

Rancho Santiago Adult Education Consortium



Building Skills, Advancing Careers

The Realities of Starting a Distance Education Program



Santiago Canyon College

DIVISION OF CONTINUING EDUCATION



SANTA ANA COLLEGE

School of Continuing Education



**Santiago
Canyon
College**

What happens here matters.

Chrissy Gascon

Interim Executive Dean
SCC Division of Continuing Education
Executive Director
Rancho Santiago Adult Education Consortium

Rancho Santiago Adult Education Consortium



Building Skills, Advancing Careers



Goal 3: Increase Access to Students by Offering Flexible Learning Options such as Online or Hybrid Courses					
Objective 4: Plan to address the gaps in services					
Objective 5: Plan to employ approaches proven to accelerate a student’s progress toward their academic/career goals					
Objective 6: Plan to address consortium-wide professional development					
Inputs	Activities	Outputs	Immediate (Short-Term) Outcomes	Intermediate Outcomes	Long-Term Outcomes / Impact
<i>In order to accomplish our set of activities we will need the following:</i>	<i>In order to address our problem or asset we will accomplish the following activities:</i>	<i>We expect that once accomplished, these activities will produce the following evidence or service delivery:</i>	<i>We expect that if accomplished these activities will lead to the following changes in the next year</i>	<i>We expect that if accomplished these activities will lead to the following changes in 1-3 years</i>	<i>We expect that if accomplished these activities will lead to the following changes in 3-5 years</i>
<ul style="list-style-type: none"> • Students • Faculty • Staff • Administration • Facilities • Admissions and Records • Research/Data • RSAEC Members • RSAEC Community Partners • Industry • Subject Matter Experts • Technology • Equipment 	<ul style="list-style-type: none"> • Professional development • Research best practice models • Identify/hire staff • Curriculum team writing opportunities • Online teacher training • Identify classes for online delivery • Create distance education addenda for curriculum approval • Develop a face-to-face online orientation workshop 	<ul style="list-style-type: none"> • Teachers enrolled in online certification classes • Written distance education addenda • Offering of face-to-face orientations 	<ul style="list-style-type: none"> • Increase the number of students with increased awareness of online classes • Increase the number of instructors who are certified to teach online • Increase the number of distance education addenda approved locally and/or by the State Chancellor’s Office • Increase the number of students enrolled in face-to-face online orientation workshops 	<ul style="list-style-type: none"> • Increase the number of online sections offered on community college and adult education platforms • Increase the number of students enrolled in online classes 	<ul style="list-style-type: none"> • Increase the number of online course completions

Clarification of past errors – What is the actual NCDE FTES?

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...

Home | Students | Courses | Student Services | Outcomes | Faculty & Staff

You are here : Data Mart > Students > Distance Education (DE) FTES Summary

Distance Education (DE) Full Time Equivalent Students (FTES) Summary Report - Parameter Selection Area

Select State-District-College: Districtwide Search
 Select District-College: San Diego CCD
 Select Term-Annual Option: Term Search
 Select Term: Spring 2018
 Select Instruction Method: All (Dist. Ed. & Non-Dist. Ec)
 Select DE Inst. Method:
 View Report

Note: Query with multiple terms can take up to 5 minutes to run.

Export To -> Excel CSV Text Records Per Page: 10 Simple Layout Advanced Layout

Distance Education (DE) Full Time Equivalent Students (FTES) Summary Report - Data & Format Area

Report Area

	Spring 2018		
	Credit FTES	Non-Credit FTES	Total FTES
San Diego CCD Total	16,022.69	3,709.03	19,731.72
Delayed Interaction (Internet Based)	2,149.98	0.00	2,149.98
Non Distance Education Methods	12,338.43	3,709.03	16,047.46
Simultaneous Interaction (Internet Based)	1,534.27	0.00	1,534.27

Report Format Selection Area - Check field to include in the report

Demographic Options: District Name College Name
 TOP Options: Program Type - Two Digits TOP Program Type - Four Digits TOP Program Type - Six Digits TOP

Update Report



Slide 1 Source: [ASCCC Noncredit Distance Education presentation \(Curriculum Institute 2019\)](#)

Slide 2 Source: MIS Datamart Spring 2018 Chancellor's Office

Title 5: § 58003.1 Full-time Equivalent Student; Computation.

