Noncredit Distance Education

ASCCC Curriculum Institute

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Overview

- Background / Need
- Distance education defined
- Guidelines – CCCCO PCAH (6th ed)
- Guidelines – CCCCO DE Guidelines (2008)
- Guidelines – CCCCO Attendance Accounting Manual
- College Practitioners

BACKGROUND / NEED

Background

- <u>ASCCC Noncredit Distance Ed survey 11/17</u>

- Responses from NC faculty, administrators, and DE coordinators (n= 83)

- Questionnaire asked about existing NC Distance Ed programs and potential barriers to offering NC Distance Ed on campus.

- Specifically, asked about the NC funding formula for Distance ED

Background

- <u>ASCCC Noncredit Distance Ed Survey Results 11/17</u>

- Initially many colleges have been focused on establishing noncredit programs and have not explored DE opportunities in noncredit.

- Until recently, student success rates in DE courses were low
  "The current administration dislikes and distrusts distance ed in general."

- Lack of awareness regarding the funding formula for NC Distance Ed.
  "There is a formula? What section please?"
  "Ed Code/Title 5/PCAH could all be more explicit about rules and regulations
   for apportionment for noncredit DE courses."

Background

- <u>ASCCC Noncredit Distance Ed Survey Results 11/17</u>

- Lack of financial incentive from noncredit funding formula: Colleges would lose money using existing formula.

- Difficulty in collecting positive attendance at 20% and 60% mark. While systems are set up to capture enrollment for census, MIS changes would need to be created for noncredit.

- Some respondents expressed confusion about how auditing for DE noncredit courses would work.

- Some credit respondents questioned whether noncredit students would be successful in DE courses. (disadvantage of computer skills and independent learning skills)

Top Noncredit Distance Ed FTES by District

*MIS DataMart Spring 2018 Chancellor's Office

DISTRICT	NC DE FTES
San Diego Cont. Ed	3,709
City College of San Francisco	2,459
South Orange CCD	1,298
Merced CCD	430
Allan Hancock CCD	421
Desert CCD	333
Sequoias CCD	331
Mt. San Jacinto CCD	312
Mira Costa CCD	294
Cerritos CCD	277

SOME OF THE "NEW KIDS ON THE BLOCK" for 18-19 noncredit DE:
Santiago Canyon, College of the Canyon, Gavilan and others…

DISTANCE EDUCATION DEFINED

Distance Education Defined (Federal)

Code of Federal Regulations, Title 34, Education §602

- **Distance education means:**

  Education that uses one or more of the technologies listed in paragraphs (1) through (4) of this definition to deliver instruction to students who are separated from the instructor and **to support regular and substantive interaction between the students and the instructor**, either synchronously or asynchronously.

Distance Education Defined

Approved DE delivery methods (CFR, Title 34, Education §602)

1. The internet;

2. One-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices:

3. Audio conferencing: or

4. Video cassettes, DVDs, and CDROMs, **if** the cassettes, DVDs, or CD ROMs are used in a course in conjunction with any of the technologies listed in paragraphs (1) through (3) of this definition.

Distance Education Defined

ACCJC, Guide to Evaluating and Improving Institutions (May 2017)

- **Distance education is** defined, for the purpose of accreditation review as a formal interaction which uses one or more technologies to deliver instruction to students who are separated from the instructor and which *support regular and substantive interaction* between the student and instructor…

Regular and Substantive Interaction

ACCJC and USDE focus closely on the **nature of the interaction between instructor and student**, and on aspects of the instruction delivered, to determine whether the course or program is distance education or correspondence education for purposes of Title IV.

REGULATIONS, GUIDELINES, AND PCAH

Regular and Substantive Interaction

Title 5 § 55204. Instructor Contact.

- In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district governing boards shall ensure that:
(a) *Any portion of a course conducted through distance education* ***includes regular effective contact between instructor and students****,* through group or individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.

Approval of Online Courses

- All courses offered as distance education (be they fully online or hybrid) **must have separate approval**:
  - If any portion of the instruction in a proposed or existing course or course section is designed to be provided through distance education in lieu of face-to-face interaction between instructor and student, the course shall be separately reviewed and approved according to the district's adopted course approval procedures.

- Reference: CA Ed Code Sections 66700, 70901, 70902

PCAH

[Program and Course Approval Handbook](), 6th ed.
Section II. C. 7. Noncredit Distance Education (p. 113)

Pursuant to title 5, sections 55200-55205, and 58003.1(f)(2), noncredit courses may be offered via distance education. Title 5, sections 55200-55205, specifies that course quality standards apply to distance education in the same manner as for regular classroom courses, and that each course delivered via distance education must be separately approved as such through local curriculum approval processes. In addition, the regulations require regular effective contact between instructors and students. Title 5, section 58003.1(f)(2), specifies the attendance accounting method for noncredit courses offered via distance education.

DE Guidelines

CCCCO Distance Education Guidelines, 2008 Omnibus Noncredit DE Courses, pages 10-11

- §58003.1 Full-Time Equivalent Student; Computation
- §55204 Instructor Contact (within 58003.1 (f)(2))
- §55234 Student Progress (within 58003.1 (f)(2))

DE Guidelines

[CCCCO Distance Education Guidelines](#), 2008 Omnibus Noncredit DE Courses, pages 15-17

- §58006. Application of Actual Student Contact Hours of Attendance Procedure

- §58007. Noncredit Courses

- §58009. Application of Alternate Attendance Procedure for Independent Study, Work-Experience and Certain Distance Education Courses

ATTENDANCE ACCOUNTING

Noncredit Distance Ed Computation

Title 5 § 58003.1 (f)(2)(A-D)

For noncredit course sections covered by this subdivision, for purposes of computing full-time equivalent student only, weekly student contact hours shall be derived by counting the total hours of instruction or programming received by the students, plus instructor contact as defined in sections 55204 or 55234, plus outside-of-class work expected as noted in the course outline of record and approved by the curriculum committee, and dividing the total number of hours for the course thus derived by 54. Hours of instruction or programming received shall be independently verified by the instructor using a method or procedure approved by the district according to policies adopted by the local governing board as required by section 5803. Full-time equivalent student for such noncredit course sections shall be computed by:

(A) Multiplying the average of the number of students actively enrolled in the section as of each census date (those dates nearest to 1/5th and 3/5ths of the length of the course section) by

(B) the weekly student contact hours as derived above in this section, by

(C) the primary term length multiplier of 17.5, and

(D) dividing by 525

Student Attendance Accounting Manual - SAAM

[Student Attendance Accounting Manual, Ch. 3](#) -Noncredit Distance Education Courses) section 3.13

NOTE: In the computation of noncredit distance education FTES, the 17.5 used above as a multiplier, is a calculation factor, not a term-length-multiplier. This factor of 17.5 will be applied in the computation of FTES for such courses no matter what length the course may be, or whether a college is on the semester or quarter system.

