



ALAMO COLLEGES DISTRICT
St. Philip's College

Distance Education Identification Report

A Descriptive Analysis of Distance Education Trends
St. Philip's College
from Fall 2015 through Spring 2019

November 1, 2019

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Introduction

The purpose of the Distance Education Identification Report is to provide information for various internal and external constituencies regarding trends in the growth of online and hybrid courses, specifically trends in student online enrollment, online enrollment in dual credit and early college high school courses, online course sections, distance learning certified faculty, student success, and support for students. In addition, this report illustrates the percentage of distance education courses within each academic program. This report focuses on distance education courses at St. Philip's College offered in Fall 2015 through Spring 2019 semesters.

This report provides descriptive, quantitative data on online and hybrid courses, in addition to St. Philip's College student duplicated enrollment and trends. As part of its preparation for the SACS-COC 2015 On-Site visit and the SACS-COC 2016 Special Committee visit, St. Philip's College conducted a four-phase process: Identification, Assessment, Awareness and Continuous and Customized Improvement based on findings.

First, the institution identified distance education courses, followed by a descriptive assessment on courses identified. The Awareness phase then allowed the institution to share the identification and descriptive assessment of data with internal and external St. Philip's College constituencies. Lastly and most importantly, data reviewed in this report allowed for customized improvement in each educational program and division.

This report has been updated to reflect current trends through Spring 2019, as well as updated information related to distance education at St. Philip's College.

I. Identification

A. Distance Education Course Enrollment and Student Success

This report describes online and hybrid course enrollment, success rates, and number of course sections offered each semester starting with Fall 2015 and concluding in Spring 2019. The Office of Institutional Planning, Research and Effectiveness provided the data described in this report, unless otherwise noted. Appendix A lists definitions of terms used in this report. Appendix B illustrates the Institutional Summary Form that lists all educational programs that are available 25-49% online, greater than or equal to 50% online, or 100% online.

B. Institutional Memberships

In order to stay abreast of current trends and regulations in distance education, St. Philip's College maintains institutional memberships in the National Council for State Authorization Reciprocity Agreements (NC-SARA), the Online Learning Consortium (OLC), and the Instructional Technology Council (ITC).



As a member of NC-SARA, St. Philip’s College ensures that it meets requirements related to students who reside outside of Texas and who are enrolled in our online courses. The college submits annual reports to NC-SARA with the number of out-of-state students enrolled in our online classes.

The following excerpt is from the Southern Regional Education Board, the regional education compact that includes Texas.

“In 2010, the U.S. Department of Education articulated that each state is responsible for authorizing education offered to its residents from institutions outside the state. This reminder of state law had major implications: institutions of higher education would have to continue expensive and time-consuming processes to request authorizations for each state and states faced the prospect of requests from thousands of institutions.

Accreditors, government agencies and higher education organizations have developed a nationwide reciprocity agreement to address these challenges.”



As a member of OLC, St. Philip’s College has access to up-to-date and high-quality faculty and staff development resources such as webinars, courses, publications, and conferences related to distance education. The following is an excerpt from the organization’s web site.

“The Online Learning Consortium (OLC) is the leading professional organization devoted to advancing quality online learning by providing professional development, instruction, best practice publications and guidance to educators, online learning professionals and organizations around the world. OLC is a key factor in the transformation of the e-Education field. Through our conferences, quality learning opportunities, and tools for individual and institutional success we have been a part of this swift growth.”



As a member of ITC, St. Philip’s College has access to professional development, collaborative opportunities, research, and innovative practices in distance education. ITC is an affiliated council of the American Association of Community Colleges (AACC). ITC also tracks federal legislation that affects distance learning and conducts annual professional development meetings.



St. Philip’s College is also a participant in the Virtual College of Texas (VCT). As a provider college in VCT, the college provides online classes to students in other community colleges in Texas. Students enroll through their home institution, called the host college. The students’ home college awards the credits.



Additionally, several faculty and staff are members of the Texas Distance Learning Association (TxDLA) and participate in annual conferences, webinars, or professional development programs.

C. College Rankings



SR Education Group named St. Philip's College # 9 with the 2019 Best Online Community Colleges in Texas. Eligible schools were ranked according to their scores, and scores were calculated according to an internal formula that incorporates retention rate, online enrollment percentage, and the number of online associate degrees offered. Some schools do not report retention rate, so for those schools, graduation rate was used instead. Graduation rate or retention rate was weighted most highly in order to ensure that the rankings highlight the schools whose students are most likely to earn a degree.



Additionally, TheBestSchools.org, a member of the National Association for College Admission Counseling, has ranked the college's Associate of Applied Science in Information Technology Cybersecurity Specialist as number eight (8) in the nation. The organization states, the program "prepares students to meet the ever-changing nature of digital threats. The National Security Agency and the Department of Homeland Security have reaffirmed St. Philip's College as a National Center of Academic Excellence in Cyber Defense Two-Year Education. This designation covers academic years 2014 through 2020.