- (f)(2) For noncredit course: 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 **one-fifth** and **three-fifths** of the length of the course section) by,
 - (B) the weekly student contact hours (WSCH factor) as derived above in this section, by
 - (C) the primary term length multiplier of 17.5, and
 - (D) dividing by 525.

$$FTES = \frac{\textit{Average \# of active students as of Census 1 \& 2} \times \textit{WSCH factor} \times 17.5}{525}$$

Example:

- Noncredit class with 30 hours of instruction
- 25 students at Census 1 (2 student withdraw after Census 1)
- Calculate Average Census = Number of students actively enrolled at 1/5 and 3/5 census dates = $(25 + 23)/2 = 24$

$$\begin{array}{r}
 \text{Date 1 = 25 students} \\
 + \text{Date 2 = 23 students} \\
 \hline
 48 \\
 \text{Average: } 48/2 = 24
 \end{array}
 \times
 \begin{array}{r}
 \text{Weekly} \\
 \text{Student} \\
 \text{Contact} \\
 \text{Hours}
 \end{array}
 \times
 \begin{array}{r}
 \text{Term} \\
 \text{length} \\
 \text{multiplier}
 \end{array}
 = \frac{\quad}{525}$$

Calculate Weekly Student Contact Hours

(Total hours of instruction + Instructor contact hours + outside-of-class hours as noted in the approved course outline of record (COR)*/54 = $(30 + 15 + 60)/54 = 1.94$

**Per the CCCCCO's Noncredit Attendance Accounting & Accountability Zoom Meeting on 10.21.2020, outside of class hours could reasonably be placed in the DE addendum as the CCCCCO moves toward attendance accounting updates and proposed regulation changes.*

$$\begin{array}{r}
 24 \times \frac{(30 \text{ Hours of instruction} + \\
 15 \text{ Instructor contact hours} + \\
 60 \text{ Outside-of-class hours})}{54} \\
 = 1.94
 \end{array}
 \times
 \begin{array}{r}
 \text{Term} \\
 \text{length} \\
 \text{multiplier}
 \end{array}
 = \frac{\quad}{525}$$

Calculate FTES:

Average Census x WSCH factor x 17.5 and divide that by 525.

$$\begin{array}{r}
 24 \times 1.94 \times 17.5 \\
 \text{(semester)} \\
 \hline
 = 1.55 \\
 \text{525}
 \end{array}$$

SCHEDULED

SCHEDULE CHANGE NOTICE - ONLINE SECTION								
<i>Instructions: Only complete all yellow highlighted cells/areas of this form.</i>								
SEMESTER: [--- 2015SEM, 2015FAN,]								
ACTION <small>Use the online Census tool to Report Change of section of Class or section of Class meeting time.</small>								
SECTION INFO:		Dept. [---]	Section #	Course # [--- YDMS143]	Title	Start Date	End Date	Faculty Name
CHANGE FROM:								
CHANGE TO:								
FUNDING ACCOUNT		INSTRUCTION METHOD:			CODE:			
PARC-Parlier Address REG-Red Hill Ed. Block Grant [---] HCRF-Hesperia College		DINT - Online section LEC - Regular section			DINT			
CENSUS DATE CALCULATION [SRGD]:								
SECTION START DATE:							<i>Required</i>	
SECTION END DATE:							<i>Required</i>	
Total # of DAYS before section Start date & End date [includes Holidays]		1						
Number of instructional days to use to determine Census 1 date [Like 28X of DATE RANGE FOR CENSUS 1] -variable start date plus 28X		1 <i>Days of instruction including PARROW FEED Schedules</i>						
ENTER Number of HARBATED Holidays between ABOVE Dates:		1/0/00					1/1/1900	
Adjusted CENSUS1 date after removing HARBATED SCHEDULES FINAL CENSUS 1 DATE [should not be a Holiday, Sat or Sun date]		Sunday, January 3, 2000						
Number of instructional days to use to determine Census 2 date [Like 28X of DATE RANGE FOR CENSUS 2] -variable start date plus 28X		1 <i>Days of instruction including PARROW FEED Schedules</i>						
ENTER Number of HARBATED Holidays between ABOVE Dates:		1/0/00					1/1/1900	
Adjusted CENSUS2 date after removing HARBATED SCHEDULES FINAL CENSUS 2 DATE [should not be a Holiday, Sat or Sun date]		Sunday, January 3, 2000						
FTES CALCULATION DATA:		COURSE TOTAL HRS [SEPT]:		DAYS [SRGD]:		ESTIMATED OR ACTUAL ENROLLMENT @ CENSUS DATE:		CENSUS STUDENT CONTACT HOURS [based on enrollment]
COURSE CATALOG HOURS [check]		Course 1 [28X]:		17/288		28		10000
10 WEEKS SECTION IS MEETING:		Course 2 [28X]:		17/288		28		10000
WEEKLY CONTACT HOURS [DINT]		[DIV]/#:		Total instructional hours for term [Hours per wk. - outside study hrs. - mtg. with instructor]:		[DIV]/#:		[DIV]/#:
Enter outside study time multiplier [e.g., 1.5, 2]		[DIV]/#:		WSCH FACTOR [- Total Hours for term/54 (an instructional semester):		[DIV]/#:		[DIV]/#:
Outside study hours [DINT]:		[DIV]/#:		Student Contact hour Factor provided by Title 5:		17.58		[DIV]/#:
Meeting hours with instructor		[DIV]/#:		used as enrollment unless 0 - @times of course student contact hours divided by 28		[DIV]/#:		[DIV]/#:
SECTION REGISTRATION INFO [SRGD]		ENTER DATES:						
1st Day of OPEN REGISTRATION for program								
Pre-registration Dates: [-----]		Start	End Date	NOTES:				
Registration Dates: [-----]				Last day to register - 2 day before census 1 of section 1-15-20				
ADD RESTRICTION		1/1/1900	1/1/1900	Withdrawal hours count off our term the past				
PROP RESTRICTION		1/1/1900	1/1/1900					
PRINTED COMMENT FOR ONLINE CLASSES [ASCI] MUST Use a CANVAS account for access to online instruction. Click on CANVAS link on student/workstation MAIN menu to create your account.								
Additional Comments								
ADMINISTRATOR USE OF								
Special Instructions:		ENTER HERE						
Approved by:		ENTER HERE						



