

PLF Capturing Noncredit Attendance Hours (SX05) Updates and What to Know



California Adult Education Program (CAEP) Technical Assistance Provider (TAP) at NOCE

January 23, 2026



Welcome!

In the Chat, please:

Introduce yourself and your affiliation

(Consortia or Member, College, etc.)

And let us know if you attended our previous SX05 webinars



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	

Let's Take a Quick Poll!

In the chat, rate yourself from 1–5 on Noncredit Attendance Reporting

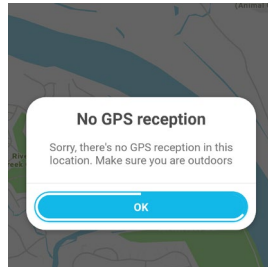
Level 1
Lost in the
Parking Lot

Level 2
Google Maps
no signal

Level 3
On the right
Freeway

Level 4
Experienced Road
Tripper

Level 5
Air Traffic
Controller



I have no idea where
to start.

I sort of get it, but
it's fuzzy.

I know the basics.

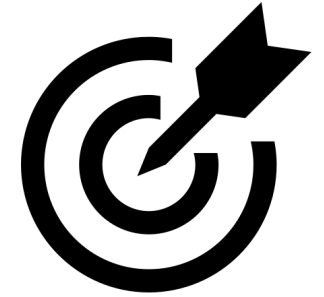
I'm confident and
comfortable.

I could teach this
myself.

👉 Type your number (1–5) in the chat now!



Today's Focus



- Let's refresh our memories... What did the memo say? Review methods
- Q&A time with Chancellor's Office Representative from RAD (Research and Devel
- What's does capturing asynchronous noncredit instruction *actually* look like?
- Let's chat about best practices, lessons learned, and support

What is SX05?

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



What is SX05? continued

- MIS data element: [Management Information Systems](#)
- Tracks noncredit attendance hours, for both, synchronous and asynchronous instruction.
- Used for CAEP outcomes and statewide metrics

Critical Distinction

Reporting Type	Purpose
MIS (SX05 data element)	MIS reporting for outcomes
FTES (Full-Time Equivalent Students)	Apportionment/CCFS-320



Chancellor's Office Memorandum

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

Source: MEMORANDUM
January 25, 2024

Timeline: January 2024

- 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.



Additional Guidance in CAEP Beginning of the Year Letter- SX05

**Source: CAEP - FY24-25
Beginning of Year Letter - Draft**

Timeline: August 2024

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:



Latest Guidance

Source: CAEP FY 2025-26
BOYL Final

Timeline: October 2025

Data Accountability Requirements

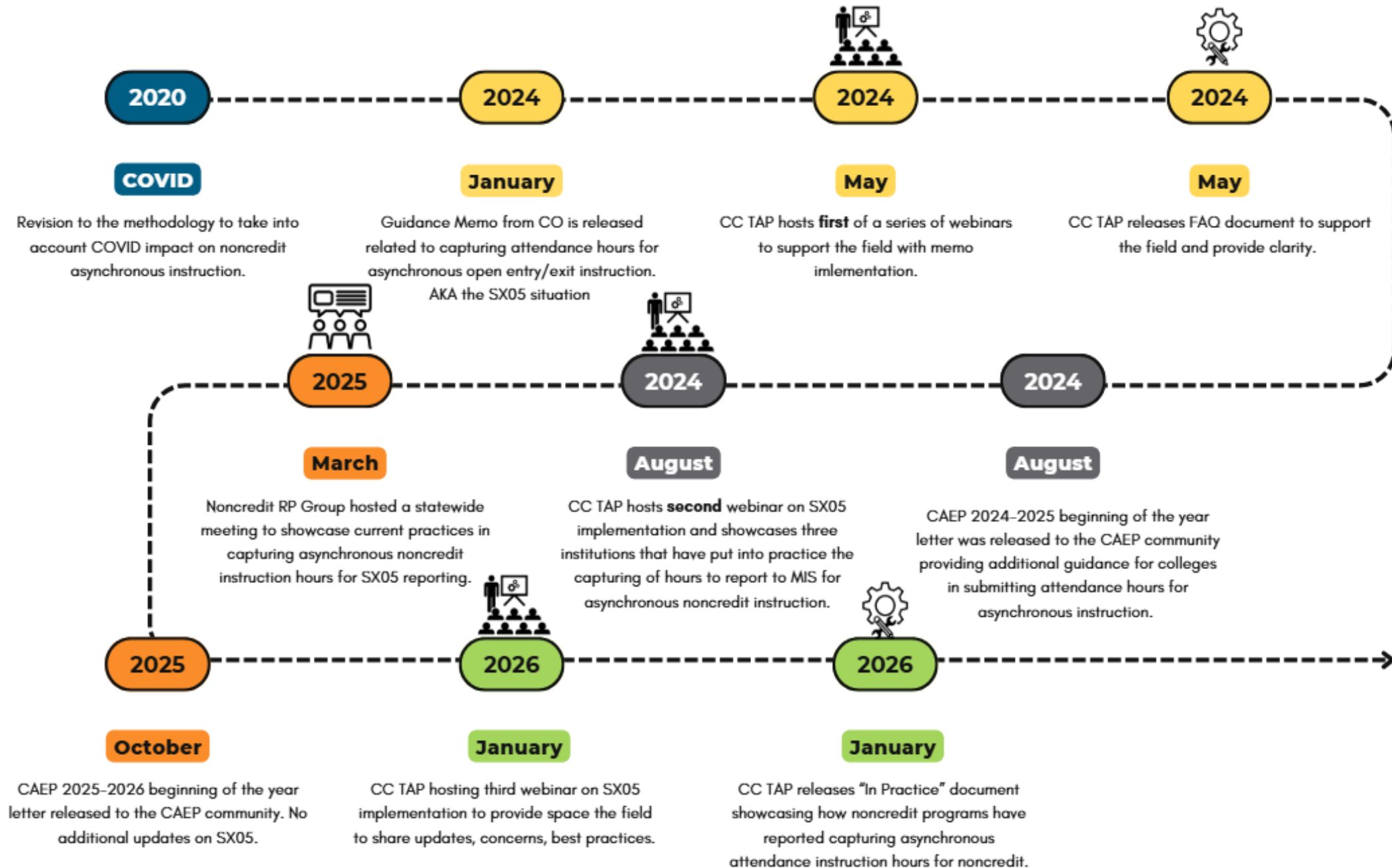
Consortia receiving Adult Education Program funding from the California Department of Education (CDE) and the California Community College Chancellor's Office (CCCCO) for the 2025–26 program year must submit the required student data. The CDE and CCCCCO require all Adult Education Program agencies to 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.
 - K-12/COE/JPA agencies are also required to report information on all classes related to the CAEP reporting areas and should record a course code for all classes in Career and Technical Education (CTE). Non-WIOA agencies have access to the CTE course codes on the front page of the [California Adult Education Online Application and Reporting](#) site under "For more information: California – Course Approvals."
- California Community College Districts (CCDs) are required to use the Chancellor's Office Management Information System (MIS) to enter their adult learner/noncredit student demographics, instructional hours, barriers, and program outcome information.

Note: CCDs that receive WIOA, Title II funding for services under the Adult Education and Family Literacy Act (AEFLA) are required to use both TOPSpro Enterprise and MIS systems.

 - These CCDs must collect and report all adult learner demographics, barriers, and program outcomes for all adult learners enrolled in their WIOA, Title II funded programs using TOPSpro Enterprise.
 - They must also collect and report CASAS assessment results using TOPSpro Enterprise.
 - In addition, these CCDs must enter all adult learner demographics, barriers, and program outcomes into their MIS system.

CAEP TAP Support





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.



Please welcome...



California
Community
Colleges

Terrence Willett

Visiting Assistant Vice Chancellor for Research,
Analytics and Data

[Meet the Leadership Team | California Community Colleges Chancellor's Office](#)

Any questions?

QUESTION

WHAT DOCUMENTATION IS EXPECTED FOR COMPLIANCE?



QUESTION

IS THERE AN ANTICIPATED TIMELINE EXPECTATION FOR COLLEGES TO BE FULLY OPERATIONAL?