SPC was named #11 at Best Colleges.com for having "the best online art programs." Quality online art programs being considered by students should be accredited and affordable while giving art students the tools and knowledge they need for success in the academic world and beyond graduation. We have ranked the top online art degree programs based on our measured and comprehensive methodology to help students interested in studying the arts find the best online art degree programs in the nation.

D. Distance Learning Compliance

In order to facilitate maintaining compliance with distance education aspects of SACSCOC accreditation, the college established a Distance Learning Compliance Committee composed of faculty and staff and co-chaired by the Director of Teaching with Technology and the Dean for Academic Success whose division includes the Center for Distance Learning. The committee meets several times a year to review the status of online enrollments, programs, technology, online student support, and online faculty development.

E. Center for Distance Learning

The college's Center for Distance Learning mission is to provide services and support to online students. The center includes a Coordinator, a Distance Learning Support Specialist, and part-time staff. These staff members oversee an open computer lab, as well as online resources. They support students by email, by phone, or in person. The center also manages and facilitates the Orientation to Online Learning (OLRN) course required of all students who are new to online learning.

II. Data Analysis/Assessment

A. Number of Distance Education (DE) Students

St. Philip’s College experienced a slight decrease of 6% in the number of distance education students from Fall 2017 (6,789) to Fall 2018 (5,991) and an increase of 3% from Spring 2018 (6,542) to Spring 2019 (7,207).

This trend is also reflected in the percentage of distance education students compared to the total number of students by semester. From Fall 2016 to Fall 2017, the percentage of students taking at least one distance education course decreased slightly by 2.9% from 42.8% to 39.9% and from Spring 2018 to Spring 2019, there was an increase of 2.19%, from 44.17% to 46.63%.

These trends are illustrated in Table 1. The total number of students taking distance education courses (online or hybrid) has been close to or at 50% of the total student population since Fall 2015 with a decrease in Fall 2018.

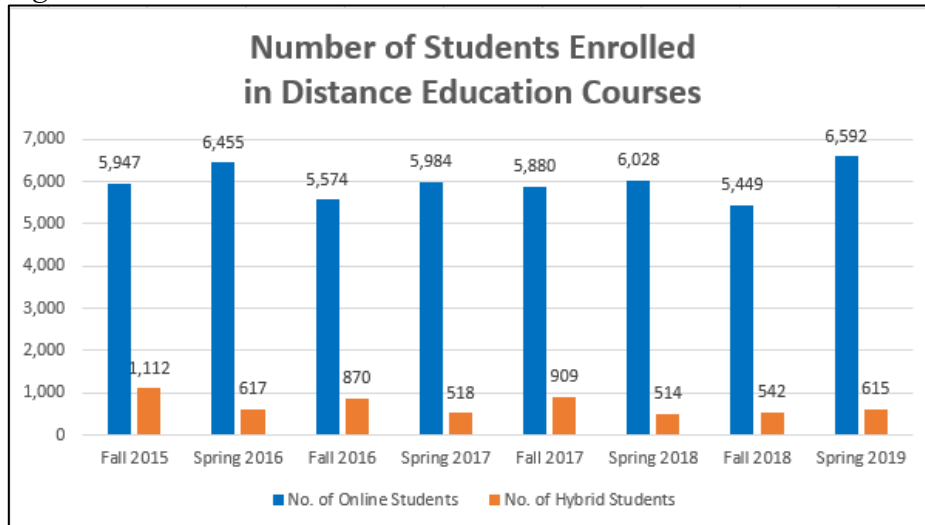
Table 1 – Number of Distance Education Students

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
No. of Online Students	5,947	6,455	5,574	5,984	5,880	6,028	5,449	6,592
No. of Hybrid Students	1,112	617	870	518	909	514	542	615
Total Number of DE Students	7,059	7,072	6,444	6,502	6,789	6,542	5,991	7,207
Total Students Enrolled	12,826	12,891	13,275	13,314	13,712	13,648	13,657	14,137
DE Students as Percent of Total	55%	55%	49%	49%	50%	48%	44%	51%

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2019, uncertified

Figure 1 illustrates the number of students taking distance education courses each semester starting with Fall 2015.

Figure 1 – Student Enrollment



Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2019, uncertified

B. Duplicated Enrollment in Distance Education Courses

Table 2 illustrates enrollment by semester and compares distance education enrollment to total college enrollment. When compared to total college enrollments, there is an upward trend in the percentage of distance education enrollments. From Fall 2017 to Fall 2018, the percentage of distance education enrollments had a significant increase of 5.95% from 29.8% to 35.75% and from Spring 2018 to Spring 2019, there was an increase of 2.04%, from 32% to 34.04%.

