Professional Learning Forum: Reporting Student Attendance Hours for CCC Noncredit Programs (SX05)

California Adult Education Program
(CAEP) Technical Assistance Provider (TAP) and
North Orange Continuing Education (NOCE)

May 24th, 2024

Welcome!

In the Chat, please:

Introduce yourself and your affiliation (Consortia or Member, College, etc.)

CALIFORNIA ADULT EDUCATION PROGRAM

Housekeeping

- This meeting is being recorded.

- The recording and PowerPoint will be released on the Cal Adult Ed Website following remediation.

- Please fill out the survey at the end. We value your feedback and use it to improve our webinars.

Agenda

- Welcome & Introductions

- Objectives

- What is SX05 and its importance?

- Chancellor's Office Memo on SX05 Data Element & Reporting

- Methods of Calculating Attendance Hours for Noncredit Asynchronous DE

- Questions & Discussion

Objectives

1. Define the MIS SX05 data element within the context of California Community Colleges and CAEP Consortia.

2. Review and understand the 3 methods for calculating attendance hours for noncredit asynchronous distance education.

3. Collect feedback regarding any challenges colleges may be experiencing in attendance collection for asynchronous distance education

Gracious Space

Affirming others

Accepting of other perspectives

Innovative new approaches

Being present

Being aware of my impact of others

Assuming other's best intentions

Being intentional

Trusting others and being trustworthy

Willing to change my mind

Reflecting on assumptions

Being curious

Asking open-ended questions

Being comfortable not knowing

Being collaborative

Being open to different and conflicting views

Welcoming others not from my comfort zone

Being authentic

Bridging boundaries

Holding off judgement

Sharing power
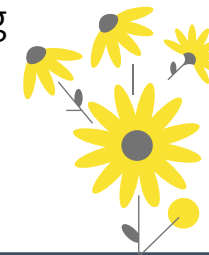
Registrant Responses

Please rate your level of familiarity with SX05:

- 43% Not Familiar

- 28% Slightly Familiar

- 18% Familiar

- 10% Very Familiar

- .01% Expert

What would you like to learn about SX05 during this webinar?

BestPractices AsMuchAsPossible
AnythingNew CAEPMetricsImplications
ImpactOnScheduleBuilders
NoncreditAccountingMethods
AnyInfo Enrollment Requirements Strategies DetailsForReporting
HowToReport Softwares BetterUnderstanding
MIS
Compliance GeneralNoncredit
Timeline
GeneralInformation
ReportingNCDistanceEdHours
MoreInformation Reporting
HowTo
Basics Details Everything
Updates
CommunicatingMemo Methodology
BasicsOfNoncreditAttendance
CommonChallenges&Solutions

MIS SX 05 – A Before and After Story

DED#	DATA ELEMENT NAME	FORMAT
SX05	ENROLLMENT-POSITIVE-ATTENDANCE-HOURS	9999V9

This element indicates the student's total actual hours of attendance in a "positive attendance" section.

Coding

This is a numeric field with five digits, four before and one after the implied decimal point (accurate to the tenths). The decimal point itself must **not** be included in the field.

Enter "88888" for Census Classes.

SX05   ENROLLMENT-POSITIVE-ATTENDANCE-HOURS

Processing Edits	
FIELD CHECK	Must be numeric – Cannot exceed 2,000.0
REFERENTIAL CHECK	If Section Accounting Method (XB01) is equal to 'W', 'D', 'I', or 'L' then Enrollment Positive Attendance Hours MUST be equal to '88888'.
	If Section Accounting Method (XB01) is equal to 'P' or 'E', then Enrollment Positive Attendance Hours must NOT be equal to '88888' or '99999'.

SX05   ENROLLMENT-POSITIVE-ATTENDANCE-HOURS

Change History
Revision 10/07/09 "Changed format 999V9 to 9999V9. This is a numeric field with **five** digits, four before and one after the implied decimal point (accurate to the tenths). The decimal point itself not be included in the field. Enter **88888** for Census Classes".
Implement: 06/01/89

DED#	DATA ELEMENT NAME	FORMAT
SX05	ENROLLMENT-ATTENDANCE-HOURS	9999V9

This element indicates the student's total actual hours of attendance in a non-census section.

Coding

This is a numeric field with five digits, four before and one after the implied decimal point (accurate to the tenths). The decimal point itself must **not** be included in the field.

Enter "88888" for census classes.