SAAM

Calculations of student contact hours and FTES for Noncredit Distance Education:

(1) Determine WSCH (factor)(does not include student count):

EXAMPLE:

- 5.0 hrs/wk Instruction
- 10.0 hrs/wk Outside study
- 0.5 hrs/wk Meeting with instructor
- 15.5 hrs/wk* Total

- *15.5 hours x 6 weeks (length) = 93 total hours
- 93 hours / 54 (instructional measure) **= 1.722 (WSCH Factor)**

SAAM

(2) Calculate FTES:

EXAMPLE:

- First Census: (at 1/5 point) 24 students actively enrolled
  1.722 (WSCH Factor) x 24 students x 17.5 = 723.24

- Student Contact Hours Second Census: (at 3/5 point) 20 students actively enrolled
  1.722 (WSCH Factor) x 20 students x 17.5 = 602.70 Student Contact Hours

- The average of the first and second census Student Contact Hours, divided by 525 equals the FTES:

- (723.24 + 602.70) / 2 = 662.97 / 525 = 1.26 FTES

AB 1727 (Weber)

AB-1727 Community colleges: career development and college preparation courses

- An act to amend Section 84760.5 of the Education Code, relating to postsecondary education

- Census attendance collection for managed enrolled noncredit courses

- Not intended for open-entry/exit

- CDCP courses only

- Currently in Suspense, expected to move to Senate Appropriations and to pass through the Legislature

- Bill initiated by San Diego CE and co-sponsored by ACCE

AB 1727, as amended, Weber. Community colleges: career development and college preparation courses.

Existing law establishes the California Community Colleges, under the administration of the Board of Governors of the California Community Colleges, as one of the segments of public postsecondary education in this state. Existing law makes specified community college career development and college preparation courses and specified classes for which no credit is given eligible for state funding.

This bill would require the board to adopt regulations, no later than April 15, 2020, requiring the accounting, for purposes of state funding of community colleges, of students enrolled in certain types of courses to be conducted by positive attendance count or on a census date basis in accord with certain computational requirements. To the extent these provisions would add additional duties on community college districts, ~~this~~ *the* bill would impose a state-mandated local program.

Proposed changes relating to noncredit CDCP courses

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 84760.5 of the Education Code is amended to read:

complement

84760.5. (a) For purposes of this chapter, the following career development and college preparation courses and classes for which no credit is given, and that are offered in a ~~sequence~~ of ~~courses~~ *courses, through both face-to-face and distance education instructional methods,* leading to a certificate of completion, that lead to improved employability or job placement opportunities, or to a certificate of competency in a recognized career field by articulating with college-level coursework, completion of an associate of arts degree, or for transfer to a four-year degree program, shall be eligible for funding subject to subdivision (b):

NONCREDIT DE: NEW TERRITORY

Angela Guevara, Assistant Professor/Faculty Coordinator, Adults with Disabilities

| SCC Continuing Education: Noncredit Distance Education (NCDE)			
Semester	Classes Offered	Certified Instructors	FTES Earned
Totals for 2017-2018	**2**	**1**	**2**
Spring 2018	2	1	2
Totals for 2018-2019	**8**	**3**	**20.64**
Summer 2018	0	3	0
Fall 2018	0	3	0
Spring 2019	8	3	20.64
Totals for 2019-2020	**41**	**17**	**75.61 (projected)**
Summer 2019	7	4	5.61 (to date)
Fall 2019	14	11 (projected)	30 (projected)
Spring 2020	20	17 (projected)	40 (projected)

We started a Noncredit Distance Education program…
what should we do now?
Here are some of the projects that we tackled during our first year.

Work with ITS!
Continue to work with ITS!
Work with ITS some more!
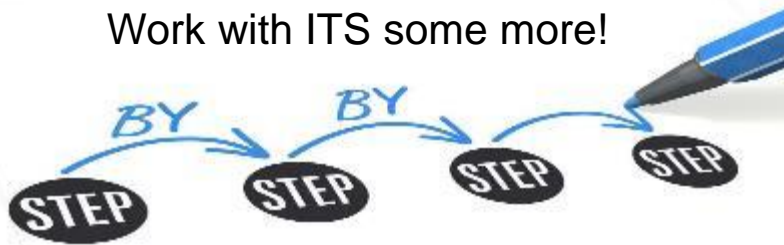
Update the online registration procedure to allow students to complete the A&R process off-campus

Computer Friendly

Create new NCDE Schedule Change Forms

Update the website to be more user-friendly for online students

Create CANVAS video tutorials

Online

Long-standing NC Distance Education

Richard Gholson, Professor, Business and Information Technology/Curriculum Chair, San Diego Continuing Education

About San Diego Continuing Education

104 years in service

One of four divisions of the San Diego Community College District

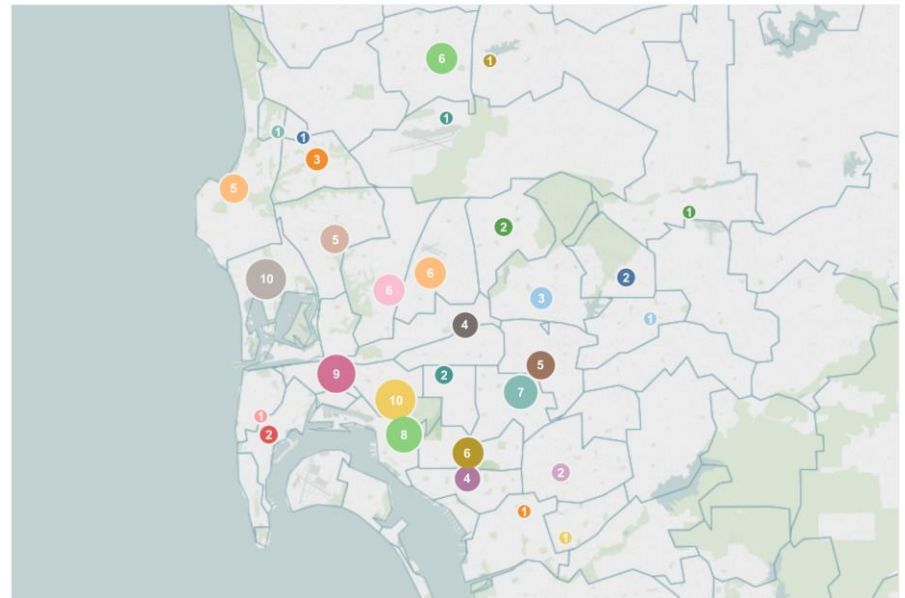**Largest noncredit institution in CA**

Classes are FREE

Serve 44,000+ students annually

Students range in age from 18-100+

All are welcome!

