

SAN DIEGO  
CONTINUING  
EDUCATION



# Noncredit Distance Education

**Richard Gholson**, Faculty, Business Information Technology, Chair of Curriculum Committee, [righolso@sdccd.edu](mailto:righolso@sdccd.edu)

**Ingrid Greenberg**, Faculty, ESL, Chair of AS Policy & Procedure Committee, [igreenbe@sdccd.edu](mailto:igreenbe@sdccd.edu)

**Claudia Tornsäuer**, Faculty, Emeritus, Chair of AS DE Committee, [cltorsa@sdccd.edu](mailto:cltorsa@sdccd.edu)



© 2019, San Diego Community College District and the respective copyright owners. Unless otherwise noted, this work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/).

**April 25, 2019. ASCCC. San Diego, California**

**Welcome**

**San Diego Continuing Education**

**Richard Gholson, [righolso@sdccd.edu](mailto:righolso@sdccd.edu)**

**Faculty, Business Information Technology, Chair of Curriculum Committee**

# 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

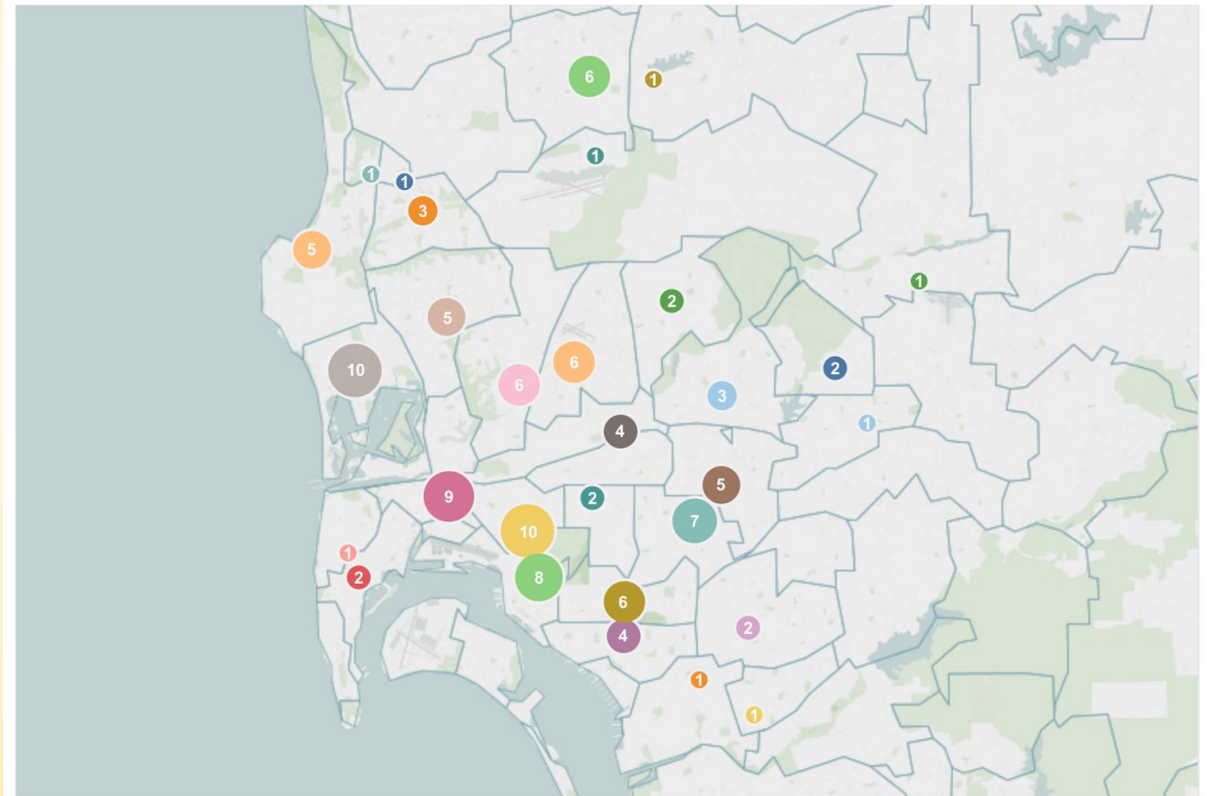
**Serve 44,000+ students annually**

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%**



# SDCE Curriculum Committee:

ACCT	502	COMPUTERIZED ACCOUNTING
ACCT	511	ACCOUNTING-BEGINNING
ACCT	512	ACCOUNTING-INTERMEDIATE
ARTS	507	ART APPRECIATION-OA
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	BEGINNING 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	20 <sup>TH</sup> 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

## Approved 150 Course Outlines for Distance Education

§ 55206. Separate Course Approval. Amends on 3/17/19 to require an addendum that addresses how course outcomes will be achieved in a DE format, how regular effective communication will be achieved, and how the course will meet accessibility requirements.

**Flexible length of course = Convenience to students**

**Ingrid Greenberg, [igreenbe@sdccd.edu](mailto:igreenbe@sdccd.edu)**

**Professor & Interim Assistant Program Chair, ESL, Chair of AS Policy & Procedure Committee**

# 2014-2015

## Can we teach noncredit online ESL?





# 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?





HOME

BLACKBOARD LOGIN

HELPDESK

## Online Faculty Certification Program



**Blackboard**  
**20<sup>17</sup><sub>18</sub>**



**TRAINING**

Sign up on Flex

Contact Trenton Tidwell  
ttidwell@sdccd.edu



**canvas**

**2019**

**Create a free teacher account and Practice.**



# Three Courses



Online English at Home



Online English + Workplace Communication



Online Grammar and Writing



# Flexible Lengths

18 weeks x 1

9 weeks x 2

6 weeks x 3



# 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 - 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

# More entry and completion times

Student starts mid Fall, finishes mid 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