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$$FTES = \frac{\text{Average \# of students at census} \times \text{WSCH factor} \times 17.5}{525}$$

Course information

How many hours in the COR? ← Enter total hrs in COR

How many outside study hours per 1 instructional hour (COR x1, 2, or 3)? ← Enter 1, 2 or 3...

Total outside study hours: 0

Total Instructional + outside study hours: 0

How many weeks does the class meet?

How many hours of meeting with instructor per week? ← Enter # of meeting with instructor hrs/week based on course's DE addendum

Total meeting with instructor hours: 0

How many students at census 1? ← Enrollment assumption

WSCH FACTOR (Hrs / 54): 0.00

	100% retention	80% retention	60% retention	40% retention	20% retention	10% retention	0% retention	Customed
Number of students at Census 2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0
Census 1 Contact Hrs	0	0	0	0	0	0	0	0
Census 2 Contact Hrs	0	0	0	0	0	0	0	0
FTES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
FTES * \$5072	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

← Enter # of students at census 2

When is the 1st day of class?

↑ Enter mm/dd/yy

1st census date (1/5 of term)	Saturday, January 0, 1900
# of days to 1 st census from 1 st day of class	0
2nd census date (3/5 of term)	Saturday, January 0, 1900
# of days to 2 nd census from 1 st day of class	0

Highest CEFA rate/ hr	2018/2019 Cost of CEFA/hr with benefits	Whole COR Cost
\$57.00	\$70.50	\$0.00
Highest overload rate/hr		Whole COR cost
\$75.00		\$0.00
Course LHE		
0.00		

Distance Education Assignment Addenda



Santiago Canyon College

8045 East Chapman Ave. • Orange, CA 92869-4512 • (714) 628-4900 • Fax: (714) 628-4723 • scollege.edu

Orange Education Center

1465 N. Batavia Street • Orange, CA 92867-3504 • (714) 628-5900 • Fax: (714) 628-5909 • scollege.edu

What happens here matters.

DATE:
TO:
FROM:
SUBJECT: Distance Education (DE) Assignment Addendum for Fall 2020

Online Schedule and Hours:

Course	Title	Start Date	End Date	(O) or (RB)	RB Live Zoom Day/Time	Contact Hours	Weekly Hours
VMED-091-91735	Medical Billing	08/31/20	12/18/20	Remote Blended (RB)	Wednesdays: 9/2, 9/16, 9/30, 10/14, 10/28, 11/12, 12/2, 12/16 5:00PM – 7:00PM	15 weeks = 60 hours per semester Instructor In-Class: 60 hours Student Out-of-class: 120 hours	4 hours per week
Flex Obligation:							0 hours

(*One hour of a regular teaching assignment equals 1.5 factored hours.)