7 campuses + 200 offsite locations

SDCE Sites Count by Zip Code
2017-18

SDCE Pillars for Online Student Success

- Learning opportunities for nontraditional SDCE students

- Textbook and course material affordability

- Intellectual and emotional security

Online Courses @ San Diego Continuing Education (www.sdce.edu)

Enrollments:

- **2013-14: 3,443 online enrollments**
- **2017-18: 7,372 online enrollments**

= 114% increase of SDCE DE students

in noncredit online classes

DE FTES:

- **2013/14: 138.0 FTES**
- **2017/18: 344.9 FTES**

= DE FTES increased by 149.93%

San Diego Continuing Education campus locations

■ Continuing Education Campuses
● College Campuses

Continuing Education at
Mesa College
7350 Armstrong Place
San Diego CA 92111
619-388-1950

North City
8355 Aero Drive
San Diego CA 92123
619-388-1800

West City
3249 Fordham Street
San Diego CA 92110
619-388-1873

Mid-City
3792 Fairmount Avenue
San Diego CA 92105
619-388-4500

César E. Chávez
1901 Main Street
San Diego CA 92113
619-388-1910

Educational Cultural Complex
4343 Ocean View Boulevard
San Diego CA 92113
619-388-4956

SDCE: 150 Courses Approved for DE

Code	Num	Title
ACCT	502	COMPUTERIZED ACCOUNTING
ACCT	511	ACCOUNTING-BEGINNING
ACCT	512	ACCOUNTING-INTERMEDIATE
ARTS	507	ART APPRECIATION-0A
ARTX	515	DRAWING AND PAINTING 1-2 - OA
ARTX	530	LANDSCAPE PAINTING - OA
ARTX	548	INTRODUCTORY CERAMICS-OA
AUTO	507A	ENGINE/ELECTRICAL/PERFORMANCE
AUTO	508	SERVICE ADVISOR I
AUTO	508A	SERVICE ADVISOR II
BUSN	510	SMALL BUSINESS MANAGEMENT
BUSN	540	STARTING YOUR OWN BUSINESS
BUSN	600	BUSINESS ON THE INTERNET
BUSN	621	Project Management I
BUSN	622	Project Management II
BUSN	630	SMALL BUSINESS ESSENTIALS
BUSN	631	SMALL BUSINESS PLANNING
BUSN	632	SMALL BUSINESS SKILLS
BUSN	633	SMALL BUSINESS SALES
BUSN	634	SMALL BUSINESS MARKETING
CLTX	651	SEWN PRODUCT BUSINESS I
CLTX	652	SEWN PRODUCT BUSINESS II
CLTX	653	SEWN PRODUCT BUSINESS III
CLTX	670	Intro to Fashion Industry
CLTX	671	FASHION RETAIL BASICS
COMM	610	VIRTUAL REALITY
COMM	614	COMPUTER PRESENTATIONS
COMM	618	WEB SITE CREATION
COMM	622	WRITING FOR THE INTERNET
COMM	630	INTERACTIVE MEDIA
COMM	630A	INTERACTIVE MEDIA - MULTIMEDIA
COMM	630B	INTERACTIVE MEDIA - WEB
COMM	641	WEB PROGRAMMING BEGINNING
COMM	642	USER INTERFACE DESIGN
COMM	643	DESIGN PRINCIPLES
COMM	644	WEB PROGRAMMING INTERMEDIATE
COMM	645	CONTENT MANAGEMENT SYSTEMS
COMM	646	RESPONSIVE WEB DESIGN
COMM	647	WEBSITE PROMOTION
COMP	600	INTRODUCTION TO NETWORKING
COMP	601	INTRO TO ROUTER CONFIGURATION
COMP	602	LOCAL AREA NETWORK DESIGN
COMP	603	WIDE AREA NETWORK DESIGN
COMP	609	NETWORK SECURITY BASICS
COMP	610	COMPUTER CARE-SOFTWARE TOOLS
COMP	612	HARDWARE SERVICE TECHNICIAN
COMP	615	INTERNET TCP/IP AND DNS
COMP	619	INTRODUCTION TO UNIX
COMP	623	SERVER SIDE PROGRAMMING
COMP	625	WEB SERVER MAINT & SECURITY 1
COMP	626	WEB SERVER MAINT & SECURITY 2
COMP	627	BASIC WEB SERVER SECURITY
COMP	628	BUSINESS INFORMATION SYSTEMS
COMP	630	INTRODUCTION TO WEB SERVERS
COMP	633	WEB SERVER CONFIGURATION
COMP	635	INFORMATION ARCHITECTURE
COMP	640	Windows Operating Systems
COMP	641	Linux Essentials
COMP	642	Server Admin FUNDAMentals
COMP	643	Linux Server Technologies
COMP	644	Server Side Web DEVELOPMENT
COMP	645	MOBILE APP HTML DEVELOPMENT
COMP	646	MOBILE SOFTWARE DEV PLATFORM
COMP	647	MOBILE APP PUBLICATION
COMP	651	Virtual DataCenter 1
COMP	652	Virtual DataCenter 2
COMP	699	EMERGING TOPICS-COMPUTERS
CRTW	537	WRITERS WORKSHOP – OA
DRAM	550	PRACTICAL THEATRE - OA
DSPS	605D	Relationships & Sexuality-DSPS
DSPS	609D	SOCIAL SKILLS - DSPS
DSPS	611D	BEGINNING COMPUTERS - DSPS
DSPS	612D	INTERMEDIATE COMPUTERS - DSPS
DSPS	624D	BASIC EDUCATION-DSPS
DSPS	625D	COMMUNICATION ON THE JOB
DSPS	642D	LIFE MANAGEMENT/CAREER PREP
ESLA	415	ESL MULTI-LEVEL
ESLA	421	BEGINNIG PRE-VOCATIONAL ESL
ESLA	422	INTERM. PRE-VOCATIONAL ESL
ESLA	423	ADVANCED PRE-VOCATIONAL ESL
ESLA	431	ESL BEG LITERACY 1
ESLA	432	ESL BEG LOW 2
ESLA	433	ESL BEG HIGH 3
ESLA	434	ESL INT LOW 4
ESLA	435	ESL INT HIGH 5
ESLA	436	ESL ADV LOW 6
ESLA	437	ESL ADV HIGH 7
ESLA	440	ESL/CITIZENSHIP
ESLA	450	ESL BEGINNING CONVERSATION
ESLA	451	ESL INT/ADV CONVERATION
ESLA	452	ESL BEGINNING PRONUNCIATION
ESLA	453	ESL INT/ADV PRONUNCIATION
HLTH	605	NURSING ASSISTANT TRAINING
HLTH	606	HOME HEALTH AIDE
HLTH	607	ACUTE CARE NURSE ASSISTANT
HLTH	608	RESTORATIVE NURSE ASSISTANT
HLTH	609	HEALTHCARE CAREERS
HLTH	610	PERSONAL AND HOME CARE AIDE
HLTH	611	BEHAVIORAL HEALTH AIDE
HMDV	533	FAMILY HOME DAY CARE TRAINING
HMDV	626	3-5 YEARS-PRESCHOOL EXPERIENCE
HSDP	403	INDEPENDENT STUDY
HSDP	409	ENGLISH 3-4
HSDP	411	ENGLISH 3-4, SECOND SEMESTER
HSDP	414	AMERICAN LITERATURE 1&2
HSDP	427	UNITED STATES GOVERNMENT 1
HSDP	432	ECONOMICS
HSDP	433	UNITED STATES HISTORY 1
HSDP	436	20TH CENTURY U.S. HISTORY 2
HSDP	448	G.E.D. PREPARATION
HSDP	451	G.E.D. MATHEMATICS
HSDP	465	ALGEBRA 3-4
HSDP	466	ALGEBRA 3-4, SECOND SEMESTER
HSDP	478	WORLD HIST/GEOGRAPHY/ECON 1
HSDP	479	WORLD HISTORY/GEOGRAPHY/ECON 2
HSDP	500	PRE-ALGEBRA, SEMESTER 1
HSDP	501	PRE-ALGEBRA, SEMESTER 2
HSDP	506	ALGEBRA 1-2, SEMESTER 1
HSDP	507	ALGEBRA 1-2, SEMESTER 2
HSDP	513	EARTH SCIENCE 1
HSDP	514	EARTH SCIENCE 2
LAWS	510	LAW AND THE RETIREE
MUSI	505	MUSIC APPRECIATION-OA
MUSN	519	ORCHESTRA WORKSHOP – OA
MUSN	536	PIANO FOR OLDER ADULTS
OFSY	507	WORKPLACE PROFESSIONAL
OFSY	510	DATABASE SYSTEMS:BEGINNING
OFSY	511	DATABASE SYSTEMS: INTERMEDIATE
OFSY	516	INTERNET BASICS
OFSY	522	PAGE LAYOUT
OFSY	528	ELECTRONIC INFO MANAGEMENT
OFSY	575	SPREADSHEETS: BEGINNING
OFSY	577	SPREADSHEETS: ADVANCED
OFSY	596	WORD PROCESSING:BEGINNING
OFSY	599	WORD PROCESSING:ADVANCED
OFSY	603	DIGITAL EDITING
OFSY	606	VECTOR GRAPHICS
OFSY	609	MOTION GRAPHICS
OFSY	612	3D MODELING
OFSY	615	WEB DATABASES
OFSY	618	WEB MARKETING
OFSY	699	EMERGING TOPICS-OFFICE SYSTEMS
PASV	530	RETIREMENT LIVING-LATER LIFE
PASV	545	ARTS AND CRAFTS-OLDER ADULTS
PHYE	548	TAI CHI-OA
SOCC	503	SOCIAL STUDIES/OLDER ADULTS
SPEE	520	EFFECTIVE COMMUNICATIONS