2018 - 2019

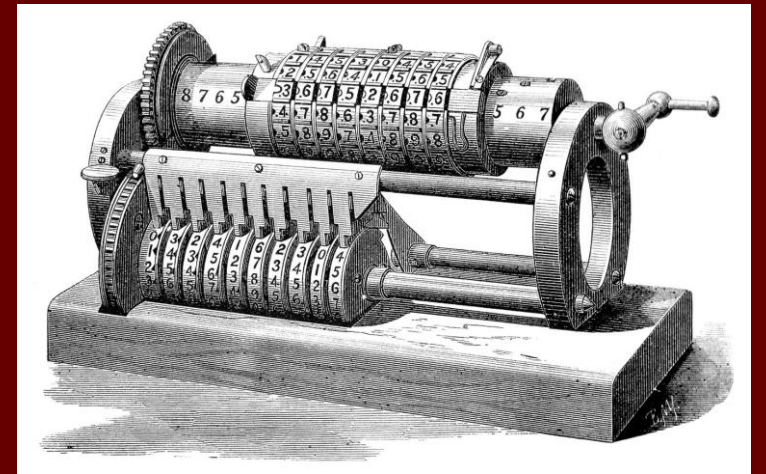
**Who will follow us to teach online?**



# Title V:

# Computing FTES for noncredit Online Courses

Claudia Tornsäuer, Ed.D., [cltornsa@sdccd.edu](mailto:cltornsa@sdccd.edu)



Chair of AS DE Committee, Program Chair (elect) of Emeritus

# Face-2-Face (noncredit)

The units of full-time equivalent student shall be computed by dividing **actual student contact hours of attendance** by 525.

= **positive attendance**



# Online (noncredit)

...multiplying the average of the number of students actively enrolled in the section **as of each census date** (those dates nearest to **one-fifth and three-fifths 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.

= **census-based computing of FTES**



Summarized from: [Title 5 58003.1](#)

# Example in BIT Program/Department

Time:	<input type="text"/>
Room #:	<input type="text"/>
End Date:	<input type="text"/>
Total # of Weeks:	<input type="text" value="18"/>
#hours/week of Instruction:	<input type="text" value="6"/>
#hours/week meeting with Instructor:	<input type="text" value="1"/>
#hours/week of outside work:	<input type="text" value="2"/>
Instructor Weekly hours for timecards:	<input type="text" value="7"/>
Total Students Hours:	<input type="text" value="162"/>
Total Teaching Hours:	<input type="text" value="126"/>

- @ SDCE

Formula for Census Dates	
Total # of Days (5days x # of wks)	<input type="text"/>
1st Census - 1/5	<input type="text"/>
2nd Census - 3/5	<input type="text"/>

# Example in ESL Program/Department

Time:

Room #:

End Date:

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 in Emeritus Program/Department

Time:

Room #:

End Date:

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

# In Class (noncredit)

Based on actual count of enrolled students present at each class meeting

= **positive attendance**



# Online (noncredit)

**Total hours of instruction or programming** received by the students +

**plus instructor contact** (defined by Title V, Section 55204) +

**outside-of-class work** expected as noted in the course outline of record and approved by the curriculum committee...

= **census-based participation**



Summarized from: [Title 5 58003.1 \(f\) \(2\)](#)



# 1. Number of Hours/week of

## **INSTRUCTION OR PROGRAMMING RECEIVED BY STUDENTS**



## 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 input/feedback/guidance to students on their work (e.g.: E-Packages/labs/textbooks)
- Feedback to other students' outside work or project
- Instructional support: Respond to students' questions and troubleshoot/communicate software glitches and fixes

# 2. Number of Hours/week of

**INSTRUCTOR-STUDENT CONTACT**

**plus**

**STUDENT-STUDENT CONTACT (!)**

*Find the right collaboration!*



Contact defined by [Title 5 5204](#)  
[Amended on March 17, 2019](#)

# Recommend

ASYNCHRONOUS, SYNCHRONOUS and/or F-2-F

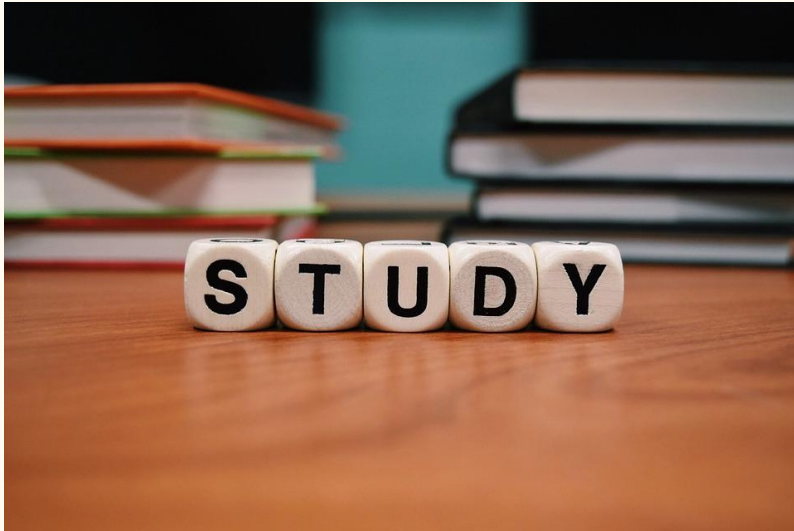
Examples may include but are not limited to

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

# 3. Number of Hours/week of

## **OUTSIDE-OF-CLASS WORK**

(= not led by instructor)



Based on: [Title 5 58003.1](#)

# Recommend

## 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

# Amendments to Title V (March 17, 2019)

## **Brief synopsis of the changes (provided by Joanna M. Miller, Ed.D., Chair)**

CCC Distance Education and Education Technology Advisory Committee; Contra Costa Community College District