Registration Add/Drop Restriction Dates:

* Please note that this class is NOT open entry/open exit. Final day to add the class will be September 23, 2020.

ADD RESTRICTION PERIOD:	9/22/20	12/18/2020	Students and Faculty cannot add class(es) during this period.
DROP RESTRICTION PERIOD:	9/22/20	12/18/2020	Students and Faculty cannot drop class(es) during this period.

Census Dates:

There are two census dates. If students have not participated prior to each of the census dates, they will need to be dropped. Please contact Daniel Oase or Jorge Saucedo-Daniel if you need further clarification on the drop procedures.

Census 1 (20%):	9/23/20	Must drop students by 9/22/20 @ 11:59PM
Census 2 (60%):	11/6/20	Must drop students by 11/5/20 @ 11:59PM

PRESIDENT: John C. Hernandez, Ph.D.
RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES: Claudia C. Alvarez • Arianna P. Barrios • John R. Hanna • Zeke Hernandez
Lawrence "Larry" R. Labrado • Nelida Mendoza • Phillip E. Yarbrough
CHANCELLOR: Marvin Martinez



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What happens here matters.

Contact Hours:

There is no daily attendance taken with online classes. Attendance is automatically generated through Datatel at each of the two census dates. In lieu of attendance collection, online instructors must keep an accounting of their in-class and out-of-class contact hours. To assist with the accounting of out-of-class hours, instructors need to provide students with a description of the outside hours. This form does not need to be an hour-by-hour listing of activities, but must include all hours. For example, if you have an outside of class activity such as build a website, research a project, watch a video, etc., you can list the activity and the number of hours (on average) it will take to complete it. Please see the example provided below.

➔ The hours of outside study time is due on your canvas shell by the first class meeting. Please send a screenshot of your CANVAS page with the Outside Hours to Jorge Saucedo-Daniel by June 1.

Assignment	Study time
Final project: 4 social media platforms	90
Syllabus	10
Create Facebook Page	10
Researchable social media experience	10
Create twitter account - send tweet	10
Hot Topic Online Tutoring	10
Social media worksheet	10
Quiz 1 study	10
Confferences	10
Quiz 2 study	10
Total	120

➔ Please indicate your acceptance of this assignment by signing and returning this addendum with your summer 2020 assignment letter to Alicia Ayers, CWPC within 10 business days of date sent.

Instructor _____ Date _____

PRESIDENT: John C. Hernandez, Ph.D.
RANCHO SANTIAGO COMMUNITY COLLEGE DISTRICT BOARD OF TRUSTEES: Claudia C. Alvarez • Arianna P. Barrios • John R. Hanna • Zeke Hernandez
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CHANCELLOR: Marvin Martinez



Important Information for Faculty

Online Schedule and Hours:

Course	Title	Start Date	End Date	(O) or (RB)	RB Live Zoom Day/Time	Contact Hours	Weekly Hours
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						Flex Obligation:	0 hours

Registration Add/Drop Restriction Dates:

* Please note that this class is NOT open entry/open exit. Final day to add the class will be September 22, 2020.

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

Census Dates:

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Census 2 (60%):	11/6/20	Must drop students by 11/5/20 @ 11:59PM

Contact Hours:

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Account

Dashboard

Courses

Groups

Calendar

Inbox

Commons

Help

☰ VBUS014#81368 Online(1/22/20 - 5/22/20) > Pages > Hours of outside study time

Spring 2020 Continuing Ed.

View All Pages

✔ Published

✎ Edit

⋮

Home

Announcements

Assignments

Discussions

Grades

People

Pages

Syllabus

Outcomes 

Quizzes

Modules

NetTutor Online
Tutoring

Conferences 

Collaborations 

Files 

Settings

Hours of outside study time

Below is a breakdown of how many hours of outside study time you may spend on each assignment. The amount of time actually spent could vary depending on your background knowledge. The estimate below assumes you have no experience with any of these topics.