SDCE Online Noncredit Courses Require
In-person Registration

- One mandatory meeting
- Register for class
- Orientation to LMS (Learning Management System)
- Testing
- Student services

How do we teach online ESL?

Three Courses

Online English at Home

Online English + Workplace Communication

Online Grammar and Writing

Shorter Courses: Sessions 1 & 2

ESL 2018 - 2019

Fall		Spring	
Session 1	Session 2	Session 1	Session 2
9 Weeks	9 Weeks	9 Weeks	9 Weeks

Shorter Courses: Sessions 1, 2, & 3

Small Business Management 2017 to the Present

Fall			Spring		
Session 1	Session 2	Session 3	Session 1	Session 2	Session 3
6 weeks	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks

Other Models:
More Entry & Completion Dates

Student starts Mid-Fall, finish Early-Spring

Fall		Spring	
Session 1	Session 2	Session 1	Session 2
9 Weeks	9 Weeks	9 Weeks	9 Weeks

The most entry & exit points

Student starts a Third into Fall, finishes a Third into Spring

Fall			Spring		
Session 1	Session 2	Session 3	Session 1	Session 2	Session 3
6 weeks	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks

Example: ESL Program/Department

Total # of Weeks:	18
#hours/week of Instruction:	12
#hours/week meeting with Instructor:	2
#hours/week of outside work:	2
Instructor Weekly hours for timecards:	14
Total Students Hours:	288
Total Teaching Hours:	252

Example: Emeritus Program

Total # of Weeks:	18
#hours/week of Instruction:	3.5
#hours/week meeting with Instructor:	1
#hours/week of outside work:	1
Instructor Weekly hours for timecards:	4.5
Total Students Hours:	99
Total Teaching Hours:	81

Recommended Delivery of Instruction

Examples may include but are not limited to

- Discussion Boards

- Voice Mail

- Email (internal or external of LMS)

- Chat (asynchronous & synchronous)

- Texting

- Accessibility development and implementation

- Screencasts or other instructor's video recording (Zoom, Camtasia)

- Blogs (to initiate instructor-student & student-student contact)

- Video blogs to give feedback to students' work

- Instructional Videos with close-captions or transcripts

- Quizzes and exams (preparation, feedback & grading)

- Social media

- Instructional student input/feedback/guidance (e.g.: EPackages/labs/textbooks)

- Instructional support: Questions, troubleshoot software

Recommended Instructor Contact: Synchronous/Asynchronous/ F2F

Examples may include but are not limited to

- Course announcements
- Personalized feedback (email, video, LMS messaging, podcasts, chat, texting)
- Collaborative feedback (e.g.; blogs, groups discussions, wikis, podcasts
- Instructor-created Modules (e.g.: Screencasts, Recorded videos w/subtitles)
- Virtual Office Hours (e.g.: Zoom, CCCConfer, Skype, etc.)
- Orientation and review sessions
- Telephone contact
- Supplemental seminar, study sessions and/or library workshops
- Video conference: class session, discussion, test prep/review, office hours
- Field trips
- Supplemental seminar or study sessions on-campus
- Social Media (e.g.: Twitter, Facebook, etc.)
- Other contact