Table 2 – Distance Education Enrollment (Duplicate Count)

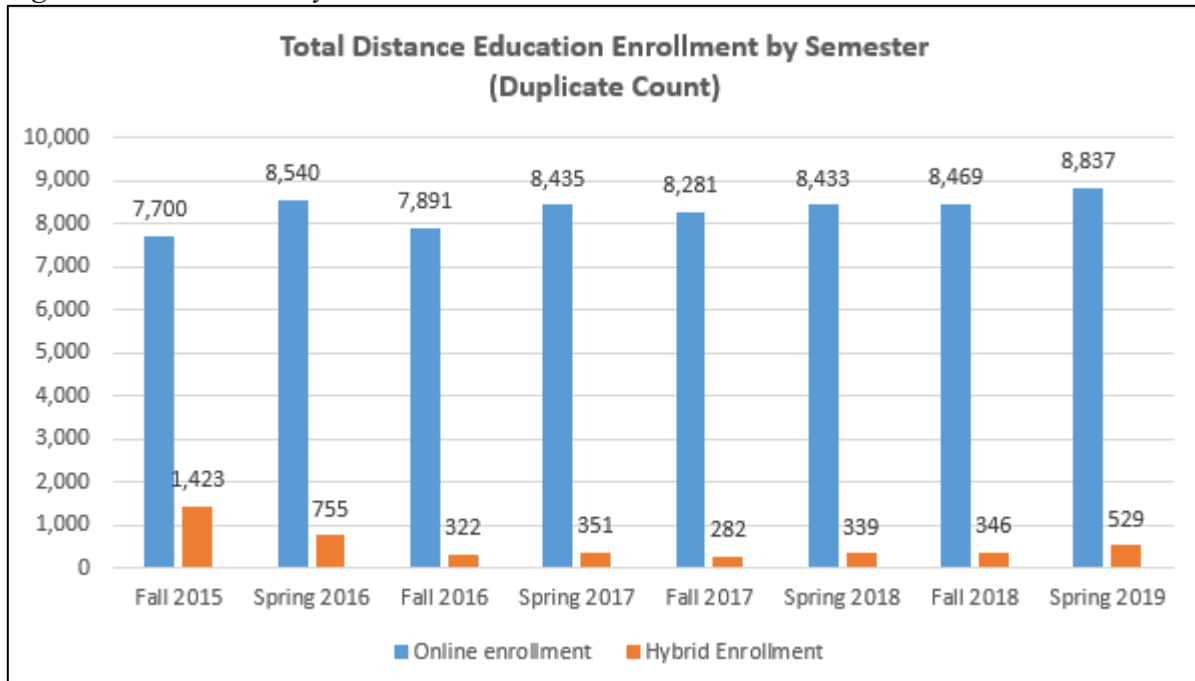
	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Online enrollment	7,700	8,540	7,891	8,435	8,281	8,433	8,469	8,837
Hybrid Enrollment	1,423	755	322	351	282	339	346	529
Total DE Enrollments	9,123	9,295	8,213	8,786	8,563	8,772	8,815	9,366
Total Enrollments	24,231	22,581	27,118	22,486	28,759	27,445	24,652	27,508
Percent DE Enrollments of Total	37.70%	41.20%	30.30%	39.10%	29.80%	32.00%	35.75%	34.04%

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2019, uncertified

As illustrated in Figure 2, duplicated online enrollment increased from 8,281 in Fall 2017 to 8,469 in Fall 2018. From Spring 2018 to Spring 2019, duplicated online enrollment increased. Duplicated hybrid enrollment increased significantly from Fall 2017 (282) to Fall 2018 (346). From Spring 2017 to Spring 2018, hybrid enrollment increased significantly.

Figure 2 illustrates the number of enrollments in distance education courses each semester starting with Fall 2015.

Figure 2 – Enrollment by Semester



Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2019, uncertified

C. Dual Credit and Early College High School Enrollment

Dual Credit (DC) and Early College High School (ECHS) students can also enroll in online courses during the Fall and Spring semesters, but they cannot enroll in hybrid courses. A comparison between Dual Credit and Early College High School online enrollment is shown in Table 3 and in Figure 3. Dual Credit enrollment decreased slightly from 767 in Fall 2017 to 736 in Fall 2018. During this same period, Early College High School enrollment increased from 252 to 448, an increase of 43.75%. Spring 2017 to Spring 2018 enrollments also increased, by 9.36% for Dual Credit enrollment and by 67.6% for Early High School enrollment.