SX05   ENROLLMENT-ATTENDANCE-HOURS

Processing Edits	
FIELD CHECK	Must be numeric – Cannot exceed 2000.0
REFERENTIAL CHECK	If Section Accounting Method (XB01) is equal to 'W' or 'D' then Enrollment Attendance Hours (SX05) MUST be equal to '88888'.
	If Section Accounting Method (XB01) is equal to 'P' or 'E', then Enrollment Attendance Hours (SX05) must NOT be equal to '88888' or '99999'.

SX05   ENROLLMENT-ATTENDANCE-HOURS

Change History
Updated Summer 2022 Changed from ENROLLMENT-POSITIVE-ATTENDANCE-HOURS to ENROLLMENT-ATTENDANCE-HOURS to allow independent study hours to be reported
Revision 10/07/09 "Changed format 999V9 to 9999V9. This is a numeric field with **five** digits, four before and one after the implied decimal point (accurate to the tenths). The decimal point itself not be included in the field. Enter **88888** for Census Classes".
Implement: 06/01/89

Why is this Important?

- CCs were unable to submit asynchronous distance education hours through MIS SX 05 before Summer 2022.

- MIS SX05 hours are important in:

  - Defining "participants" in the Adult Education Pipeline dashboard

  - Identifying milestone gains for the Strong Workforce Program

  - Defining CTEOS cohorts

Chancellor's Office Memorandum

RE: Reporting of Noncredit Attendance Hours for CAEP in MIS through SX05 Enrollment-Attendance Hour

Background

- Increasing use of asynchronous distance education in noncredit instruction has created a need for guidance on how student level attendance hours for noncredit students should be reported through the Chancellor's Office MIS for the California Adult Education Program (CAEP) in [SX05 Enrollment-Attendance-Hours](#).

- CAEP requires all Adult Education Program agencies receiving funding to track adult learner progress in the seven authorized program areas and report achievements from the seven-outcome areas annually (designated by Education Code Section [84913](#)).

- Community College Districts (CCDs) are required to use the Chancellor's Office MIS to report their adult learner demographics, instructional hours, barriers, and program outcome information regardless of whether colleges report data through TOPSpro® Enterprise for WIOA Title II.

Failure to enter all student data into MIS could result in underreporting of student data in the Adult Education Pipeline, the Student Success Metrics, and in end of year reporting to the legislature as positive student learning outcomes drive future funding in California's delivery system.
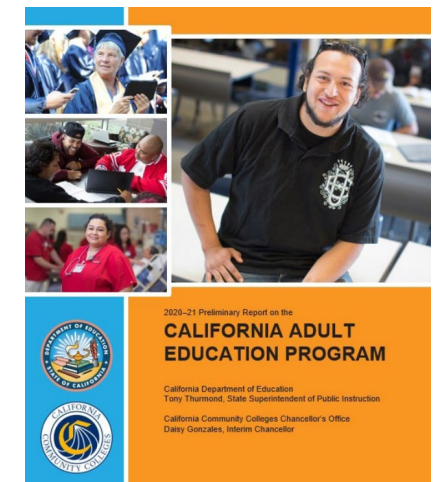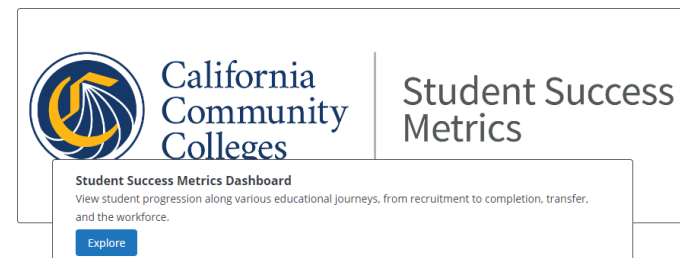
Purpose of the Guidance Memo

- Provides clarification and interim guidance to CCDs on how institutions should calculate and report student-level attendance hours for students in noncredit distance education (DE) through the Chancellor's Office MIS in the SX05 Enrollment-Attendance-Hours data element regardless of DE instruction being synchronous or asynchronous.

- SX05 is an MIS data element that is used in the Adult Education Pipeline dashboard to track student enrollment and outcomes, which are reported annually to the legislature.

- Guidance does *not* replace attendance accounting reporting requirements under CCFS-320 as the Chancellor's Office recognizes the differences in methodology and reporting purposes.

CALIFORNIA ADULT EDUCATION

Adult Education Pipeline
Comprehensive, multi-level data on student demographics, enrollment, outcomes, types of services received, and employment using new adult education data and accountability metrics.

Explore

2020–21 Preliminary Report on the
CALIFORNIA ADULT EDUCATION PROGRAM

California Department of Education
Tony Thurmond, State Superintendent of Public Instruction

California Community Colleges Chancellor's Office
Daisy Gonzales, Interim Chancellor

California Community Colleges | Student Success Metrics

Student Success Metrics Dashboard
View student progression along various educational journeys, from recruitment to completion, transfer, and the workforce.

