



Academic Senate
for California Community Colleges

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Distance Education and Noncredit

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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
- Examples

WELCOME!

BACKGROUND / NEED

Background

- In 2016-2017, noncredit interactive DE (internet-based) was <0.001% of all system-wide FTES ([CCCCCO Datamart](#))
 - 158,294 Credit DE FTES (14% of all system credit FTES)
 - 112 Noncredit DE FTES (<0.002% of all system noncredit FTES)
- At the “New World of Work” IEPI Summit hosted by San Diego Continuing Ed in Oct 2017, feedback regarding “noncredit needs” during a breakout spoke of the need for information about offering noncredit via distance education. This topic has also come up during other noncredit-related breakouts at various events

Background

2017 Noncredit Survey & Report: San Diego Continuing Ed

Most institutions that offer noncredit also offer Distance Ed **96% n=79**

• Among these institutions, NC Distance Ed is offered **41% n=34**

• Synchronous NC programs and web-enhanced NC courses **24% n=19**

• Hybrid/Blended NC courses offered **10% n=8**

• Fully online NC courses offered **8% n=6**

• Fully online NC certificate programs offered **1% n=1**

Of institutions offering some form of NC Distance Ed:

• Large NC programs **50% n=23**

• Medium NC programs **45% n=17**

• Small NC programs **36% n=13**

Background

- ASCCC Noncredit Distance Ed survey 11/17
- 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

- ASCCC Noncredit Distance Ed Survey Results 11/17
- 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

- ASCCC Noncredit Distance Ed Survey Results 11/17
- 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

DISTANCE EDUCATION DEFINED

Distance Education Defined

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. The technologies may include:

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

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

GUIDELINES - PCAH

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.

GUIDELINES – 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

GUIDELINES – 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 3/5^{ths} 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

SAAM

Student Attendance Accounting Manual, Ch. 3 (Attendance)
Distance Education (Noncredit 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.

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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) \times 24 students \times 17.5 = 723.24
- Student Contact Hours Second Census: (at 3/5 point) 20 students actively enrolled
 1.722 (WSCH Factor) \times 20 students \times 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

EXAMPLES

San Diego Continuing Education

Noncredit Distance Ed courses offered Summer 2018*

- **Business:** Beginning Accounting, Intermediate Accounting, Quickbooks, Word Beginning, Excel Comprehensive, Social Media for Small Business, Photoshop Online, Word Press Intro, Front End Web Development, PHP for Front End Designers, Search Engine Optimization, Intro to Database Management, Database Programming with Python, Java Script-Practical Application, Electronic Info Management, Engine/Electrical Performance.
- **Older Adults:** Health Education for Older Adults: Brain Fitness, Music Appreciation for Older Adults, Retirement Living: Communicating with Technology
- **ESL:** ESL Beginning High/Intermediate, ESL Advanced High

*most classes require mandatory onsite registration

QUESTIONS?

Thank you!

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