- § 55200. Definition and Application. Amended to add time and/or distance to the definition. Removes ambiguity to say that instruction provided through DE is subject to the Americans with Disabilities Act and Section 508 of the Rehabilitation Act of 1973.
- § 55202. Course Quality Standards. Language change only to move from ‘traditional’ classroom to ‘in-person’ class.
- § 55204. Instructor Contact. Amended to specify that regular effective contact must be among students in addition to between instructor and students.
- § 55206. Separate Course Approval. Amends to require an addendum that addresses how course outcomes will be achieved in a DE format, how regular effective communication will be achieved, and how the course will meet accessibility requirements.
- § 55208. Faculty Selection and Workload. Inserts language stating that “instructors of distance education shall be prepared to teach in a distance education delivery method consistent with local district policies and negotiated agreements

**Read the actual verbiage by clicking [here](#)**

**SDCE Academic Senate**  
**Faculty Performance Evaluation**  
**Proposed Revisions 2019**

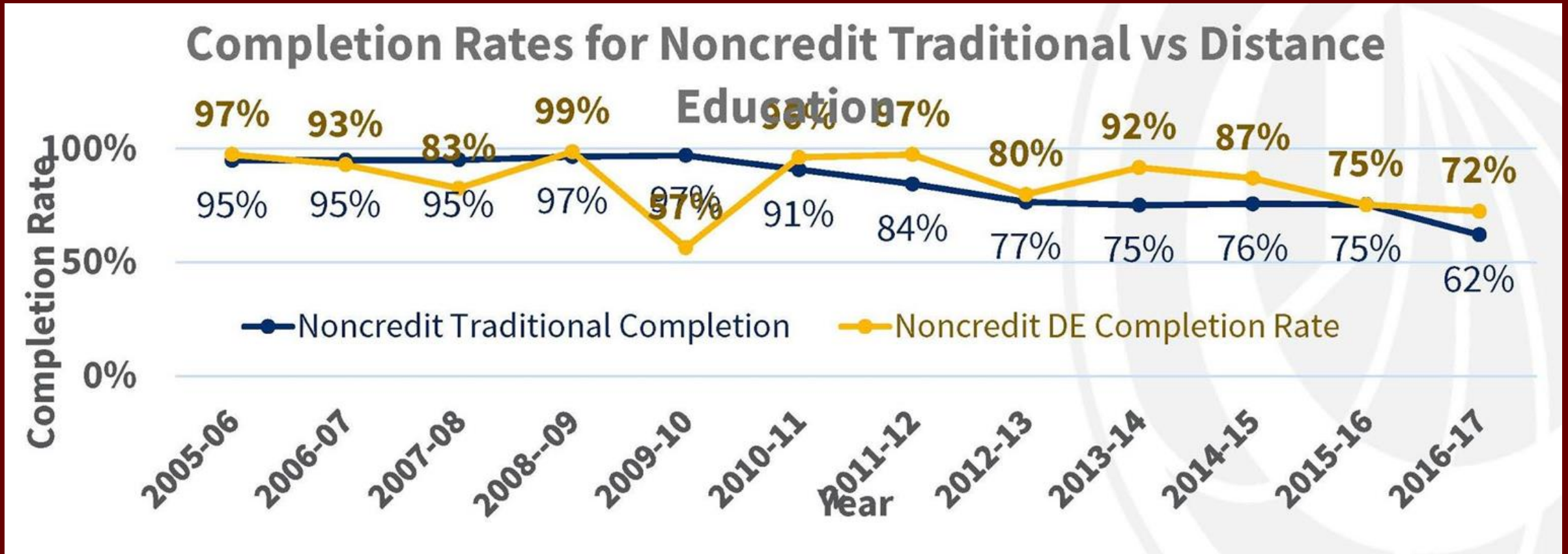
# 1<sup>st</sup> reading April 2019, SDCE Academic Senate

Identify instructional methods that are reviewed. (\*Definitions taken from SDCCD DE Handbook, 2015) Mark all that apply:

- o Classroom in-person
- o Web-enhanced\*: 100% instruction on campus. Instructional materials posted online.
- o Hybrid\*: More than 50% of the instruction is on campus
- o Partially online\*: at least one class mtg. or assessment on campus. More than 50% of instruction is online
- o Fully online\*: 100% of instruction is online.
- o Learning Management System (LMS)=
- o Websites
- o Digital textbook/OER/epack
- o And/or other instructional methods

# **Noncredit vs Credit Online Instruction**

# Noncredit





SAN DIEGO  
CONTINUING  
EDUCATION



**Thank you for your participation!**

**Questions and answers**

## Content License:

© 2019, San Diego Community College District and the respective copyright owners.

Unless otherwise noted, this work is licensed under a [Creative Commons Attribution 4.0 International License](#).

# 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 **distance education students grew** by 5.6% from Fall 2015 to Fall 2016 to reach 6,359,121 who are taking at least one distance course.

Babson Survey Research Group. *Grade Increase: Tracking Distance Education in the United States*. (2018). Retrieved February 7, 2019, from [https://babson.qualtrics.com/jfe/form/SV\\_djbTFMIjZGYDNVb](https://babson.qualtrics.com/jfe/form/SV_djbTFMIjZGYDNVb) and [https://onlinelearningconsortium.org/read/grade-increase-tracking-distance-education-united-states/?mkt\\_tok=eyJpIjoiWmpVd05UTmpPVEF6WldJMyIsInQiOiJRcUs4ZndGUU9pd1RuR29UKzVYaStERGY5T2M3cmVhZGZwZ1pHTjIvdkd0VVRcL09sTXQyU2JpVEprMm1pbUJlXWnA2b3VZS0R5OVF2Zm41bTA3cjVvQ2pFQkFqNDlCeW5RT3VuRStTT3M1T1k4Nkt4dIV0SUISNkloazJOUWN3UmtWIn0%3D](https://onlinelearningconsortium.org/read/grade-increase-tracking-distance-education-united-states/?mkt_tok=eyJpIjoiWmpVd05UTmpPVEF6WldJMyIsInQiOiJRcUs4ZndGUU9pd1RuR29UKzVYaStERGY5T2M3cmVhZGZwZ1pHTjIvdkd0VVRcL09sTXQyU2JpVEprMm1pbUJlXWnA2b3VZS0R5OVF2Zm41bTA3cjVvQ2pFQkFqNDlCeW5RT3VuRStTT3M1T1k4Nkt4dIV0SUISNkloazJOUWN3UmtWIn0%3D) and <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 **students studying on campus** (those not taking any distance course or taking a combination of distance and non-distance courses) **dropped** by over a million (1,173,805, or 6.4%) between 2012 and 2016.

