

Professional Learning Forum: Reporting Student Attendance Hours for CCC Noncredit Programs (SX05) Part 2

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

August 30th, 2024





Welcome!

In the Chat, please:

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



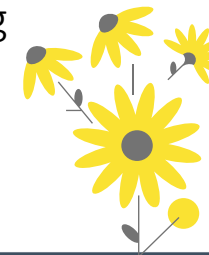
Housekeeping

- 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.



Gracious Space

- Affirming others
- Trusting others and being trustworthy
- Being open to different and conflicting views
- Accepting of other perspectives
- Willing to change my mind
- Welcoming others not from my comfort zone
- Innovative new approaches
- Reflecting on assumptions
- Being authentic
- Being present
- Being curious
- Bridging boundaries
- Being aware of my impact of others
- Asking open-ended questions
- Holding off judgement
- Assuming other's best intentions
- Being comfortable not knowing
- Sharing power
- Being intentional
- Being collaborative



Agenda

- Welcome & Introductions
- Objectives
- Memo Overview from the Chancellor's Office
- Panel Presentation: MIS & Review of 3 Methods of Alternate Attendance Accounting Reporting
- SX05 Webinar Part 1 (5/24/24) FAQ Review
- Questions & Discussion



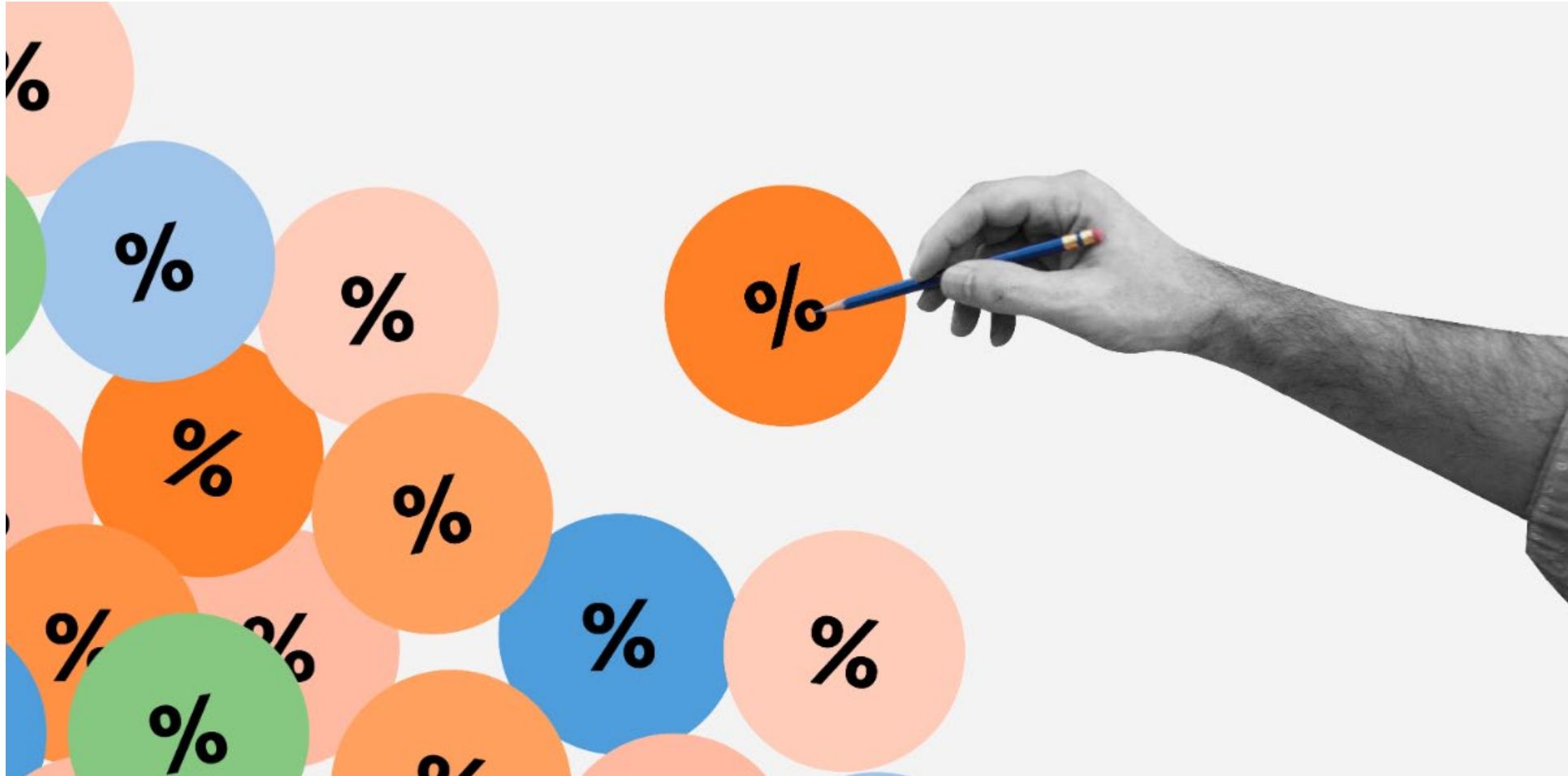
Objectives



1. Review of Chancellor's Office Memo on Reporting Attendance Hours for CCC Noncredit Programs (SX05).
2. Illustrate examples of methods for noncredit attendance accounting.
3. Review SX05 FAQ following Part 1 Webinar (5/24/24).
4. Respond to questions on Memo implementation and SX05 Reporting in MIS.

Poll

Please make sure to hit "Submit" when done



Session 1 Recap

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
 - Used in counts for Datamart numbers

Chancellor's Office Memorandum

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



California
Community
Colleges

MEMORANDUM

January 25, 2024

ESLEI 24-05 | Via Email

TO: Chief Executive Officers
Chief Instructional Officers
Chief Business Officers
Chief Student Services Officers
Directors of Institutional Research
Career Technical Education Deans
Regional Consortia Chairs
Adult Education Consortium Directors, Leads, Co-Chairs, & Members

FROM: Anthony Cordova, Vice Chancellor
Workforce and Economic Development Division