Explore

Guidance

I. For noncredit courses being taught in person using positive attendance accounting methods, as well as noncredit distance education courses being taught synchronously, actual hours of attendance should continue to be reported in SX05.

II. For students enrolled in asynchronous noncredit distance education courses, institutions will have the flexibility to adopt one of three methods for calculating this specific type of attendance hours as noted under the National Reporting System for Adult Education (NRS)[3]. These hours should then be reported into SX05. The three allowable methods, which align to the Workforce Innovation and Opportunity Act (WIOA), Title II: Adult Education and Family Literacy Act (AEFLA) grant reporting requirements under NRS are as follows:

1. **Clock Time Model:** Assigns contact hours based on the elapsed time that a participant is connected to, or engaged in, an online or stand-alone software program that tracks time;
2. **Teacher Verification Model:** Assigns a fixed number of hours of credit for each assignment based on instructor/faculty determination of the extent to which a participant engaged in, or completed, the assignment; and
3. **Learner Mastery Model:** Assigns a fixed number of hours of credit based on the participant passing a test on the content of each lesson.

Colleges may create their own, individualized processes to capture the data as long as they result in hours being reported into the MIS SX05 data element that could be validated under audit utilizing one of the three aforementioned methods.

Support

CAEP Technical Assistance Project (North Orange Continuing Education) to offer technical assistance to noncredit institutions.

An FAQ document will be developed to further assist colleges with reporting under this guidance.

Approved Methodologies for Capturing Asynchronous Hours

Three models of measuring distance learning instruction through National Reporting System for Adult Education (NRS):

1. **Clock Time**

2. **Teacher Verification**

3. **Learner Mastery**

Source: https://nrsweb.org/sites/default/files/NRS-TA-Mar2021-508.pdf

Clock Time

Assigns contact hours based on the elapsed time that a participant is connected to, or engaged in, an online or stand-alone software program that tracks time.

Clock Time Model– Example

Students are using educational software that automatically records the correct number of hours for each student.

- *Students in classes complete lessons in educational software.*
- *College uses Clock Time model - hours are automatically recorded in the software.*
- *Recorded time for each module for each student.*
- *Hours are summed for each student for period of reporting.*
- *Data is captured and reported to MIS via your local MIS process.*

Teacher Verification

Assigns a fixed number of hours of credit for each assignment based on instructor/faculty determination of the extent to which a participant engaged, or completed, the assignment.

To assign hours by student, more vigilant observation from instructional staff is needed to ensure an accurate amount of instruction is assigned to each student and reflects the level of effort each student gives during each instructional session.

Teacher Verification Model– Example

Students are using educational software that <u>does not</u> record hours and <u>does not</u> include any assessment at the end of each lesson.

- *Students in classes complete lessons in educational software.*

- *Student participates in activities as required by the software for each lesson.*

- *Instructor notes the progress for each student and assigns 0, 1, or 2 hours of instruction for each lesson based on the teacher's professional judgment.*