QUESTION

WHAT ARE THE MOST COMMON IMPLEMENTATION CHALLENGES YOU ARE SEEING?

Methodologies: Real Implementation

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.

- Logging clock-ins and outs
- Pros: objective
- Cons: technology dependent



What **Clock-Time** looks like in practice?



- Canvas clock-in data extraction
- Activity time for each student by each course section
- Conduct regular integrity checks
- Automated reporting approach



- Homegrown attendance system
- Lab clock in/clock out
- Combination daily/weekly capture

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
	14 hours/week total. 12 hours in Zoom (6:30p - 9:20p) MTWTh, plus 2 hours required coursework in Canvas each week.				
52198	8/12 - 12/21	Remote	Remote	ZOOM - ZOOM	Pico, Karina
	14 hours/week total. 12 hours in Zoom (8:30a - 11:20a) MTWTh, plus 2 hours required coursework in Canvas each week.				
52197	8/12 - 12/21	Remote	Remote	ZOOM - ZOOM	Billiter, Laura
	14 hours/week total. 12 hours in Zoom (9:00a - 11:50a) MTWTh, plus 2 hours required coursework in Canvas each week.				

NOCE English as a Second Language Program cont.



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 →](#)

From COCI

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

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



CALADULTED.ORG



NOCE English as a Second Language Program- Currículum

From
Currículum



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)

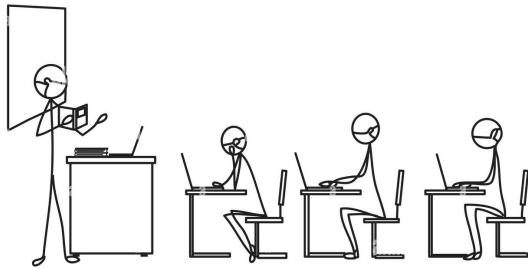
[Show all students, even students without attendance](#)

	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



Methodologies: Real Implementation

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.

- Faculty judgement
- Rubrics, revisions to COR
- Attendance tied to participation



What Teacher Verification look like in practice?



- Train the trainer model for faculty
 - Assigning hours to curriculum model
 - Santa Barbara City College rubric was the starting point
- Transitioned HSDP program to fully asynchronous online
 - Faculty assigned hours to curriculum
 - Shifted to managed enrollment



What Teacher Verification look like in practice? cont.



Here is the process:

Teacher Verification Model – We will use the alternative attendance accounting procedure – noncredit to populate the SX05 based upon the SAAM procedures. We will upload student contact hours into SX05 as part of our MIS submission. Students actively participating in the class at Census 1 will receive 50% of the hours and students that are enrolled and actively participating at both Census 1 and Census 2 will receive 100% of the hours. Although we typically do not enroll after Census 1 the SAAM does allow for it and so if a student is not enrolled at Census 1 but is enrolled and actively participating before Census 2 we will report 50% of the hours. We understand that if we get audited on the SX05 entry that we will need to work with the instructor to review the course material and equate the course material to the hours that are submitted as part of being enrolled at a Census date.

Methodologies: Real Implementation

Learner Mastery



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



What **learner mastery** looks like in practice?

Does anyone have an example of how they
have used learner mastery?