Recommended Outside-of-Class Work

Examples may include but are not limited to
- Assigned Reading
- Listening assignments (music, documentaries, etc.)
- Computerized exercises or practise programs (e.g.: brain fitness, simulation software, etc.)
- Research
- Studying
- Quizzes and exams (students downloading & working offline)
- Working on individual projects
- Other outside work or project
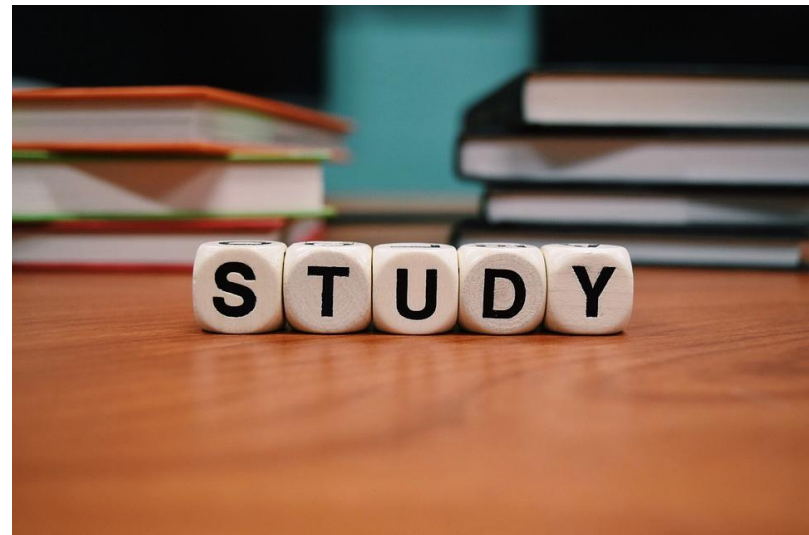
Noncredit vs Credit

Online Instruction

California: Noncredit
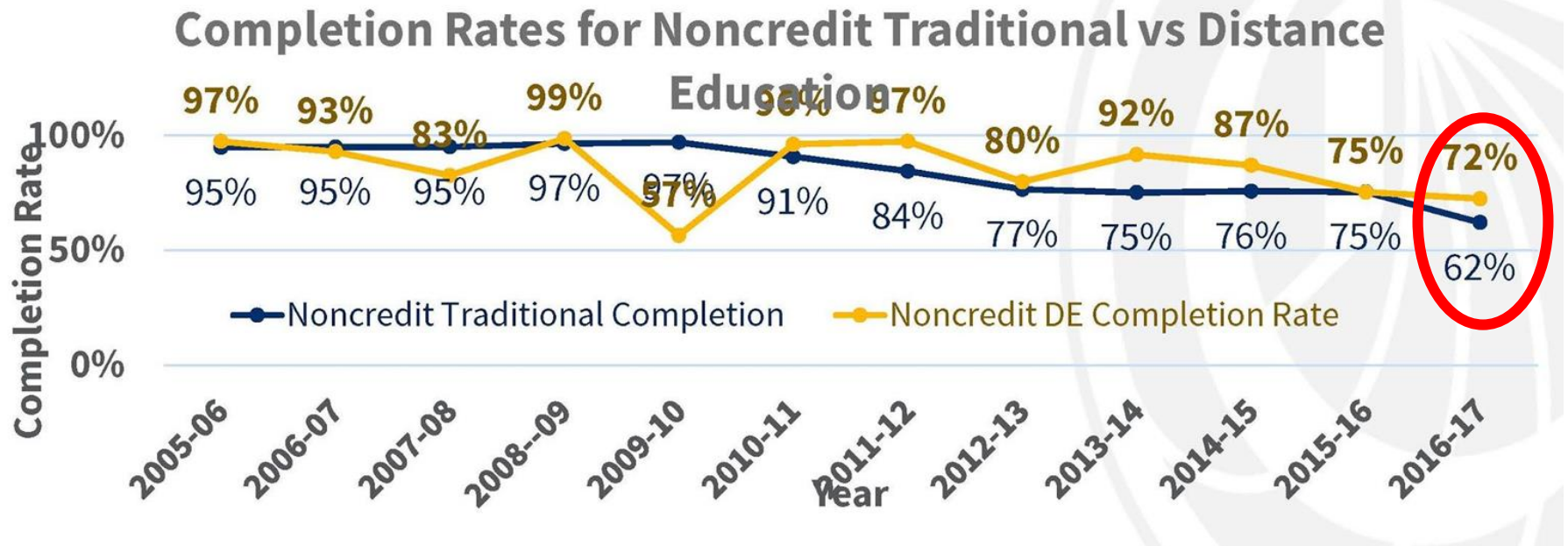
Completion Rates for Noncredit Traditional vs Distance Education

Students are moving away from in-class to online instruction

According to the report "Grade Increase," released in January 2018 by the Babson Survey Research Group…

The number of <mark>distance education students</mark> grew by 5.6% from Fall 2015 to Fall 2016 to reach 6,359,121 who are taking at least one distance course.

https://babson.qualtrics.com/jfe/form/SV_djbTFMIjZGYDNVb   https://onlinelearningconsortium.org/read/grade-increase-tracking-distance-education-united-states/?mkt_tok=eyJpIjoiWmpVd05UmpPVEF6WldJMyIsInQiOiJRcUs4ZndGUFpid1RuR29UKzVYaStERGY5T2M3cmVhZFwvZ1pHTjlVdkd0VVRcL09sTXQyU2JpVEprMm1pbUlXWnA2b3VZS0R5OVF2Zm41bTA3cjVyQ2pFQkFFqNDlCeW5RT3VuRStTT3M1T1k4Nkt4dlV0SUlSNkloazJOUWN3R3UmtWIn0%3D   https://onlinelearningsurvey.com/reports/gradeincrease.pdf

Students are moving away from in-class to online instruction

According to the report "Grade Increase," released in January 2018 by the Babson Survey Research Group…

The total number of <mark>students studying on campus</mark> (those not taking any distance course or taking a combination of distance and non-distance courses) <mark>dropped</mark> by over a million (1,173,805, or 6.4%) between 2012 and 2016.

https://babson.qualtrics.com/jfe/form/SV_djbTFMIjZGYDNVb   https://onlinelearningconsortium.org/read/grade-increase-tracking-distance-education-united-states/?mkt_tok=eyJpIjoiWmpVd05UmpPVEF6WldJMyIsInQiOiJRcUs4ZndGUFpid1RuR29UKzVYaStERGY5T2M3cmVhZFwvZ1pHTjlVdkd0VVRcL09sTXQyU2JpVEprMm1pbUlXWnA2b3VZS0R5OVF2Zm41bTA3cjVyQ2pwFQkFqNDlCeW5RT3VuRStTT3M1T1k4Nkt4dlV0SUlSNkloazJOUWN3N3UmtWln0%3D   https://onlinelearningsurvey.com/reports/gradeincrease.pdf