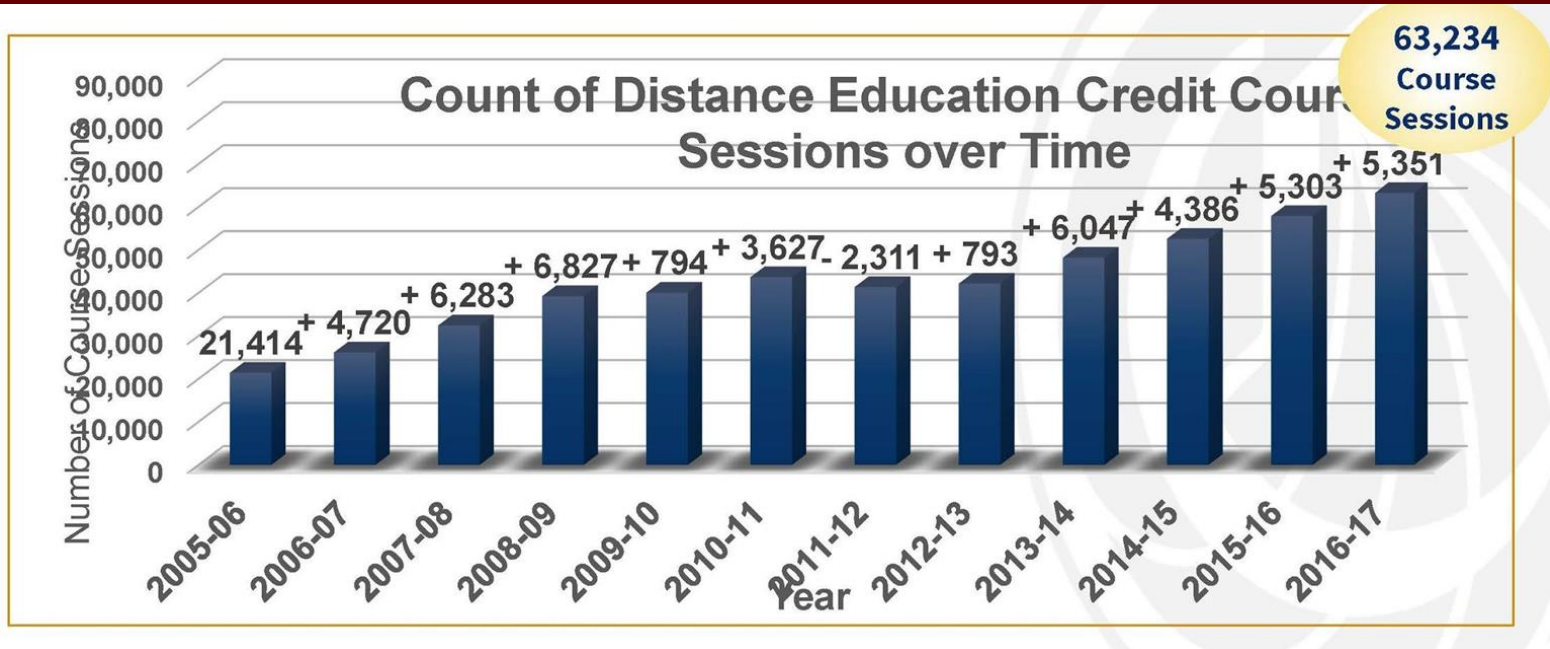
Babson Survey Research Group. *Grade Increase: Tracking Distance Education in the United States*. (2018). Retrieved February 7, 2019, from [https://babson.qualtrics.com/jfe/form/SV\\_djbTFMIjZGYDNVb](https://babson.qualtrics.com/jfe/form/SV_djbTFMIjZGYDNVb) and [https://onlinelearningconsortium.org/read/grade-increase-tracking-distance-education-united-states/?mkt\\_tok=eyJpIjoiWmpVd05UTmpPVEF6WldJMyIsInQiOiJRcUs4ZndGUFPid1RuR29UKzVYaStERGY5T2M3cmVhZFwvZ1pHTjIvdkd0VVRcL09sTXQyU2JpVEprMm1pbUIXWnA2b3VZS0R5OVF2Zm41bTA3cjVyQ2pFQkFqNDlCeW5RT3VuRStTT3M1T1k4Nkt4dIV0SUISNkloazJOUWN3UmtWIn0%3D](https://onlinelearningconsortium.org/read/grade-increase-tracking-distance-education-united-states/?mkt_tok=eyJpIjoiWmpVd05UTmpPVEF6WldJMyIsInQiOiJRcUs4ZndGUFPid1RuR29UKzVYaStERGY5T2M3cmVhZFwvZ1pHTjIvdkd0VVRcL09sTXQyU2JpVEprMm1pbUIXWnA2b3VZS0R5OVF2Zm41bTA3cjVyQ2pFQkFqNDlCeW5RT3VuRStTT3M1T1k4Nkt4dIV0SUISNkloazJOUWN3UmtWIn0%3D) and <https://onlinelearningsurvey.com/reports/gradeincrease.pdf>