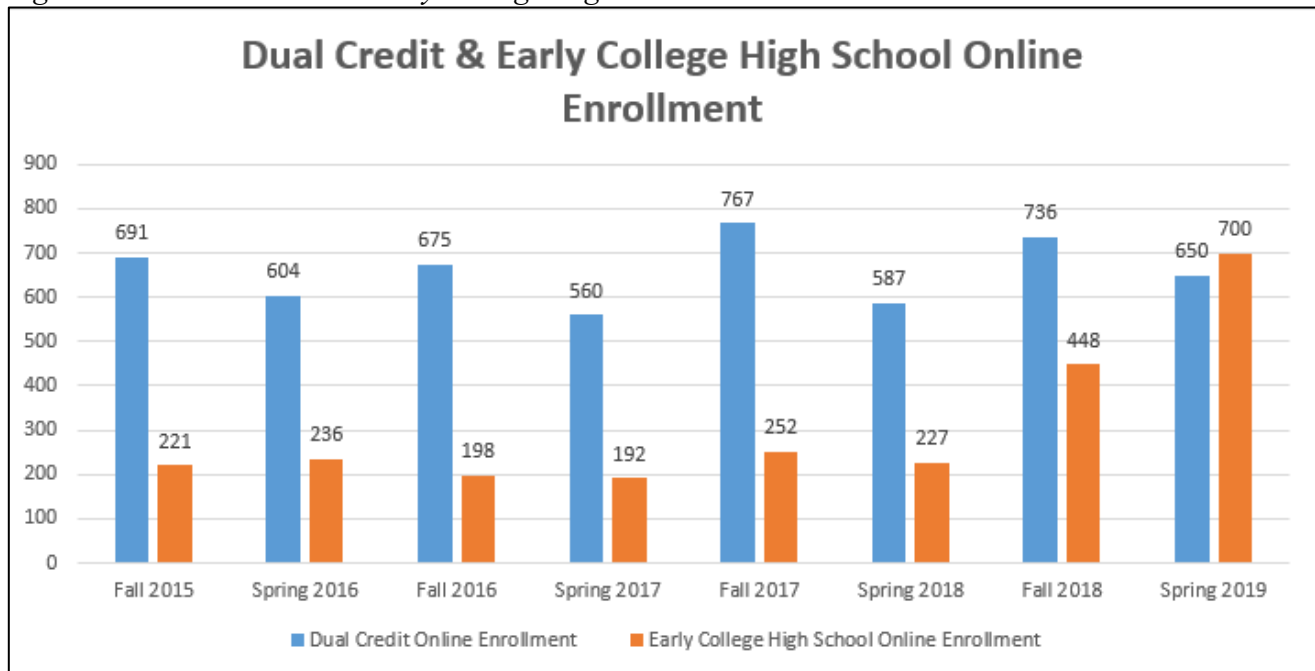
Table 3 – Dual Credit and Early College High School Online Enrollment

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Dual Credit Online Enrollment	691	604	675	560	767	587	736	650
Early College High School Online Enrollment	221	236	198	192	252	227	448	700

Source: Dual Credit Office. Daily Argos Report, 2019, uncertified

Figure 3 illustrates the trend in the number of high school students enrolling in online courses from Fall 2015 through Spring 2019.

Figure 3 – Dual Credit and Early College High School Online Enrollment



Source: Dual Credit Office. Daily Argos Report, 2019, uncertified

D. Orientation to Online Learning (OLRN)

The Orientation to Online Learning (OLRN) course helps students prepare to take online courses by providing them with an overview of the Canvas Learning Management System as well as techniques and resources that will help them be successful online learners.

The Center for Distance Learning staff manage OLRN courses and respond to all inquiries from students and faculty. Each semester several OLRN course sections are made available. Students register for the free, non-credit OLRN 0001 course the same way as they register for any other course. In previous semesters, students would receive a certificate once they completed the course and they would then provide the certificate to their instructor. The need for a certificate was eliminated in Fall 2016 and now the grade students receive for completing the OLRN course is used to automatically update the course rosters in the Banner system. Faculty can easily check their respective course rosters to see if students have successfully completed the OLRN course.

As illustrated in Table 4, the number of students enrolled in the OLRN 0001 course increased steadily over the last few years but rose dramatically in Spring 2016 when the Vice President of Academic Success made it mandatory for all students new to distance education. From Fall 2017 to Fall 2018, the number of students enrolled in OLRN increased by 4.1% from 2,353 to 2,456. From Spring 2018 to Spring 2019, the number of students enrolled in OLRN decreased by 8.7% from 1,634 to 1,491 students. Appears to be an increase in the Fall and a decrease in the Spring.

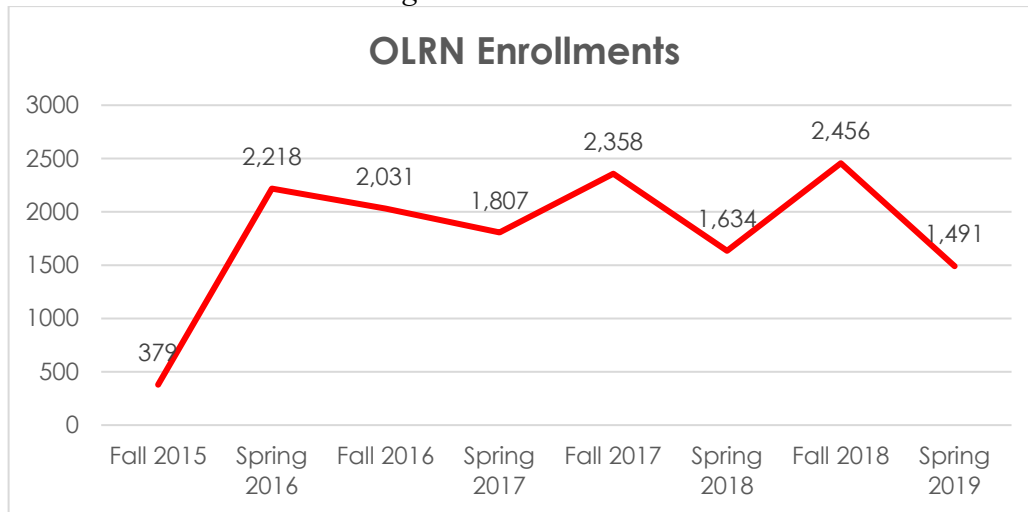
Table 4 – Orientation to Online Learning Enrollment

