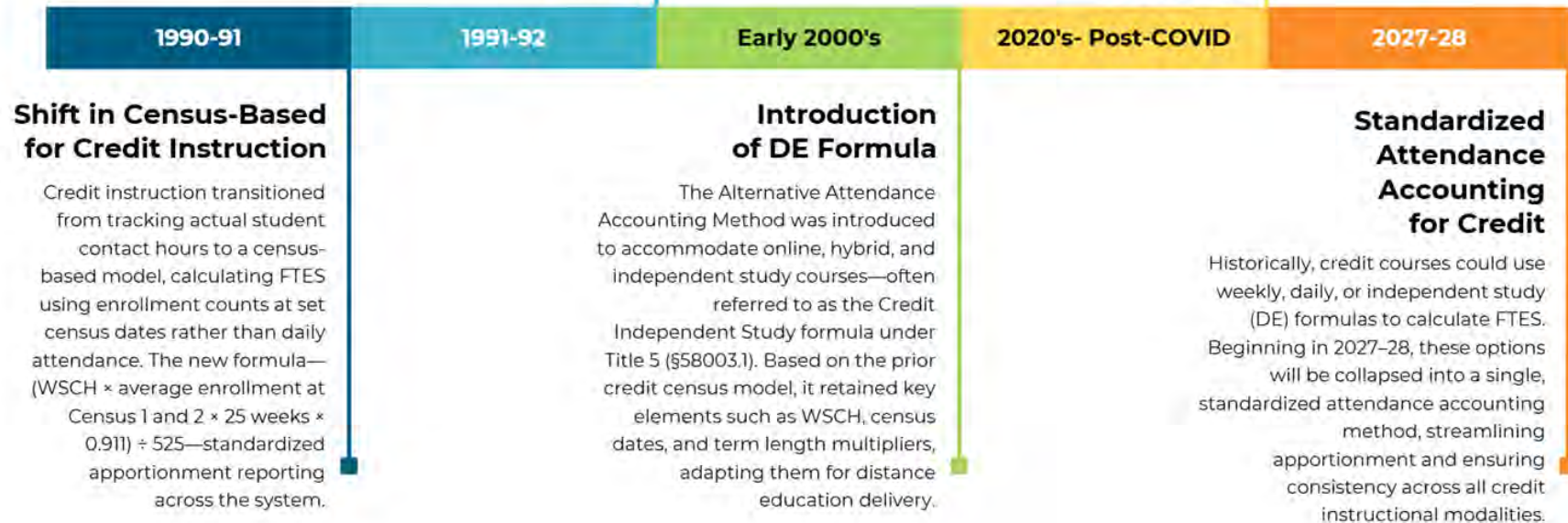
Historical Context for AAAM

Simplification of Census-Based Formula for Credit

The credit census-based model was streamlined to reduce complexity and improve consistency in reporting. By eliminating the Census 2 element and the 0.911 multiplier, colleges transitioned to a more straightforward calculation— $WSCH \times \text{Census 1} \times 35$ —which simplified apportionment reporting statewide.

Noncredit Independent Study Expansion

In response to the shift toward online and asynchronous instruction during the pandemic, noncredit programs were authorized to adopt the Independent Study model for distance education. This allowed programs to maintain open-entry, open-exit flexibility within DE modalities.



Comparing the Two Methods

	<i>Positive Attendance</i>	<i>Alternative Attendance</i>
Basis	Actual hours attended	Scheduled course hours
Used For	Completely synchronous instruction	Asynchronous DE
Data Source	Rosters & sign-ins	Course schedule + enrollment
Benefits	Precision	Simplified DE tracking
Challenges	Admin burden	Requires robust tracking for enrollment and census dates

NOCE Practice: Blended Model

- Mark attendance in homegrown data system after each class meeting
- Homegrown system also allows for clock-in/clock-out student tracking for open entry/open exit classes
- Loaded into local SIS at end of term for reporting

320 Key Players at NOCE



320 Tools

- Tableau dashboard that showcases FTES generated by program down to the course level
- Also showcases revenue generated by program down to the course level
- Argos reports that help ensure course coding is accurate support this process

SDCCE Practice: Positive Attendance

- All fully in-person classes including off-campus locations
- Class Attendance Verification (CAV) forms
- Faculty report student attendance hours weekly in our SIS
- Faculty report teaching hours weekly in our SIS
- Average Class Size
- CAV and CAV Summary submitted weekly by faculty
- A&R folks audit

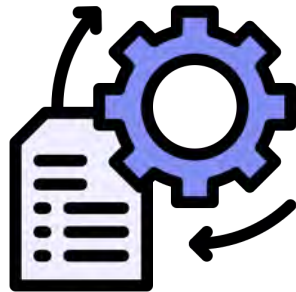
SDCCE Practice: Alternative Attendance

- All online classes including Fully Online, Hybrid, and HyFlex
- Class Attendance Verification (CAV) forms for in-person meetings
- Student hours are reported based on the scheduled course hours
- Student hours are reported by faculty at three points in time, 1st census, 2nd census, or End of Class in our SIS
- A&R folks audit



Lessons Learned Across Institutions

- Build cross-functional teams (A&R + IT + IR + Academic Affairs)
- Document local processes and train regularly.
- Validate data early– do NOT wait until submission time.



Discussion + Q&A

1. Which method dominates your college today?
Why?
2. What has been your biggest 320 challenge post-COVID?
3. What do you need– Individually or as an institution– to advocate effectively for noncredit attendance reform?



Takeaways



Resources

- Know your method.
- Collaborate early with A&R and IR.
- Document local decisions.

- [CCCCO Attendance Accounting and Residency](#)
- [Student Attendance Accounting Manual \(SAAM\)](#)
- [Vision 2030](#)



Student Attendance
Accounting



Call to Action

Why is noncredit is being held to a different attendance accounting method standard than credit?



Advocate for aligning noncredit attendance accounting with credit methods to ensure equitable funding for all learners.



Thank you!



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