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

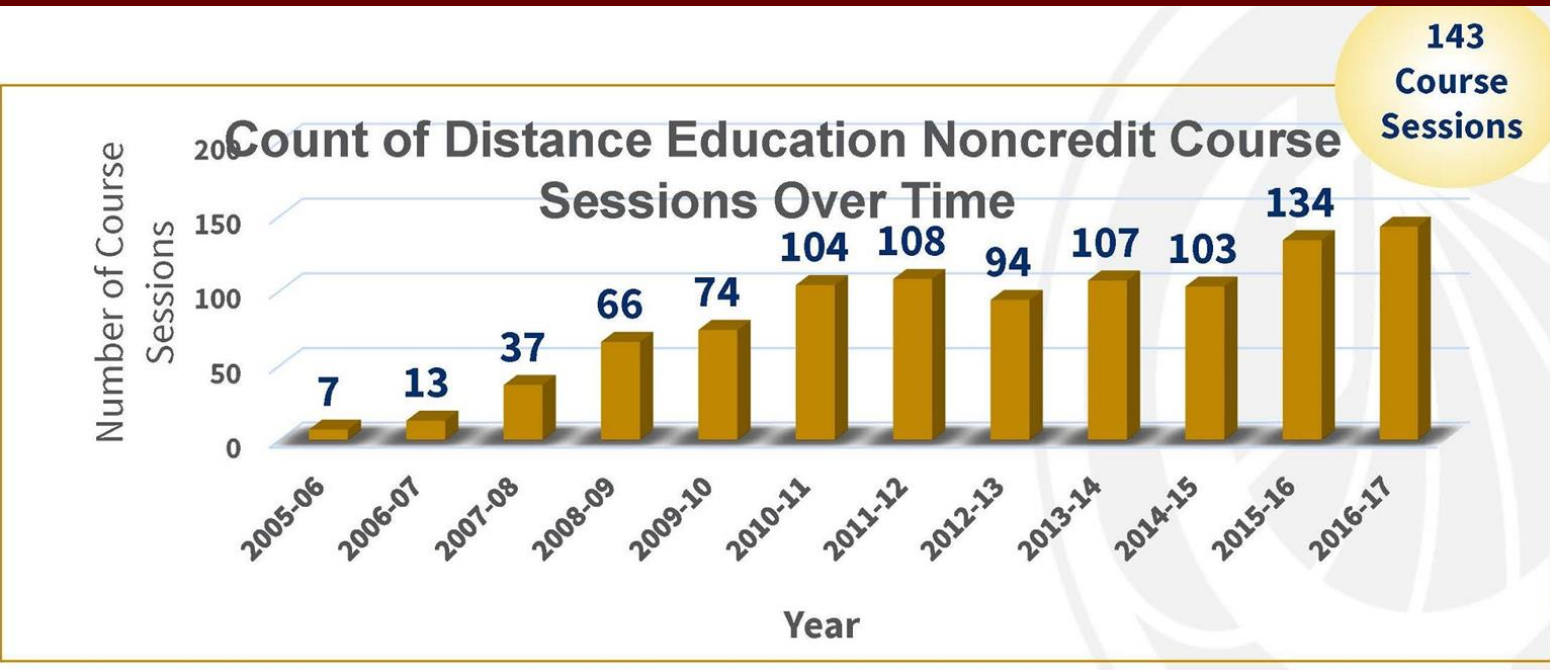
According to the report “Grade Increase,” released in January 2018 by the Babson Survey Research Group...

**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.**

Babson Survey Research Group. *Grade Increase: Tracking Distance Education in the United States*. (2018). Retrieved February 7, 2019, from [https://babson.qualtrics.com/jfe/form/SV\\_djbTFMIjZGYDNVb](https://babson.qualtrics.com/jfe/form/SV_djbTFMIjZGYDNVb) and [https://onlinelearningconsortium.org/read/grade-increase-tracking-distance-education-united-states/?mkt\\_tok=eyJpIjoiWmpVd05UTmpPVEF6WldJMyIsInQiOiJRcUs4ZndGUUfpid1RuR29UKzVYaStERGY5T2M3cmVhZFwvZ1pHTjIvdkd0VVRcL09sTXQyU2JpVEprMm1pbUIXWnA2b3VZS0R5OVF2Zm41bTA3cjVyQ2pFQkFqNDlCeW5RT3VuRStTT3M1T1k4Nkt4dIV0SUISNkloazJOUWN3UmtWIn0%3D](https://onlinelearningconsortium.org/read/grade-increase-tracking-distance-education-united-states/?mkt_tok=eyJpIjoiWmpVd05UTmpPVEF6WldJMyIsInQiOiJRcUs4ZndGUUfpid1RuR29UKzVYaStERGY5T2M3cmVhZFwvZ1pHTjIvdkd0VVRcL09sTXQyU2JpVEprMm1pbUIXWnA2b3VZS0R5OVF2Zm41bTA3cjVyQ2pFQkFqNDlCeW5RT3VuRStTT3M1T1k4Nkt4dIV0SUISNkloazJOUWN3UmtWIn0%3D) and <https://onlinelearningsurvey.com/reports/gradeincrease.pdf>