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
OLRN Enrollments	379	2,218	2,031	1,807	2,358	1,634	2,456	1,491

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2019, uncertified

Figure 4 depicts enrollment trends in the OLRN course.

Figure 4 – Orientation to Online Learning Course Enrollment

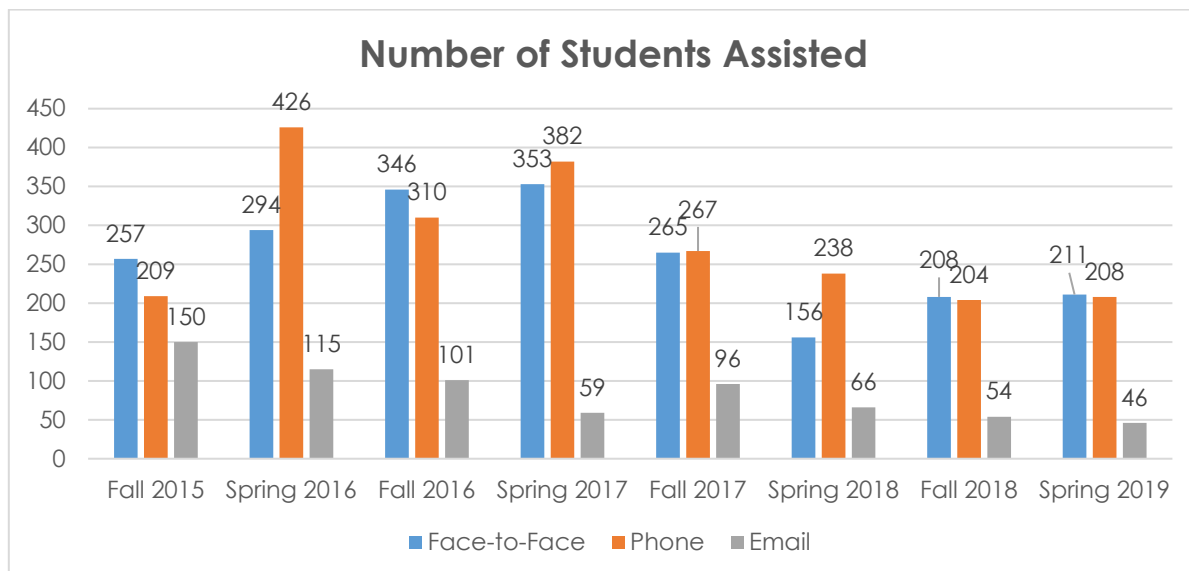


Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2019, uncertified

E. Student Support through the Center for Distance Learning

The Center for Distance Learning supports students taking online, hybrid, and face-to-face classes. Students can get assistance on using Canvas, accessing their courses, updating their devices to connect to college email, submitting assignments, contacting their instructors and much more. Figure 5 illustrates the number of instances of assistance provided by center staff.