John Hetts, Executive Vice Chancellor
Office of Innovation, Data, Evidence, and Analytics

Gary Adams, Dean
Workforce and Economic Development Division

RE: Reporting of Noncredit Attendance Hours for California Adult Education Program (CAEP)
in MIS through SX05 Enrollment-Attendance-Hour

BACKGROUND: The 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 Management Information System (MIS) for the California Adult Education Program (CAEP) in [SX05 Enrollment-Attendance-Hours](#). This data element collects student hours of attendance in non-census sections and is also used in the Adult Education Pipeline to track student enrollment and outcomes, which are reported annually to the legislature.

The California Adult Education Program (CAEP) requires all Adult Education Program agencies to track adult learner progress in the seven authorized program areas and report achievements from the seven-outcome areas designated by Education Code Section 84913. Institutions receiving Adult Education Program funding from the California Community College Chancellor's Office (CCCCO) and the California Department of Education (CDE) annually must submit the required student data.

California Community College Districts (CCDs) are required to use the Chancellor's Office Management Information System (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. Enrollment, demographics, barriers, and most student outcomes for noncredit adult education students rely on data submitted to the MIS system to populate the LaunchBoard Adult Education Pipeline and the adult education metrics in the Student Success Metrics

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

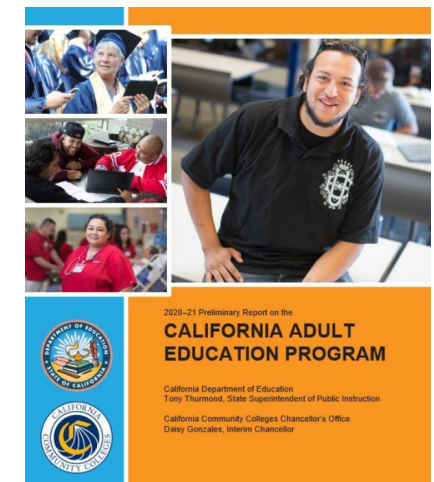
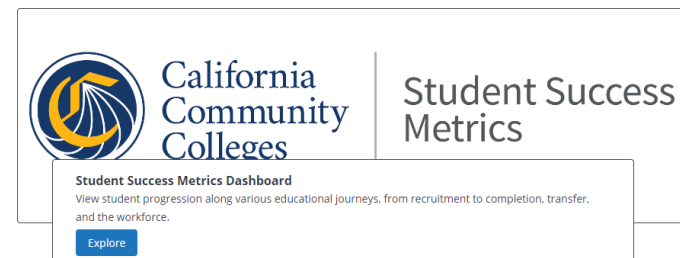
- Provides clarification and interim guidance to CCDs on how institutions should calculate and report student-level attendance hours for students in noncredit distance education (DE) through the Chancellor's Office MIS in the [SX05 Enrollment-Attendance-Hours](#) data element regardless of DE instruction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



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](#)



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.