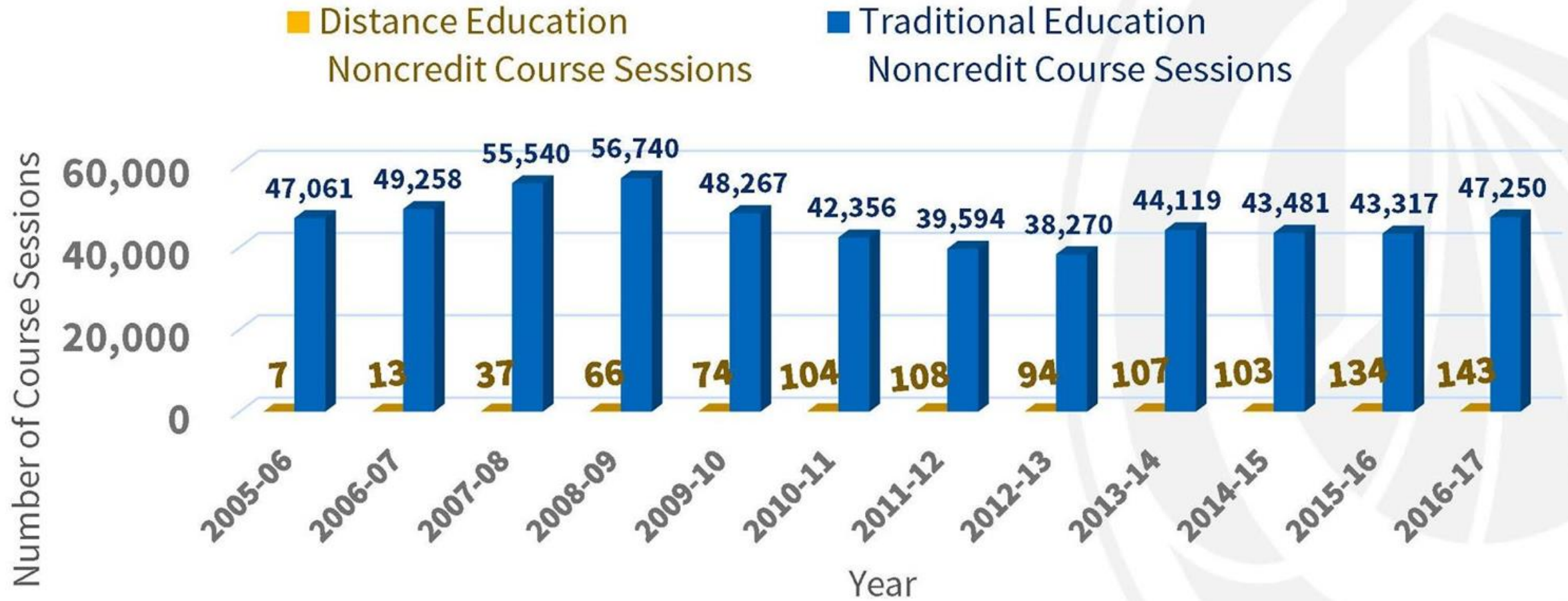
# Credit



# Noncredit

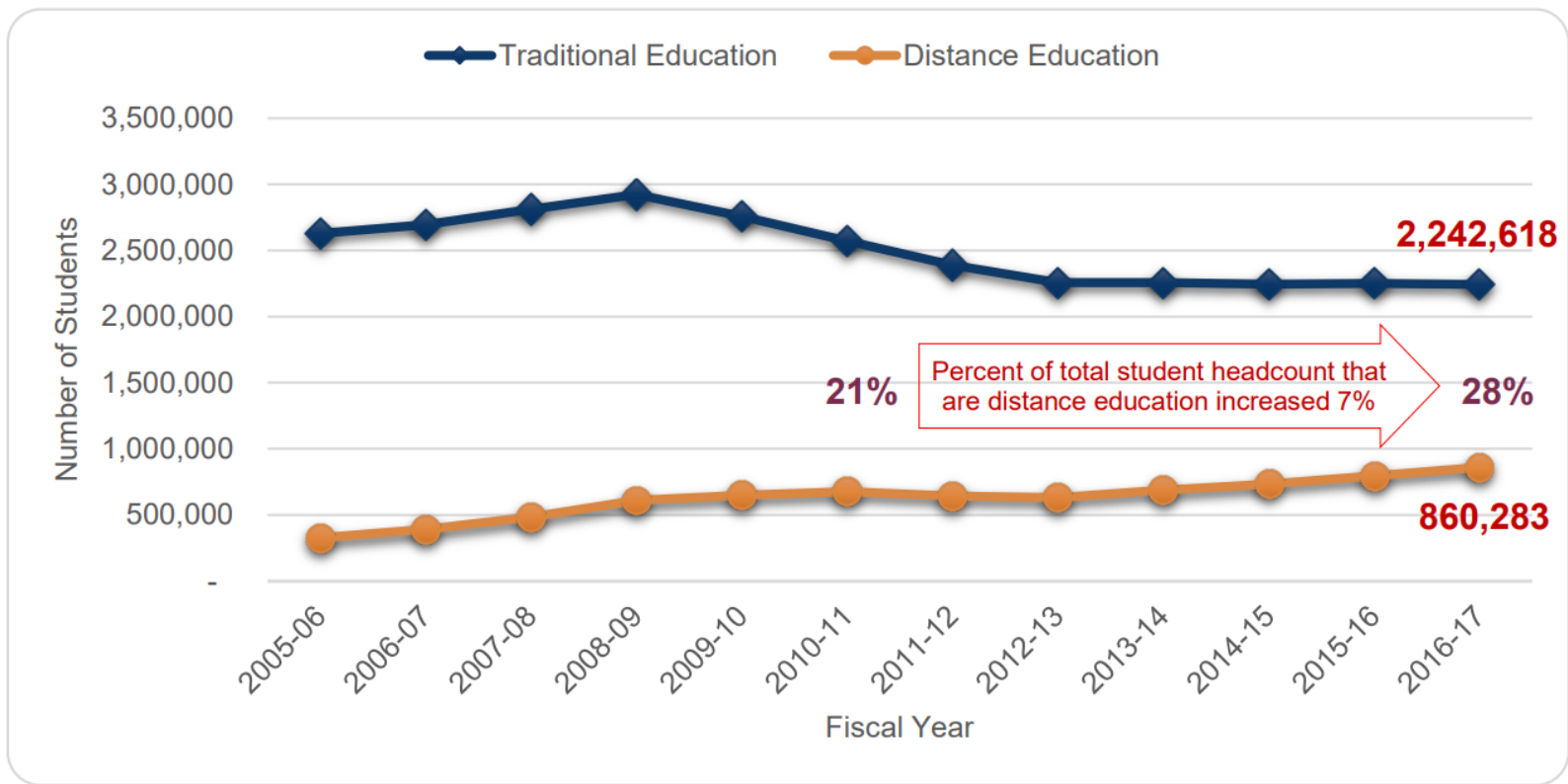
Larson, E. (2018, November 2). California Community Colleges Chancellor's Office (CCCCO) First Friday Noncredit Webinar. Retrieved February 5, 2019, from <http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/Curriculum/NoncreditCurriculumandInstructionalPrograms/NoncreditFirstFridayWebinarArchives.aspx>