Learner Mastery

Assigns a fixed number of hours of credit based on the participant passing a test on the content of each lesson.
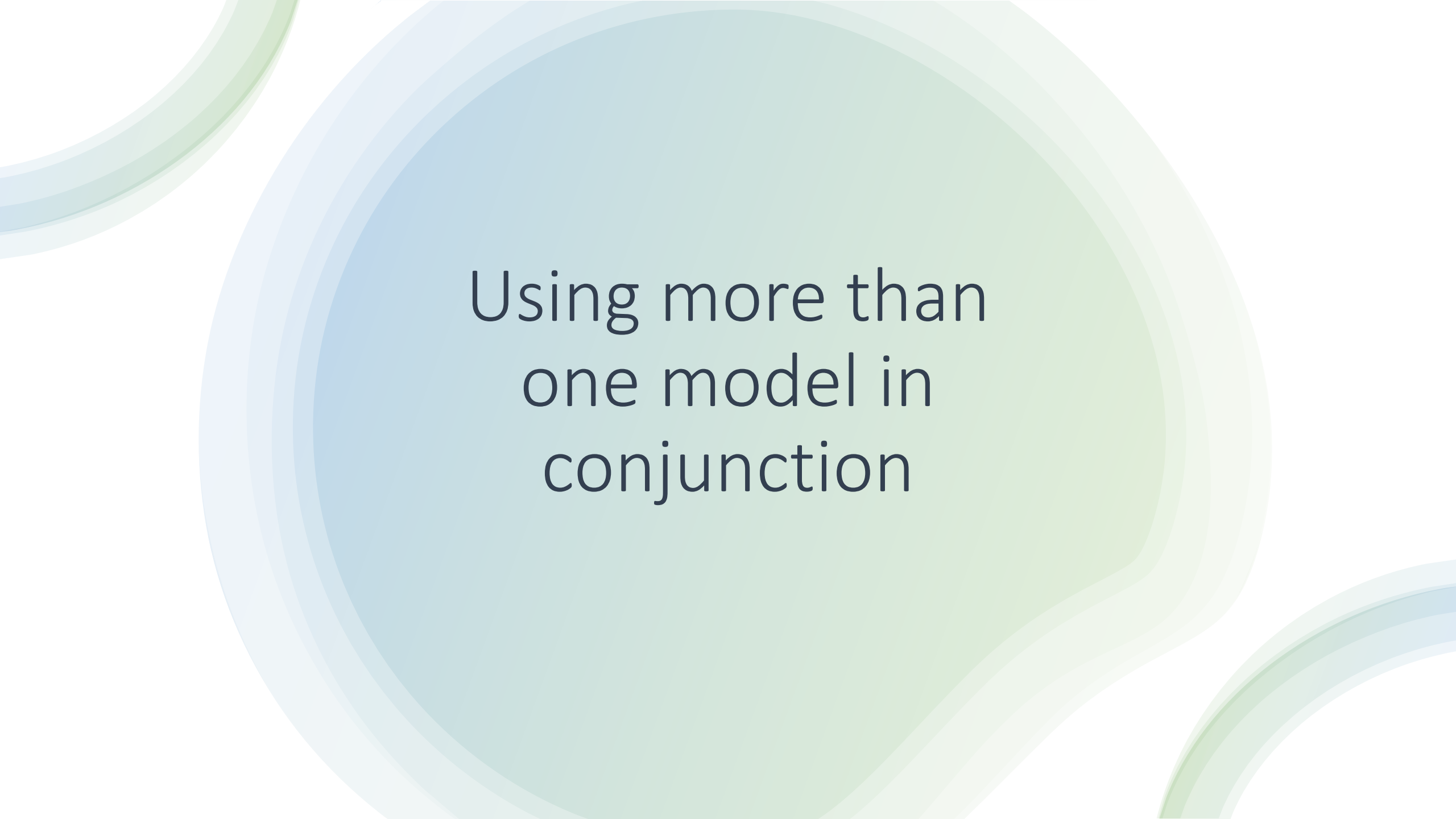
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Learner Mastery Model - Example

Students are using educational software that does not record hours but does include required exercises at the end of each lesson.

- *The students complete lessons in educational software.*

- *The college has determined hours for each module.*

- *Once the student completes all exercises as required by the software for each lesson and completes each module exam with a passing grade, the student is credited with contact proxy hours.*

Example: 12-module educational software program. (12 modules – 20 hours total)

- *Module 1 – Intro to Work (1 hour)*
  Module 2 – Career Exploration (2.5 hours)
  Module 3 – Making Career Choices (1.5 hours)
  Module 4 - …

- List the number of hours assigned to each module. Record hours per student upon passing of the module test.

Using more than one model in conjunction

Example #1 Using Mixed Delivery Methods

Students are using educational software that does not record hours or include additional exercises at the end of each lesson. Most participate in a "live" session with the instructor, but some who miss the live session complete activities on their own.

- *Students meet two hours a week online via Zoom sessions are recorded for the instructor to verify hours and participation for each student.*
- *Students who miss the "live" session can access the recording any time before the next scheduled class.*
- *Learners complete a short quiz at the end of the session to get credited with instructional hours.*

Example #2 Using Mixed Delivery Methods

Students are enrolled in a hybrid synchronous/asynchronous class which requires the attendance of Zoom sessions *and* completion of Canvas modules as part of the required instruction.