Figure 5 – Students Assisted by Center for Distance Learning



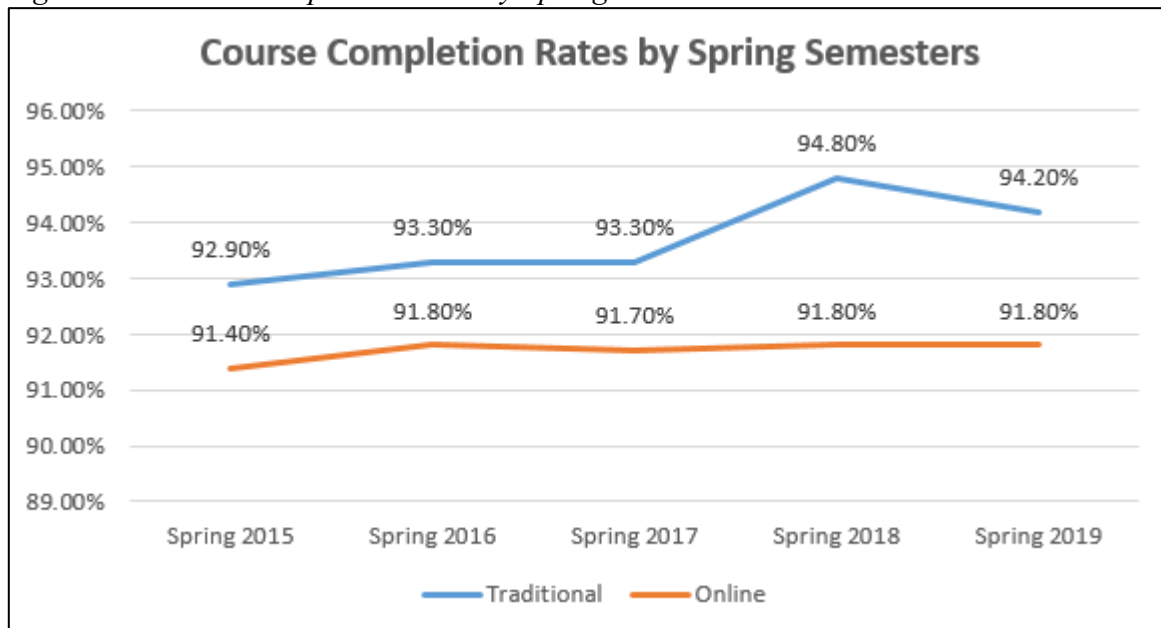
Source: Center for Distance Learning, Student Assistance Records, 2019

F. Student Success – Retention and Completion

The Center for Distance Learning tracks trends in completion rates and successful completion rates of online students. Completion rates reflect students who did not drop from a course, whereas successful completion rates reflect students who completed a course with a passing grade. A comparison of completion rates of traditional (non-distance education) students and online students from Spring 2015 through Spring 2018 is illustrated in Figure 6.

Figure 6 reveals no significant changes in Spring course completion rates for online from 2015 through 2019. However, there was a significant difference between traditional and online student completion rates in Spring 2018 due mainly to an increase in the completion rate in traditional courses from 2017 to 2018 while the completion rate for online students remained the same. The gap was 1.6% in Spring 2017 compared to 3.0% in Spring 2018.

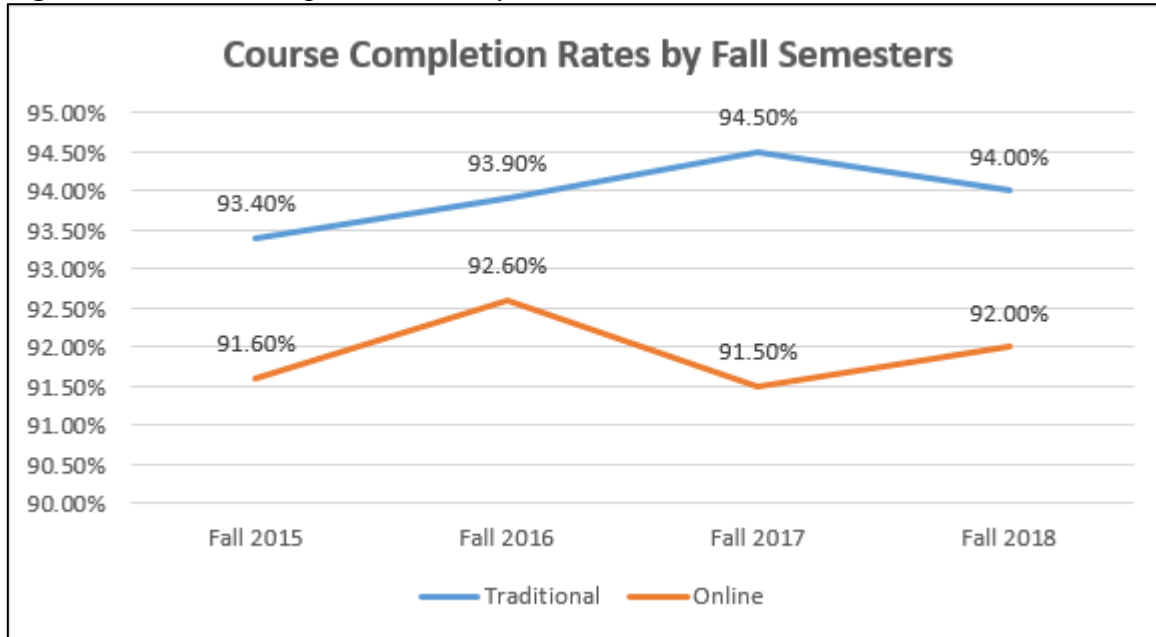
Figure 6 – Course Completion Rates by Spring Semesters



Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2019, uncertified

Figure 7 illustrates the course completion rates for Fall semesters. Figure 7 shows there was an increase in the gap of Fall 2017 course completion rates between traditional courses and online courses compared to the previous year. The gap increased from 1.3% in Fall 2015 to 3% in Fall 2017. The gap decreased to 2% in 2018.