# Noncredit



# Credit and Noncredit

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



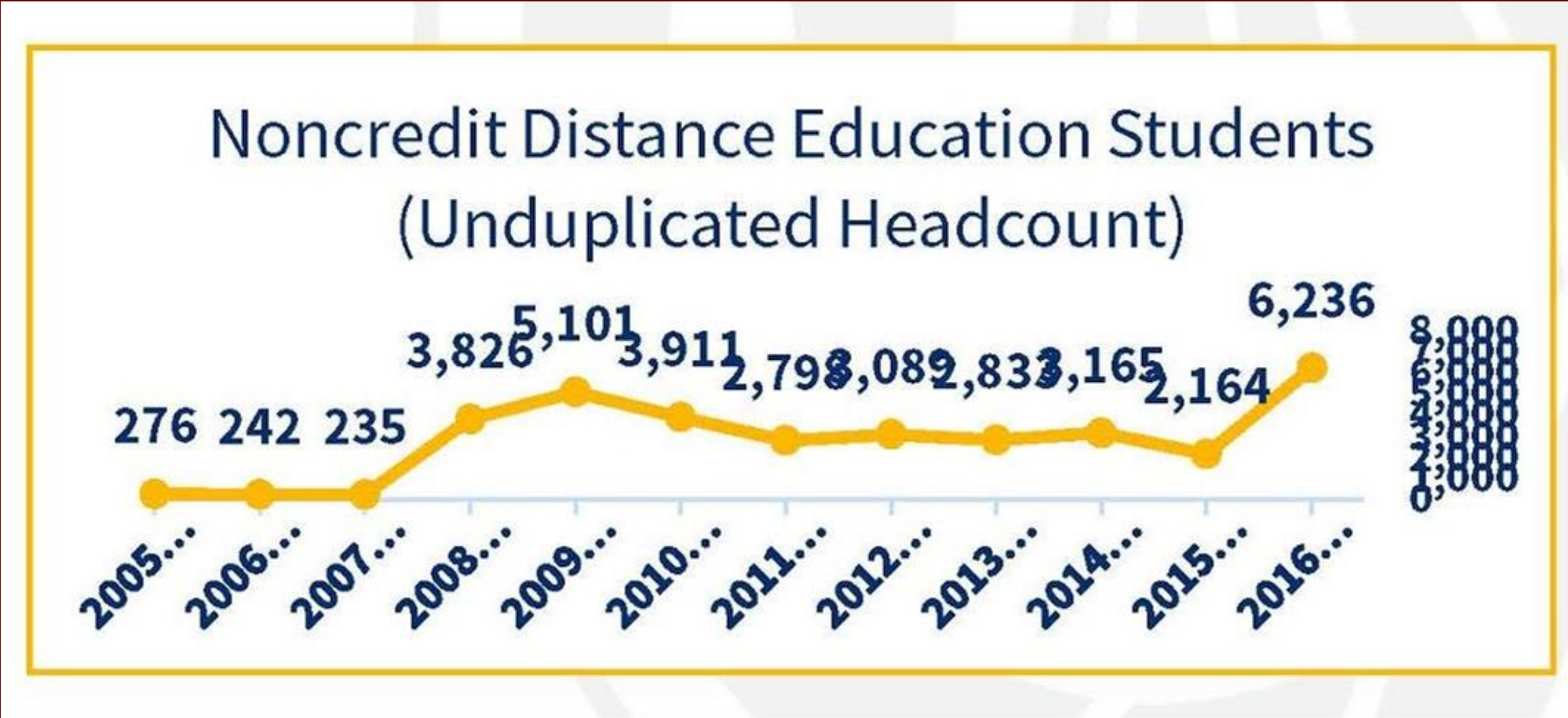
**328,372  
(11%) in  
2005-2006**

**to**

**860,283  
(28%) in  
2016-2017**

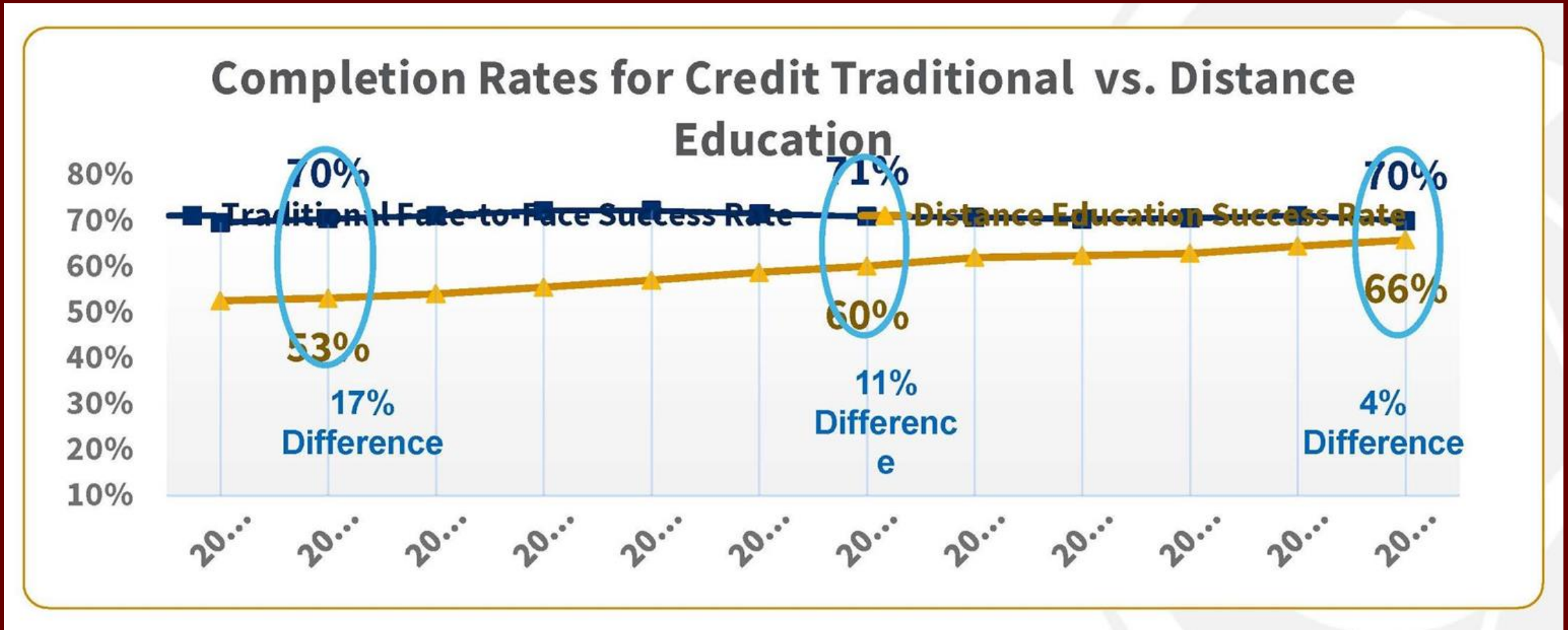


# Noncredit - 6,236 NC DE Students in 2016-2017

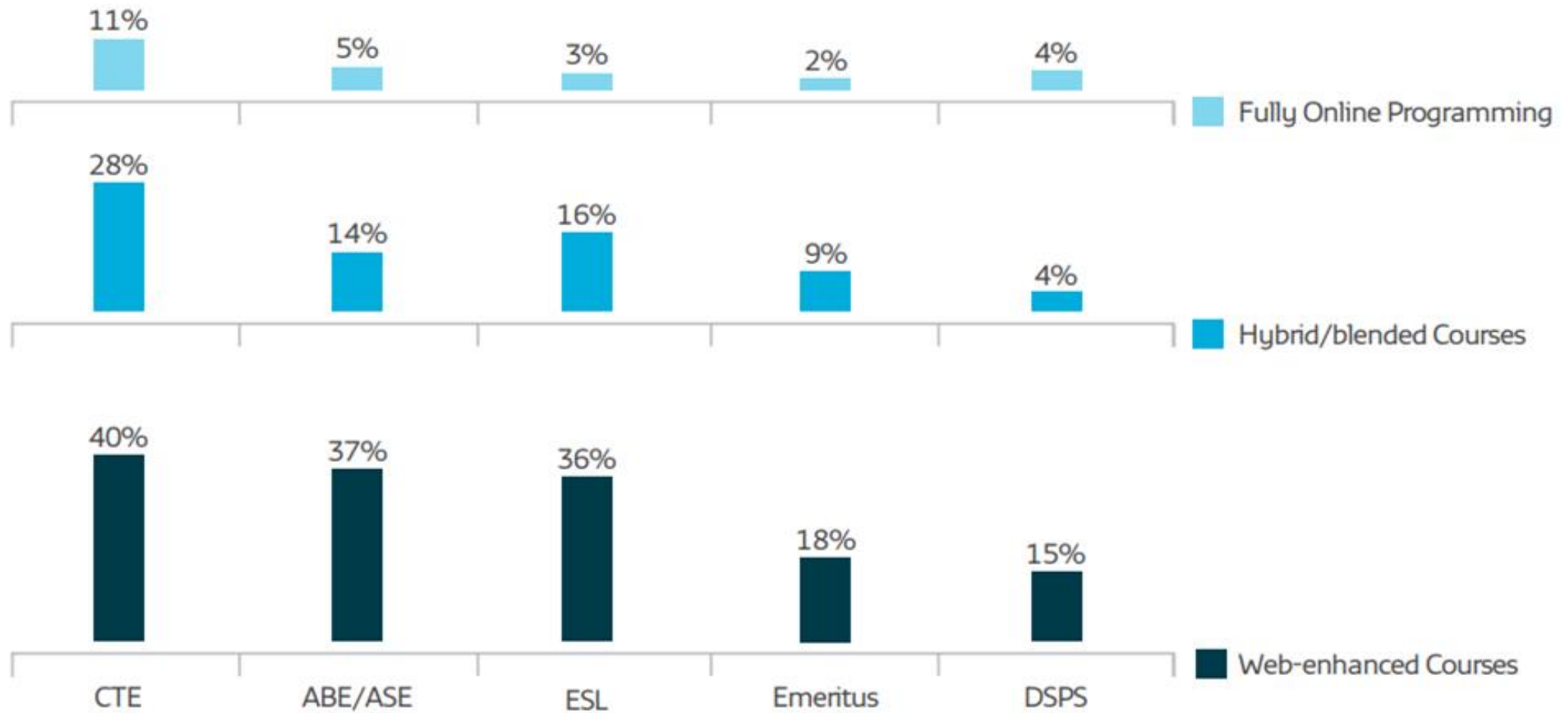


Larson, E. (2018, November 2). California Community Colleges Chancellor's Office (CCCCO) First Friday Noncredit Webinar. Retrieved February 5, 2019, from <http://extranet.cccco.edu/Divisions/AcademicAffairs/CurriculumandInstructionUnit/Curriculum/NoncreditCurriculumandInstructionalPrograms/NoncreditFirstFridayWebinarArchives.aspx>

# Credit



# California Noncredit Distance Education Offerings by Subject



# California Noncredit Distance Education Offerings by Type