Key Takeaway

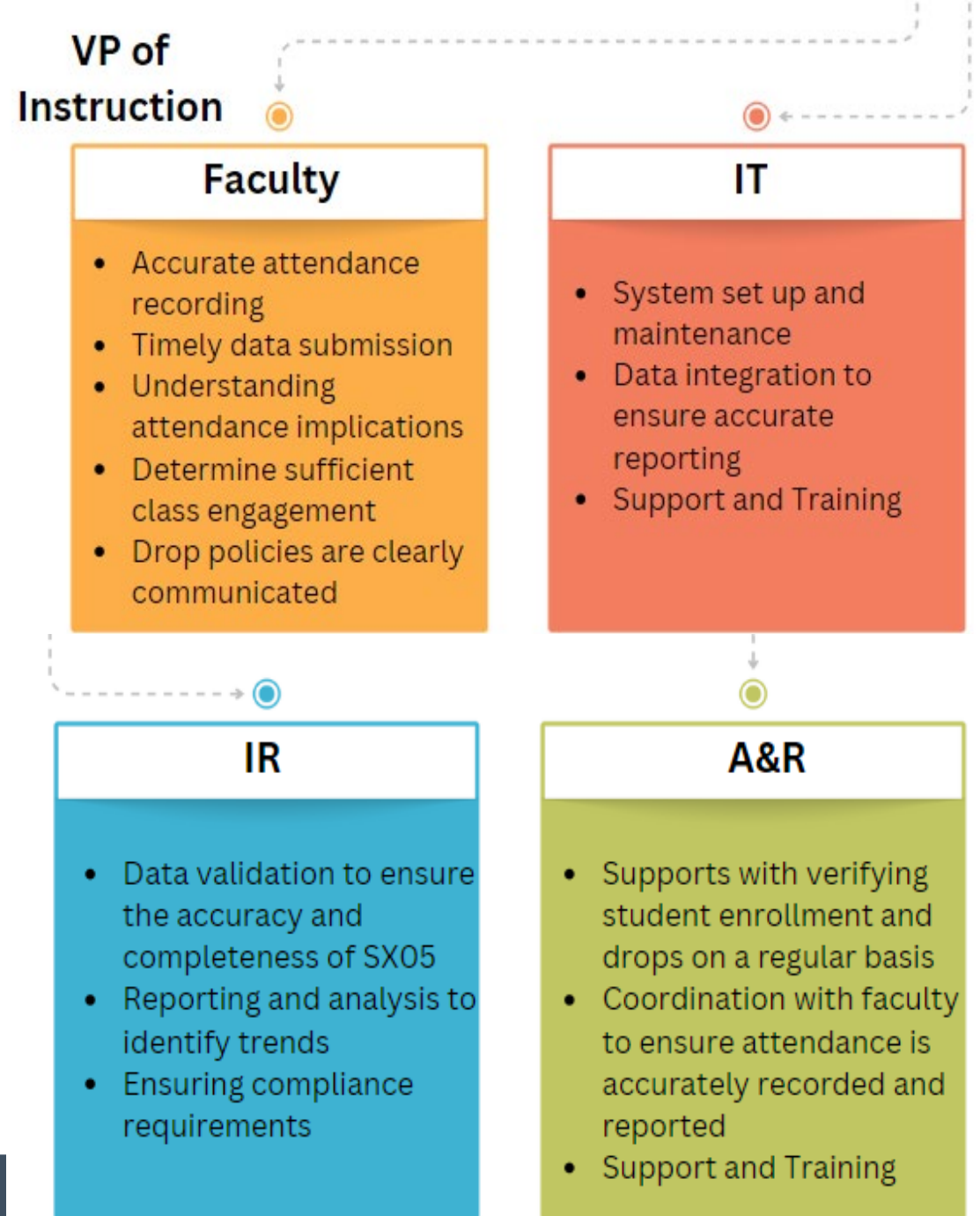
Three models of measuring distance learning instruction through National Reporting System for Adult Education (NRS):

1. Clock Time
2. Teacher Verification
3. Learner Mastery

“All three methods are valid. The right choice depends on your local systems, curriculum, and staffing capacity.”

Lessons Learned

- Not one-size-fits-all
- IT + IR collaboration is essential
- Faculty training is the biggest hurdle
- Clear local policies matter
- Documentation protects colleges



Let's Chat

- Which methodology are you currently using?
- What are your biggest challenges right now?





CC TAP Resources

- One-pager resource for reporting asynchronous attendance hours at colleges for CAEP reporting
- Padlet link for ongoing collaboration: [Noncredit Asynchronous DE: Tracking Attendance Together](#)
- CC TAP recordings and materials: [SX05 Webinar Resources](#)

Q&A and Discussion





End of Webinar Survey

CC TAP wants to hear from you!

Please scan this QR code to answer a quick survey or use the link in the chat.





CC TAP Listserv



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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
- DataVista
- CAEP Program Improvement and Evaluation
- Adult Education and/or Noncredit Student Services



Thank You for Joining Us!
For any questions:

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Scan to share your feedback:

