



Capturing Noncredit Asynchronous Distance Education Attendance Hours in SX05



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

August 28, 2026



Welcome!

In the Chat, please:

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



Housekeeping

- This meeting is being recorded.
- Please note, AI notetakers are currently not allowed.
- 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 present	Being curious	Being authentic
Being aware of my impact of others	Asking open-ended questions	Bridging boundaries
Assuming other's best intentions	Being comfortable not knowing	Holding off judgement
Being intentional	Being collaborative	Sharing power

Today's Agenda

- Welcome and Why Noncredit Hours Matter
- August 2026 Chancellor's Office Memo
- How We Got Here
- Three Allowable Methods + Resources
- Voices from the Field
- Q&A
- TA Support & Closing





Learning Objectives

- Gain understanding of August 2026 Chancellor's Office guidance and implications for noncredit attendance reporting.
- Revisit the three allowable methods for asynchronous noncredit attendance hours.
- Provide relevant resources from CC TAP archived on the Cal Adult Education website.
- Learn from the field's implementation experience and roadblocks.
- Identify the support needed to move local implementation forward.

Please Welcome...



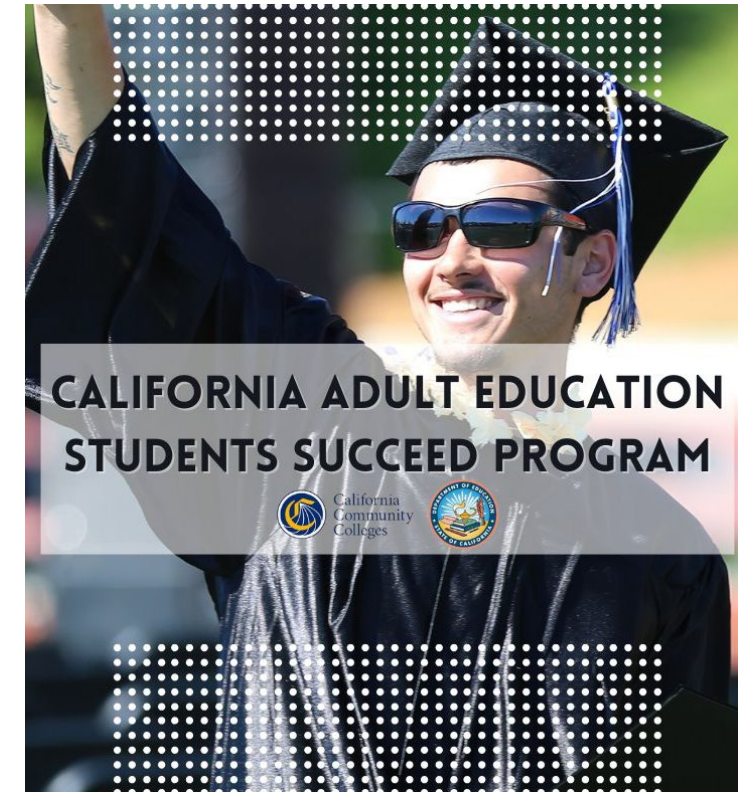
Mayra Diaz
CAEP Program Lead,
CCCCCO



Terrence Willett
Visiting Assistant Vice Chancellor for
Research, Analytics and Data

Why Noncredit Attendance via SX05 Matters

- Noncredit attendance hours are student-level data—not simply a compliance exercise.
- The SX05 MIS data element feeds statewide reporting and metrics used to understand participation and outcomes.
- Missing or inaccurate hours can undercount the students and work represented in noncredit.
- Reliable reporting requires institutional alignment across instruction, A&R, IT, IR, and MIS reporting processes.



August 2026 Chancellor's Office Memo: CAEP Participants and SX05 Exception Discontinuation

[California Community Colleges Memo August 26, 2026](#)

TO: Articulation Officers
Academic Senate Presidents
Chief Executive Officers
Chief Instructional Officers
Chief Information Systems Officers
Distance Education
MIS Systems Contacts
Non-Credit Matriculation Coordinators

FROM: John Hetts, Executive Vice Chancellor of Research, Analytics, and Data
Anthony Cordova, Vice Chancellor of Workforce and Economic Development
Gary Adams, Dean of Workforce and Economic Development

RE: CAEP Participants and SX05 Exception Discontinuation

Background

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 Chancellor's Office and the California Department of Education (CDE) annually must submit the required student data. This information is aggregated for all community colleges and adult schools. It is then reported annually to the Legislature.