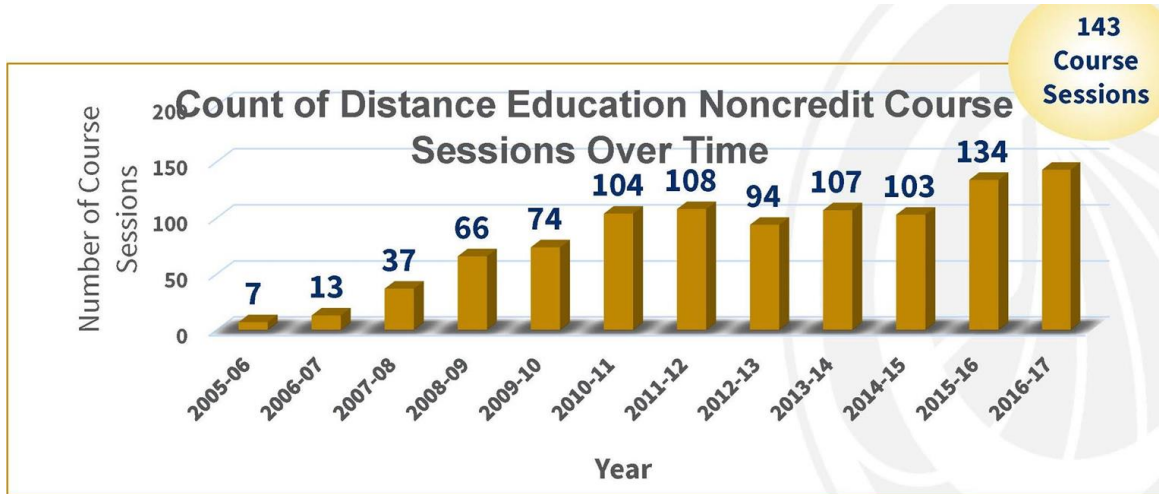# Students are moving away from in-class to online instruction

According to the report "Grade Increase," released in January 2018 by the Babson Survey Research Group…

The number of students who are not taking any distance courses declined even more from 2012 to 2016, down by 11.2% (1,737,955 students) by the end of the period.

https://babson.qualtrics.com/jfe/form/SV_djbTFMIjZGYDNVb   https://onlinelearningconsortium.org/read/grade-increase-tracking-distance-education-united-states/?mkt_tok=eyJpIjoiWmppVd05UTmpPVEF6WldJMyIsInQiOiJRcUs4ZndGUFpid1RuR29UKzVYaStERGY5T2M3cmVhZFwvZ1pHTjlVdkd0VVRcL09sTXQyU2JpVEprMm1pbUlXWnA2b3VZS0R5OVF2Zm41bTA3cjVyQ2pFQkFqNDlCCeW5RT3VuRStTT3M1T1k4Nkt4dlV0SUlSNkloazJOUWN3UmtWIn0%3D   https://onlinelearningsurvey.com/reports/gradeincrease.pdf
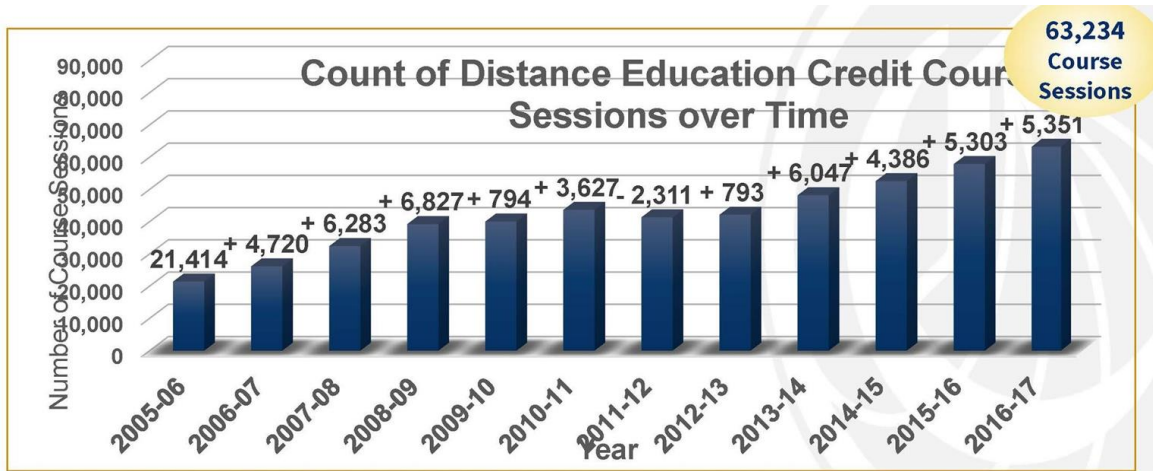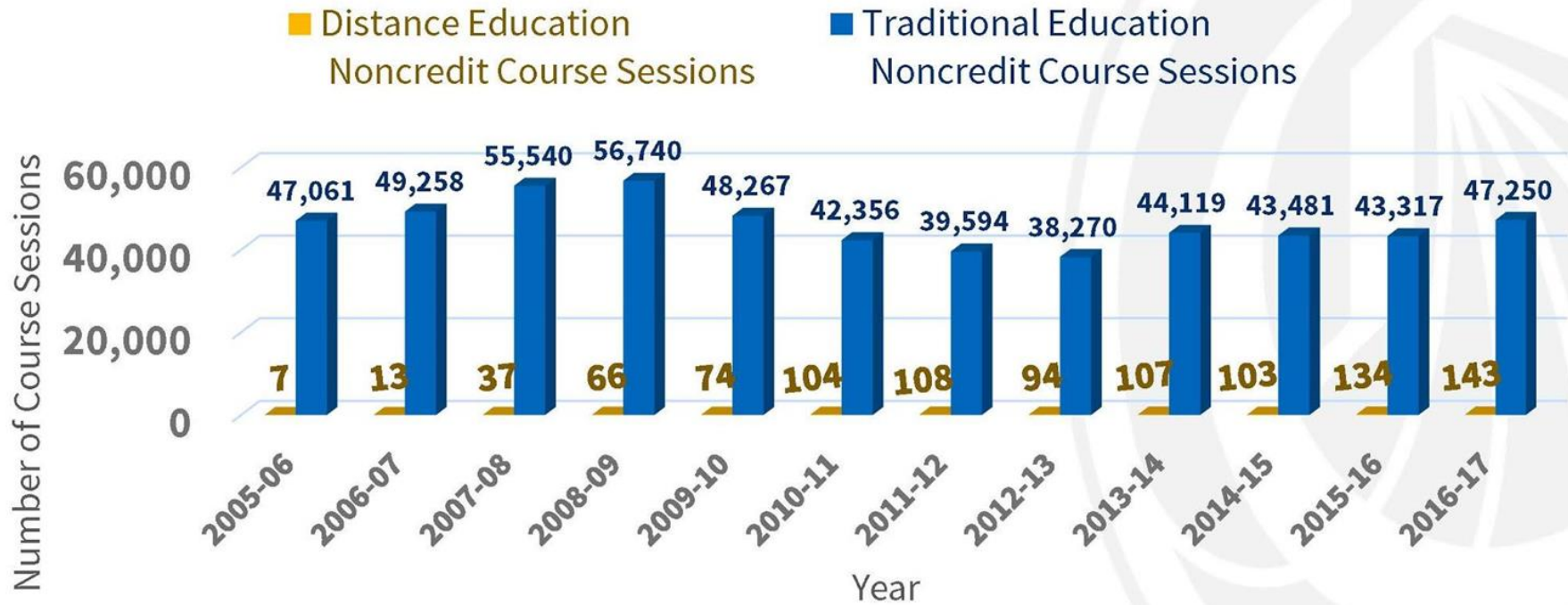
Credit