Assignment	Study time
Final project: 4 social media platforms	60
Create Facebook Page	10
Memorable social media experience	10
Create twitter account - send tweet	10
Social media worksheet	10
Quiz 1 study	10
Quiz 2 study	10
Total	120

◀ Previous

Next ▶



Face-to-Face Support Classes

A graphic for the Canvas Support Lab. It features a dark blue background with a white laptop, a smartphone, and a yellow highlighter. Below the graphic is the Santiago Canyon College logo and the text "DIVISION OF CONTINUING EDUCATION" and "What happens here matters." The main title "CANVAS SUPPORT LAB" is in large, white, bold letters. Below the title, it says "For students registered in noncredit online classes". At the bottom, it lists the location, address, days, times, and dates of the support lab.

Santiago Canyon College
DIVISION OF CONTINUING EDUCATION
What happens here matters.

CANVAS SUPPORT LAB

For students registered in noncredit online classes

Where: College and Workforce Preparation Center
Address: 1572 N. Main St. Orange, CA 92867
Days: Tuesdays and Thursdays
Times: 3:00 - 6:00 PM
Dates: January 14 - May 22, 2020

Come by for friendly face-to-face Canvas support



**Santiago
Canyon
College**

What happens here matters.

Angela Guevara

Faculty Coordinator, Program for Adult with Disabilities
& Distance Education
SCC Division of Continuing Education

Regular and Substantive Interaction (RSI)

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.



Regular Effective Contact

- Instructor initiates numerous interactions with all students, individually and collectively
- Student should have multiple opportunities to ask questions and receive answers from instructor
- Course should be designed to include activities that require students to regularly interact with each other
- Each District/College will define “regular effective contact”
- How to achieve regular effective contact is included in the DE Addendum for each course



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Title 5, Section 55204. Instructor Contact

Regular Effective Contact - Examples

Instructor - Student Contact

- Announcements
- Feedback on Discussion Questions
- Feedback on individual assignments
- Emails
- Phone calls
- Conferzoom – real time communication

Student – Student Contact

- Replies to Peer’s Discussion Questions
- Group work
 - Review sessions
 - Assignments
- Conferzoom – real time communication
 - Breakout rooms



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Title 5, Section 55204. Instructor Contact



SANTA ANA
COLLEGE

Jose Lopez Mercedes, M.A.

Faculty Coordinator, Professional Development &
Distance Education

SAC School of Continuing Education

Distance Education Certifications for Santa Ana College

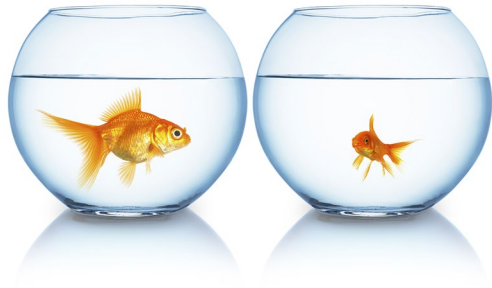
Pre-requisites:

1. Canvas Bronze Certification
2. Canvas Silver Badge
3. SAC Accessibility Training
4. Video Creation Course

Online Teaching Certification:

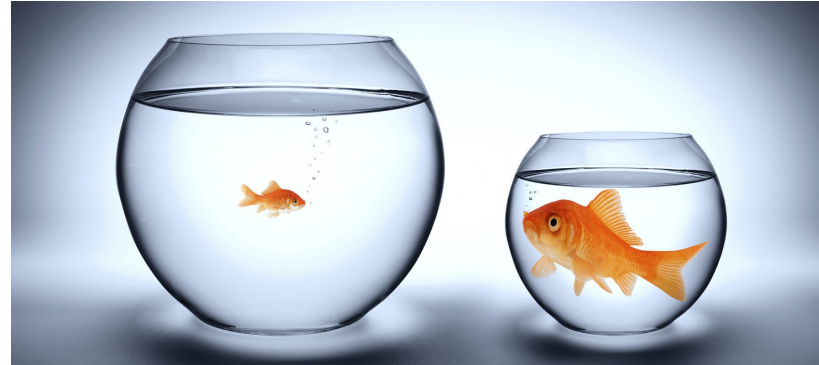
1. Santa Ana College Online Teaching Certification – Online Education Standards & Practices (OTC-OESP) - 120 hr-training during 10 wks
2. Completion of the California Community College @One Online Teaching Certification OESP within the last two years from @ONE

The expectations and Reality of Professional Development



- **Expectations**

- One size fits all!
- Let's certify all faculty!