Prior to the pandemic, most colleges reported noncredit attendance hours for the Chancellor's Office Management Information System (MIS) data element [SX05](#) using the positive attendance accounting methodology. However, noncredit courses coded for independent study (noncredit courses with asynchronous components) were not allowed to be submitted via SX05 until Summer 2022. In order to address this issue, the Chancellor's Office issued [Memorandum ESLEI 24-05](#) to colleges, which provided guidance on the three allowable accounting methodologies that may be used to capture student-level attendance hours to report into the MIS SX05 data element. The three allowable methodologies are aligned to the federal Workforce Innovation and Opportunity Act (WIOA). However, as courses are being coded (whether positive attendance vs independent study), colleges need to report attendance hours for students enrolled in noncredit courses in the Chancellor's Office MIS data element [SX05](#).

CAEP Participants and the "COVID Exception"

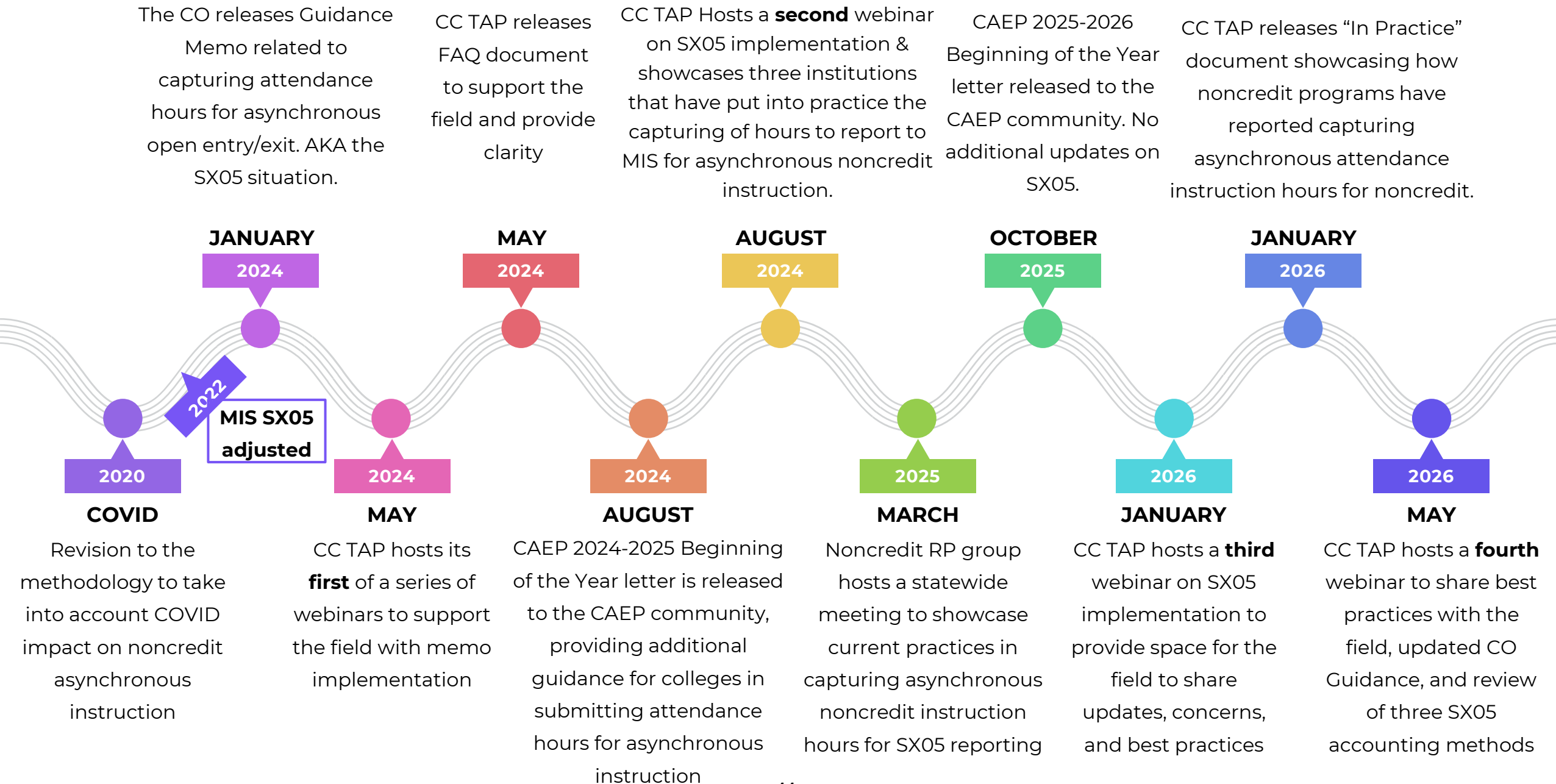
The Chancellor's Office uses DataVista to report student progress in meeting CAEP outcomes for California Community Colleges and adult schools. Due to the inability of colleges to accurately report the number of hours of instruction students received during the pandemic (prior to the release of guidance Memo ESLEI 24-05), the Chancellor's Office created a temporary contingency



August 2026 Chancellor's Office Memo

- What is clarified or updated in the newest memo?
- What does the guidance mean for 2026-2027 MIS reporting for my institution?
- What should colleges be doing now?