Noncredit

Noncredit:

Distance Education Noncredit Course Sessions · **Traditional Education Noncredit Course Sessions**

Number of Course Sessions

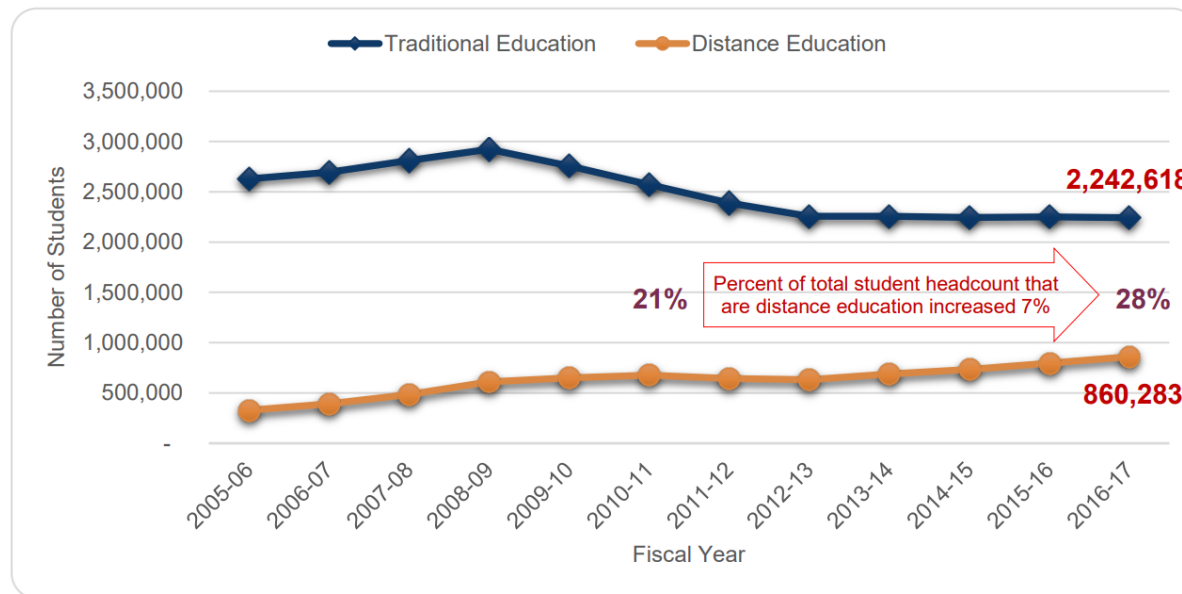| Year	Distance Education	Traditional Education
2005-06	7	47,061
2006-07	13	49,258
2007-08	37	55,540
2008-09	66	56,740
2009-10	74	48,267
2010-11	104	42,356
2011-12	108	39,594
2012-13	94	38,270
2013-14	107	44,119
2014-15	103	43,481
2015-16	134	43,317
2016-17	143	47,250

http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/Curriculum/NoncreditCurriculumandInstructionalPrograms/NoncreditFirstFridayWebinarArchives.aspx

Credit and Noncredit

DE Increase

328,372 (11%) in 2005-2006

to

860,283 (28%) in 2016-2017

Figure 2. Total Student Headcount in Traditional Face-to-Face Versus Distance Education Course Sessions (Unduplicated Headcount)

Credit

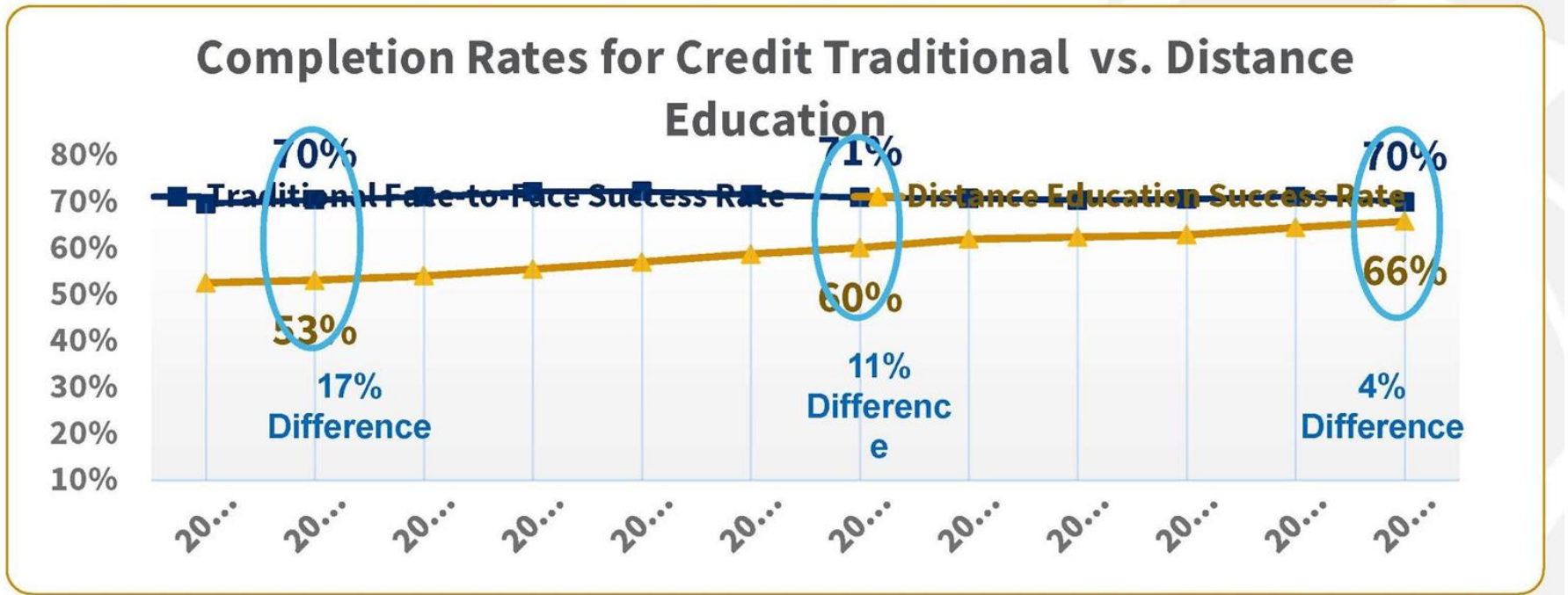Completion Rates for Credit Traditional vs. Distance Education