- **Reality**

- Faculty at various tech levels
- Instructor Support Labs- accessibility, Canvas tools, ConferZoom
- Limitations of resources, and OTC facilitators
- Different OTC certifications e.g. Santiago Canyon College
- Time



SANTA ANA
COLLEGE

Merari L. Weber, Ed.D.

Faculty Coordinator, ESL/Guided Pathways
SAC School of Continuing Education



SANTA ANA COLLEGE
School of Continuing Education

Onboarding Our Students

Welcome to the Virtual Welcome Center

How can we help?



I Need Help With Registration.

[Get Support](#)



I Want To Talk With A Counselor.

[Connect Now](#)



I Need Help Connecting With My Teacher.

[Get Support](#)



I Want To Learn About Student Resources.

[Learn More](#)



I Want To Learn How To Use Canvas.

[Get Support](#)



I Need My SAC Email Address.

[Get Support](#)



I Need My Student Number/Webadvisor ID

[Get Support](#)



I Want To Access Microsoft 365.

[Learn More](#)

Welcoming Students to My Class

Section Number: 92618

Instructor Name: Dr. Merari L. Weber

WELCOME



to ESL 304!

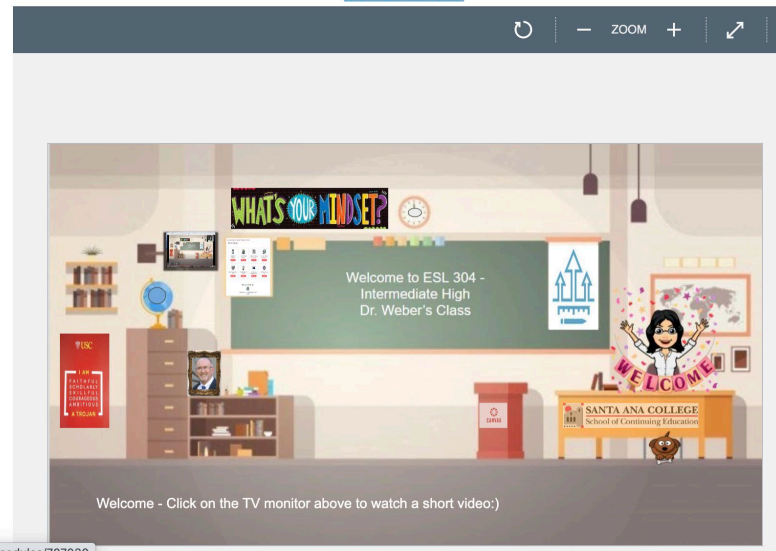
Course Info	Resources	Module 1	Module 2	Module 3	Module 4
Module 5	Module 6	Module 7	Module 8	Module 9	Module 10
Module 11	Module 12	Module 13	Module 14	Module 15	Module 16

Not Sure Where to Start?

Click the [Course Info](#) button above!

[ESL 304 - Int High \(Fall 2020\)](#)

[Minimize File Preview](#)



rses/56899/modules/707030

The Expectations & The Reality

Students, Schools, & Technology - Student Reading

Hello class,

This is your opportunity to show me that you have understood the pronunciation of the -s/-es. For this assignment, take a look at the following PowerPoint presentation. You will need to read the slides that are on the presentation and record yourself reading the information. You will be using a Flipgrid to share your reading with me and your peers. Ready? In the area where it says, "Looking to join your discussion? Enter a Join Code!" Enter our Flipgrid code: [REDACTED]









Here is the PowerPoint:

[PronunciationPracticeStudents, Schools, and Technology](#) 

I look forward to hearing your reading.

Join Code: [REDACTED]

Responses (4) [Print QR Codes](#) [Export Data](#)

<input type="checkbox"/> Actions	Name	Date	Feedback
<input type="checkbox"/>	 [REDACTED] 5 views	Sep 22, 2020	- Active <input type="text" value="Actions"/> 
<input type="checkbox"/>	 [REDACTED] 11 views	Sep 21, 2020	- Active <input type="text" value="Actions"/> 
<input type="checkbox"/>	 [REDACTED] 18 views	Sep 15, 2020	- Active <input type="text" value="Actions"/> 
<input type="checkbox"/>	 [REDACTED] 20 views	Sep 14, 2020	- Active <input type="text" value="Actions"/> 

CONTACT INFORMATION

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lopezmercedes_jose@sac.edu

Merari Weber, Ed.D.

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weber_merari@sac.edu