- *The class meets two hours a week online via Zoom. Attendance can be recorded.*

- *Students also complete modules in Canvas, one hour per module. Students must achieve a passing score on a quiz that incorporates all content to achieve mastery and receive the instructional credit.*

Q&A and Discussion
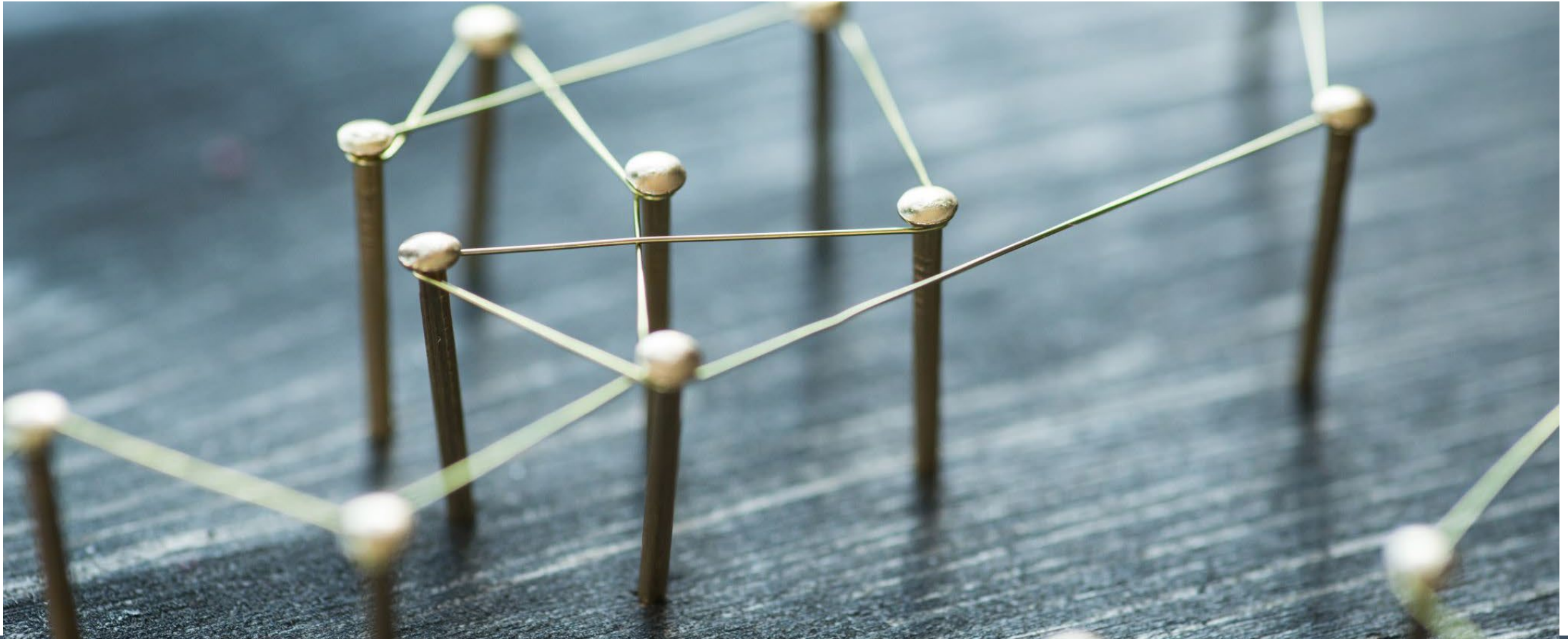
Question 1

"Who should know this information at my college?"

- Who is involved in noncredit attendance tracking at your college?

- Who is involved in your college's MIS submission?

  - IT, Research, Admissions & Records, any others

  - Are you a part of a single college or multi-college district?

Question 2

"What are software recommendations to support the collection of the attendance report?"

Resources

- CASAS Presentation July 2020 on Considerations When Implementing Distance Learning: https://www.casas.org/docs/default-source/caacct/attachment-h-distance-learning-considerations.pdf?sfvrsn=1ed28677_38?Status=Master

- OTAN CA Adult Education Digital Learning Guidance: https://otan.us/Content/Documents/Resources/dlg/ca_adult-learning-guide_081822-a11y.pdf (Ch. 5, pg. 84)

- YouTube Video on Guidance on OCTAE's Distance Education Policy: Guidance on OCTAE's Distance Education Policy - EdTech Center @ World Education

- Approved List of DE Curriculum for Texas Adult Education: https://tcall.tamu.edu/twcael/initiatives/distcurriculum.html

CC TAP Listserv Launched

Subscribe to the
CC TAP Listserv!

- [LISTSERV.CCCNEXT.NET](#) --> Subscribe to CCTAP-LS under List Name

- For Technical Assistance: [tap@caladulted.org](#)

Join our Voices from the Field

Scan to fill out our Voices from the Field Interest Form or share with colleagues who are knowledgeable in one of these areas:

-Adult Education and/or Noncredit Curriculum

-CAEP Fiscal Reporting

-CAEP Three-year plans/Annual Plans

-CAEP Data and Accountability Reporting

-Adult Education Pipeline LaunchBoard

-CAEP Program Improvement and Evaluation

-Adult Education and/or Noncredit Student Services

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Thank You for Joining Us!
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