California Noncredit Distance Education Offerings by Subject

Fully Online Programming:
- CTE: 11%
- ABE/ASE: 5%
- ESL: 3%
- Emeritus: 2%
- DSPS: 4%

Hybrid/blended Courses:
- CTE: 28%
- ABE/ASE: 14%
- ESL: 16%
- Emeritus: 9%
- DSPS: 4%

Web-enhanced Courses:
- CTE: 40%
- ABE/ASE: 37%
- ESL: 36%
- Emeritus: 18%
- DSPS: 15%

https://sdce.edu/sites/default/files/iep/2018_The_Past_Present_and_Future_of_Noncredit_in_CA_0.pdf

California Noncredit Distance Education Offerings by Type

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kaoconnor@pipeline.sbcc.edu>
kaoconnor@pipeline.sbcc.edu>
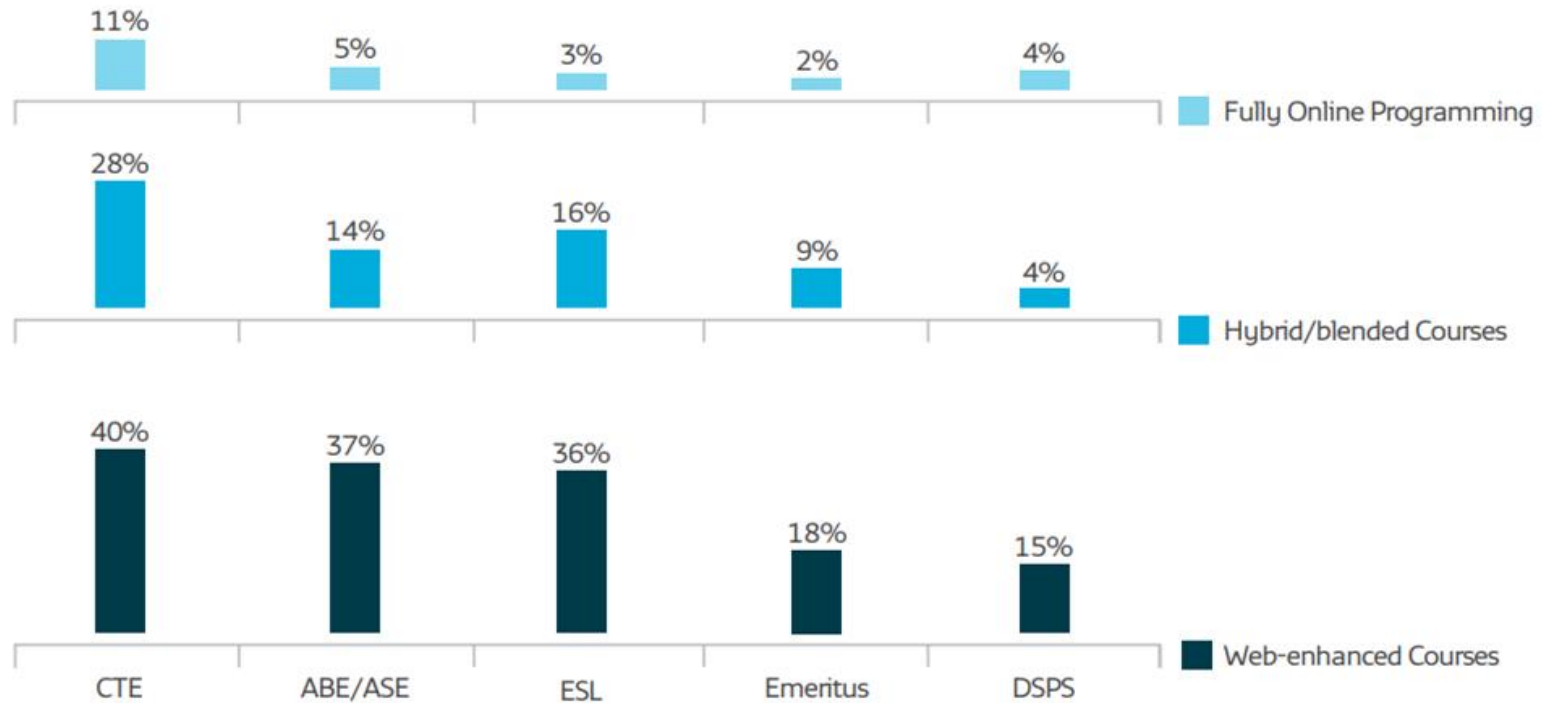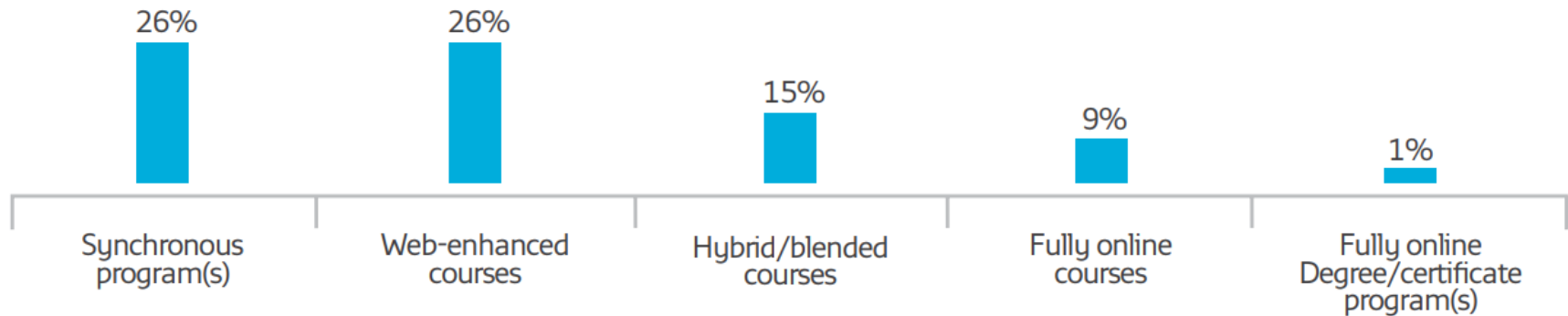
THANK YOU!!

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Other NC Distance Education resources

Christine Gascon
gascon_christine@sccollege.edu – technical setup, IT connection, implementation for new colleges; Santiago Canyon College

Garrett Rieck garrett.rieck@canyons.edu – noncredit professor, College of the Canyons

Kathy O'Conner oconnork@sbcc.edu – professor, Santa Barbara City College