California Adult Education Program Beginning of the Year Letter from CAEP State Leadership



August 27, 2024

To: Adult Education Consortium Directors and Members

From: The California Adult Education Program (CAEP) State Leadership

Subject: Fiscal Year 2024–25 Program and Accountability Requirements for Student Outcome Data Collection and Submission

This memorandum is to advise local recipients of the California Adult Education Program (CAEP) funds of accountability requirements in the 2024–25 Program Year. This letter and the supporting documents outlining data collection and reporting are located in the [Student Data Collection and Reporting](#) section of the adult education website (www.caladulthood.org) and will provide further clarification and details on program accountability requirements. Due dates for data deliverables can be accessed in the [CAEP Due Dates](#) section. Failure to comply with any requirements or deliverable deadlines will be cause for withholding Adult Education Program apportionment payments until requirements are met and performance is considered satisfactory.

Data Accountability Requirements

Consortia receiving Adult Education Program funding from the California Department of Education (CDE) and the California Community College Chancellor's Office (CCCCO) for the 2024–25 program year must submit the required student data. The CDE and CCCCCO require all Adult Education Program agencies to use the following systems to track adult learner progress in the seven authorized program areas and report achievements from the seven-outcome areas designated by Education Code Section [84913](#).

- K-12 agencies, County Offices of Education (COE), and Joint Powers Authority (JPA) are required to use TOPSpro® Enterprise to collect and report adult learner demographics, services, instructional hours, barriers, and program outcome information.
 - Agencies are required to survey quarterly adult learners for whom a Social Security Number (SSN) or Individual Taxpayer Identification Number (ITIN) is not available for data matching. For further information regarding the follow-up survey, please see detailed guidelines on the [California Employment and Earnings Follow-Up](#), contact CASAS by phone at 1-800-255-1036 or by email at caep@casas.org.

CAEP Beginning of the Year Letter- SX05

MIS Reporting Parameters

The Chancellor's Office released guidance regarding the reporting of noncredit attendance hours for CAEP in MIS through the SX05 Enrollment-Attendance-Hour data element. The [memorandum](#) provides clarification and interim guidance on how institutions should calculate and report student-level attendance hours for students in noncredit distance education (DE) through the Chancellor's Office Management Information System (MIS) in the [SX05 Enrollment Attendance-Hours](#) data element regardless of DE instruction being synchronous or asynchronous. SX05 Enrollment-Attendance-Hours 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.

Colleges must accurately capture and report all relevant student data through their local MIS processes. California Adult Education Program data should be submitted as part of the college's regular data uploads to the Chancellor's office—no separate submission is required for adult education students. An outline of due dates for MIS reporting may be accessed in the [MIS Data Submission Timeline 2024-25](#).

Regardless of whether colleges report data through TOPSpro® Enterprise for WIOA Title II, colleges are responsible for entering all student data elements into their MIS system.

Enrollment, demographics, barriers, and most student outcomes for noncredit adult education students are primarily reported through the Chancellor's Office MIS system, which is crucial for populating the LaunchBoard Adult Education Pipeline and the adult education metrics in the Student Success Metrics dashboards. Incomplete data for this student population through the MIS system could lead to underreporting in these dashboards and in end-of-year legislative reports.

Please refer to the resources listed below for additional details on Adult Education Program data and accountability requirements, which are available in the [Student Data Collection and Reporting](#) section of the California Adult Education website:



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.





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.





Learner Mastery

Assigns a fixed number of hours of credit based on the participant passing a test on the content of each lesson.





Shifting Mindset

- Historically, noncredit programs reported positive attendance
- Positive attendance and competency-based attendance

Positive attendance

- Attendance based on the actual hours a student is present in class or engaged in online activities.
- The exact number of hours a student participates in the course each session.



Competency

- Attendance based on students achieving specific competencies or learning outcomes rather than time spent in the course.
- Progress is tracked through the completion of assignments, assessments, or other demonstrations of competency.



Things to consider

VP of Instruction

Faculty

- Accurate attendance recording
- Timely data submission
- Understanding attendance implications
- Determine sufficient class engagement
- Drop policies are clearly communicated

IT

- System set up and maintenance
- Data integration to ensure accurate reporting
- Support and Training

IR

- Data validation to ensure the accuracy and completeness of SX05
- Reporting and analysis to identify trends
- Ensuring compliance requirements

A&R

- Supports with verifying student enrollment and drops on a regular basis
- Coordination with faculty to ensure attendance is accurately recorded and reported
- Support and Training

Welcome Panelists!