How we got here





Three Allowable Methods for Asynchronous Noncredit DE

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

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

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.





Keep These Two Reporting Conversations Distinct

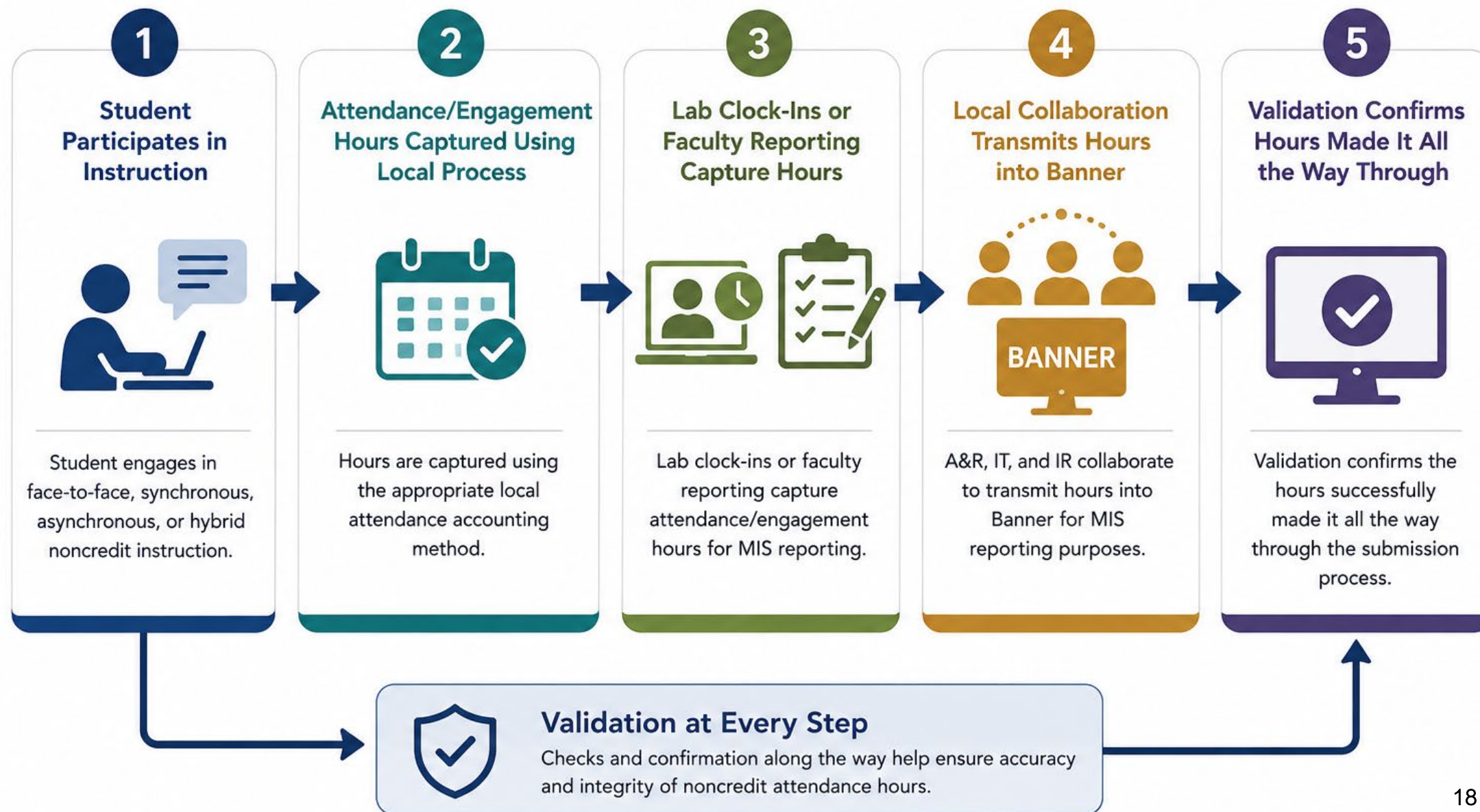
- SX05/MIS- Student-level attendance hours used for MIS reporting and statewide metrics.
- CCFS-320- Attendance accounting for apportionment; its methodology and reporting purpose are distinct from MIS reporting.
- At NOCE, asynchronous instruction may use an alternative accounting method for 320 while still requiring student-level hours for MIS reporting.
- Do not assume the 320 methodology automatically answers the SX05 MIS reporting question.