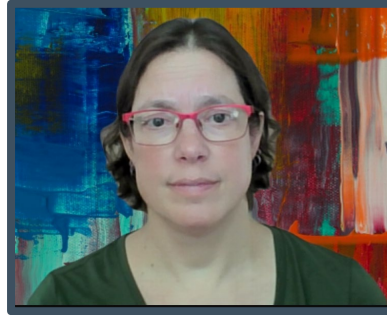


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Dulce Delgadillo

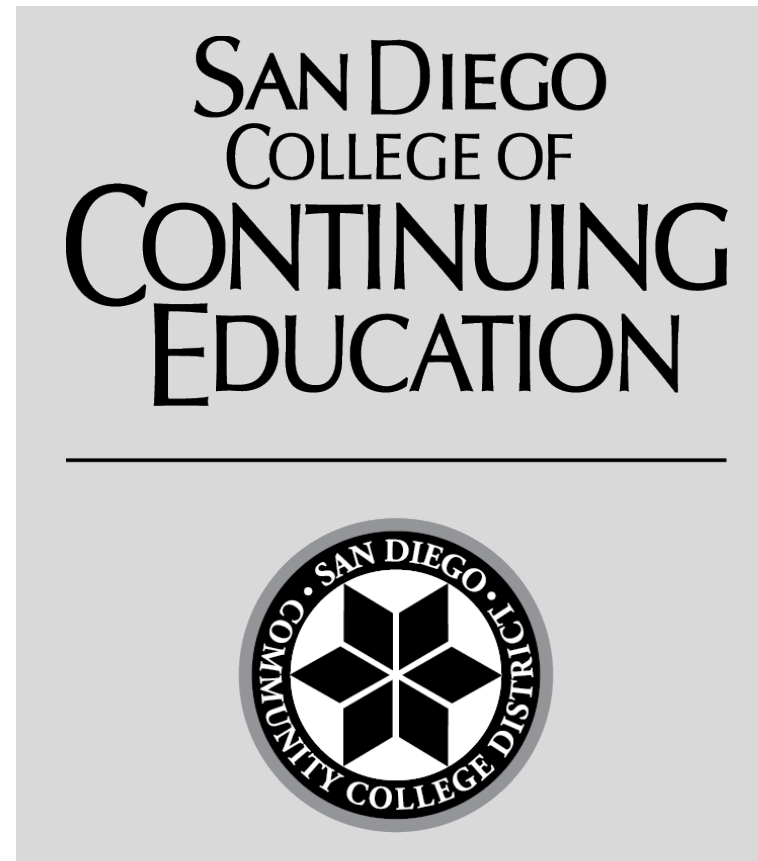
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Jesus Rivas, SDCCE





Pam Mery, CCSF





Dulce Delgadillo, NOCE

NOCE
NORTH ORANGE
CONTINUING EDUCATION

NOCE English as a Second Language Program

ESL Integrated Skills, Beginning Literacy

ESLA 229

This course is designed for adult language learners who possess limited to no proficiency in English. The class will focus on basic vocabulary and basic grammar. Students will start to build competency in all four language skills. Course topics relate to using English for everyday needs.

CRN	Dates	Days	Time	Location	Instructor
In-Person Classes - Anaheim Campus					
52104	8/12 - 12/21	MTWTh	08:30am-11:50am	Anaheim Campus - 310	Rueckert, Daniel
52103	8/12 - 12/21	MTWTh	08:30am-11:50am	Anaheim Campus - 607	Takeda, Nancy
52128	8/12 - 12/21	MTWTh	06:00pm-09:20pm	Anaheim Campus - 607	STAFF
52129	8/12 - 12/21	MTWTh	06:00pm-09:20pm	Anaheim Campus - 610	Kuzmenko, Nadiia
In-Person Classes - Cypress Center					
52153	8/12 - 12/21	MTWTh	08:30am-11:50am	NOCE Cypress, Tech Ed 2 - 201	Kepler, Marc
52435	8/12 - 12/21	MTWTh	06:00pm-08:20pm	NOCE Cypress, Tech Ed 2 - 209	STAFF
In-Person Classes - Wilshire Center					
52179	8/12 - 12/21	MTWTh	08:30am-11:50am	NOCE Wilshire, Bldg 200 - 202	Allen, Cindy
52188	8/12 - 12/21	MTWTh	06:00pm-09:20pm	NOCE Wilshire, Bldg 200 - 202	Witt, Sharon
Online Classes					
52213	8/12 - 12/21	Remote	Remote	ZOOM - ZOOM	Lee, Julie
				<i>14 hours/week total. 12 hours in Zoom (6:30p - 9:20p) MTWTh, plus 2 hours required coursework in Canvas each week.</i>	
52198	8/12 - 12/21	Remote	Remote	ZOOM - ZOOM	Pico, Karina
				<i>14 hours/week total. 12 hours in Zoom (8:30a - 11:20a) MTWTh, plus 2 hours required coursework in Canvas each week.</i>	
52197	8/12 - 12/21	Remote	Remote	ZOOM - ZOOM	Billiter, Laura
				<i>14 hours/week total. 12 hours in Zoom (9:00a - 11:50a) MTWTh, plus 2 hours required coursework in Canvas each week.</i>	

NOCE English as a Second Language Program cont.

From COCI

COURSE ID	COLLEGE	TITLE (CB02)	STATUS	DEPART	DEPART	MINIMU	MAXIMI	HOURS
443355	NORTH ORANGE ADULT	ESL Integrated Skills, Beginning Literacy	Active	CCC ESLA	229	252	252	



Citizenship Preparation Program

The NOCE Citizenship Preparation Program gets prospective candidates ready for the United States citizenship process.

[Continue Reading →](#)



ESL Academic Success Program

For students at who wish to transition to a Career Technical Education (CTE) Program or High School Diploma Program at NOCE, or to a college or university.

[Continue Reading →](#)



ESL Certificates of Completion

Students who pass combinations of ESL Program classes can earn state-approved certificates signed by the NOCE President and NOCCCD Chancellor.

[Continue Reading →](#)

<https://coci2.ccctechcenter.org/courses>



NOCE English as a Second Language Program- Curricunet

From
Curricunet

NOCE
NORTH ORANGE
CONTINUING EDUCATION

1830 W. Romneya Drive, Anaheim, CA 92801 (714) 484-7038

Course Outline

Subject Code: ESLA
Course #: 229
Effective Date: Fall 2024

Course Title: ESL Integrated Skills, Beginning Literacy

In-class (contact) hours: 252

Outside-of-class hours: 180

Total student learning hours: 432

Prerequisite: None

Corequisite: None

Advisory: None

Equivalency: None

Limitation on Enrollment: None

Recommended Preparation: None



Tracking attendance in an online course



- Combination of daily and weekly attendance is captured for student hours
- Critical for NOCE to include IT and research early on in developing this method
- Step in the right direction

iTendance Reports

[Ddelgadillo 's Profile](#) | [Logout](#)

[Home](#) /

ESL Integrated Skills Beg Lit - CRN: 52213

Term: | CRN: |

Search:

(Tip: Just start typing a class title or instructor's name)

[Show all students, even students without attendance](#)

	Last	First	08/12 18:30	08/13 00:00	08/13 18:30	08/14 18:30	08/15 18:30	08/19 18:30	08/20 00:00	08/20 18:30	08/21 18:30	08/22 18:30	08/26 18:30	08/27 00:00	08/27 18:30	08/28 18:30	Count	%	Total Hours
			3.00	1.25	3.00	3.00	3.00	3.00	1.25	3.00	3.00	3.00	3.00	1.25	3.00	3.00	14	100%	36.75



Lessons Learned

- Faculty need clarity on the expectations, reasons why, and what they need to do
- Involve your IT and IR noncredit champions early on
- When taking weekly census, consider day of the week faculty are being directed to enter this weekly attendance
- Clearly document drop policies, expectations for online engagement, and timeliness of attendance tracking

Review of SX05 FAQ from Part 1



SX05 Pt 1 Video

[Home Page - California Adult Education Program \(caladulted.org\)](https://caladulted.org)

SX05 Pt 1 FAQ

<https://caladulted.org/DownloadFile/1365>

Reporting Student Attendance Hours for CCC Noncredit Programs (SX05)

May 24, 2024

Questions and Answers (Q&A)

Guidance from the Chancellor's Office:

The Reporting of Noncredit Attendance Hours for California Adult Education Program (CAEP) in MIS through SX05 Enrollment-Attendance-Hour Guidance Memo is specific to MIS reporting.

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

Guidance is on how student level attendance hours for noncredit students should be reported through MIS for the California Adult Education Program (CAEP) in SX05 Enrollment-Attendance-Hours. This data element collects student hours of attendance in non-census sections and is also used in the Adult Education Pipeline to track student enrollment and outcomes, which are reported annually to the legislature.

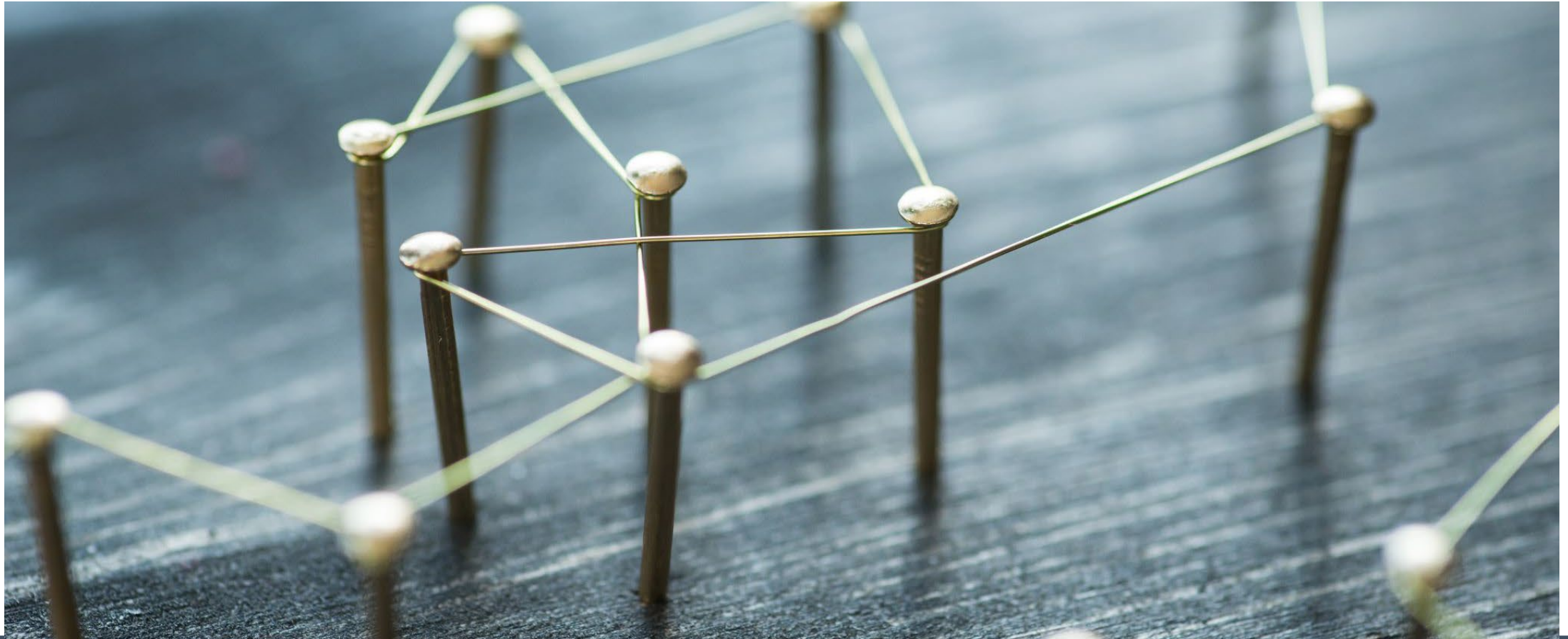
Colleges may create their own, individualized processes to capture the data as long as they result in hours being reported into the MIS SX05 data element that could be validated under audit utilizing one of the three aforementioned methods.

1. What is the CCFS-320, and how does it relate to SX05?

The CCFS-320 is the attendance report program used to enter attendance contact hours for the fiscal year and report period set by the Fiscal Services Unit of the Chancellor's Office for apportionment purposes. SX05 is an MIS Data Element that allows institutions to report students' total hours of attendance. The difference between the two is that the focus of the CCFS-320 is on high-level student accounting for apportionment purposes, whereas the intention of SX05 is to capture the hours of attendance to which a student participated in a course section. SX05 MIS data element is used in the Adult Education Pipeline dashboard to track enrollment and outcomes.



Q&A and Discussion



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



Thank You for Joining Us!

For any questions:

North Orange Continuing Education
Office of Institutional Research and Planning

www.noce.edu/oirp

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**Scan to take
our survey:**