NOCE in Practice: One Local Model

- **NOCE offers instruction across multiple modalities:** face-to-face, synchronous online, asynchronous online, and hybrid.
- **All Modalities:** Hours captured in iTendence/Timekeeper → Banner → MIS.
- **Synchronous:** Actual instructional/attendance hours reported.
- **Fully Asynchronous:** COR hours ÷ TLM; engagement tracked weekly.
- **Hybrid:** Synchronous hours reported directly; remaining COR hours ÷ TLM for asynchronous instruction.



NOCE Data Flow





Lessons Learned: Consider the Following

- An internal review conducted by IR found that district processes were preventing some NOCE hours from being reported correctly via SX05.
- The issues mattered in two places: Student transcript information and SX05 reporting
- Further review confirmed the issue was with the **reporting process—not how instruction was delivered or tracked.**

The Lesson:

Choosing a method is only the first step. We need to make sure the full process works from start to finish.

AND

Success requires everyone involved to work together.



Building a Cross-Functional Team

- **SX05 implementation cannot live with one person or department.**
 - Bring the **right people to the table early**
 - Include **Instruction/Faculty, A&R, IT, IE/IR, and MIS** experts
 - Include those responsible for the institution's **attendance accounting method**
 - Clearly define **who owns each part of the process**
 - Meet regularly to **identify and resolve gaps together**
- **Bottom line:** *This is an institutional process—not just an MIS or instructional issue.*



Why the Hours Matter Beyond Compliance

- Accurate hours help ensure noncredit students are represented in statewide data and accountability metrics.
- Local data processes can affect what appears in institutional records and what is transmitted to MIS.
- For students, accurate records can matter when attendance enrollment information is used for verification.
- For institutions, inaccurate or missing hours can create downstream reporting, validation, and data-quality problems.



Creating Buy-In



- **Make noncredit attendance reporting an institutional priority.**
 - Position this as **more than a CAEP requirement**
 - Connect the work to **student records and transcripts**
 - Show how accurate reporting ensures **noncredit students are represented in statewide data**
 - Help leadership understand that **missing hours can make noncredit activity invisible**
 - Elevate the value of noncredit as part of the institution's **overall mission and student success**
 - Build shared responsibility from **faculty and staff to executive leadership**
- **Bottom line:** *If we want noncredit to be valued, the students and the work must be visible in our data.*

Poll



Q&A



- What remains unclear after the August 2026 memo?
- What implementation issue is preventing your college from moving forward?
- What questions do you have about the three methods, local validation, or downstream reporting?
- What should the Chancellor's Office/ CC TAP know about the field experience?

Resources

- [Resources- Capturing Noncredit Asynchronous Distance Education Attendance Hours in SX05](#)
- [Summary of 3 Accounting Methods for SX05](#)
- [Georgia-Distance-Education-and-Proxy-Contact-Hours-Policy-05.04.20.pdf \(tcsg.edu\)](#)
- [Considerations When Implementing Distance Learning](#)
- [CC TAP | Noncredit \(Administrators > Webinars\) - California Adult Education Program](#)





You Are Not Doing This Alone



- CC TAP will continue to provide resources, convenings, and technical assistance.
- Use the archived SX05 webinars and implementation resources as a starting point.
- Bring together the right local stakeholders: instruction, faculty, A&R, IT, IR, and attendance-accounting expertise.
- Tell us what type of support would help your institution move from guidance to implementation.

CC TAP Listserv



[LISTSERV.CCCNEXT.NET](https://listserv.cccnext.net) Subscribe
to CCTAP-LS under List Name

For technical assistance, please email:
ccctap@noce.edu



Join our Voices from the Field

Scan to fill out our 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
- CAEP Program Improvement and Evaluation
- Adult Education and/or Noncredit Student Services
- DataVista



Join the CC TAP Adult Dual Enrollment (ADE) Community of Practice (CoP) for CAEP

Next meeting:

Tuesday, September 15th, 12:00-1:00 pm

[Register today!](#)



Scan QR to register!

Thank You for Joining Us!

For any questions:

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