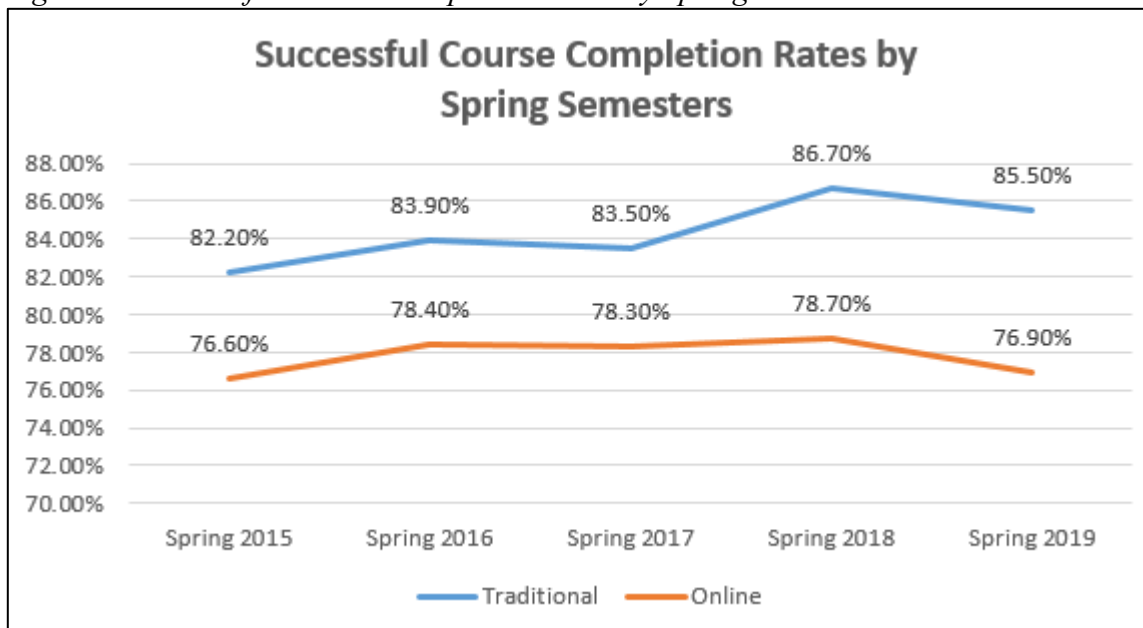
Figure 7 – Course Completion Rates by Fall Semesters



Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2018, uncertified

Successful completion rates reflect students who completed a course with a passing grade. Spring semester successful completion rates are illustrated in Figure 8. This figure shows that the gap of successful completion rates between online and traditional students remained essentially the same from Spring 2015 through Spring 2017. Then while the successful completion rate for online students did not significantly change from Spring 2017 to Spring 2018, the rate for traditional students increased. Hence, the gap between traditional and online successful completion rates grew to 8% in Spring 2018. Both the online and the traditional dropped in Spring of 2019 and there was a difference of 8.9%.

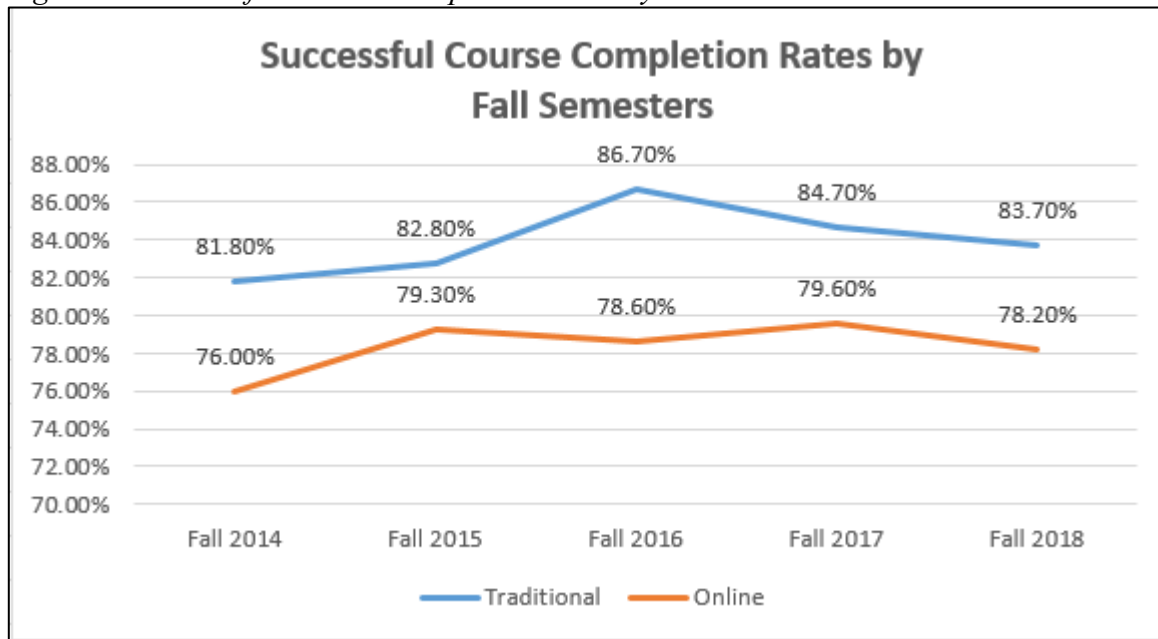
Figure 8 – Successful Course Completion Rates by Spring Semesters



Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2019, uncertified

Additionally, in Fall 2016 the difference between successful completion rates of traditional and online students increased to 8.1% and then decreased to 5.1% in Fall 2017. Fall 2018 there was a difference of 5.5%.

Figure 9 – Successful Course Completion Rates by Fall Semesters



Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2018, uncertified

G. Faculty Data

The number of faculty trained to teach online or hybrid courses also continues to grow each semester. Currently St. Philip’s College has 112 full-time faculty members and 82 adjunct faculty trained to teach online or hybrid courses as illustrated in Table 5. The Instructional Innovation Center trains and certifies faculty to teach in a distance education format. Certification is a requirement for faculty to be able to teach online and hybrid courses and consists of an online course and hands-on workshops that cover pedagogy and best practices for teaching online. Participants also learn how to use the Canvas learning management system. They are required to create their own course content according to program guidelines and they present their course before a panel that includes their department chair, experienced online faculty and training facilitators. The Center trains anywhere from 10 to 15 faculty each semester.

Table 5 – Faculty Certified to Teach Online

	Current Total Faculty	Number of Faculty Certified to Teach Online or Hybrid Courses	Percent Certified
Fulltime Faculty	184*	112**	60%
Adjunct Faculty	364*	82**	22%

*Daily Argos Report, 2019, uncertified

**Source: Instructional Innovation Center, Spring 2019

H. Course Sections

Distance education course sections, as illustrated in Table 6, had a slight increase in the number of sections from Fall 2017 (402) to Fall 2018 (407). In addition, from Spring 2016 to Spring 2019, the percentage of distance education course sections in comparison to all course sections remained the within 1%. The majority of the distance education course sections are comprised of online course sections. In Spring 2018, St. Philip’s College had 393 online sections compared to 57 hybrid course sections.

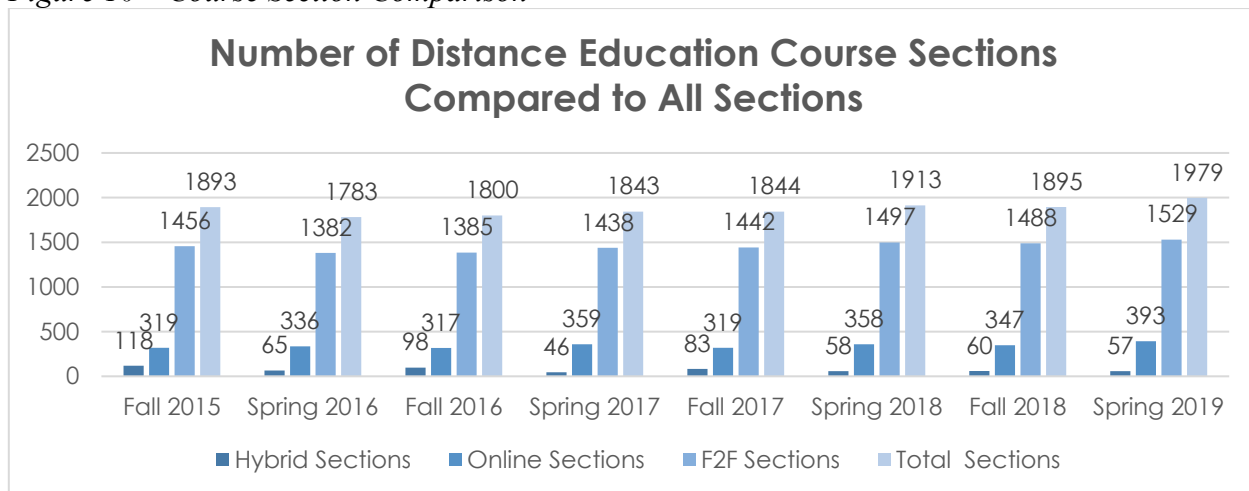
Table 6 – Number of Distance Education Course Sections

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Number of Online Sections	319	336	317	359	319	358	347	393
Number of Hybrid Sections	118	65	98	46	83	58	60	57
Total Distance Education Sections	437	401	415	405	402	416	407	450
Number of F2F	1,456	1,382	1,385	1,438	1,442	1,497	1,488	1,529
Total Number of Sections	1,893	1,783	1,800	1,843	1,844	1,913	1,895	1,979
Distance Education Percent of Total	23.1%	22.4%	23%	21.9%	21.8%	21.7%	21.4%	22.5%

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2019, uncertified

Figure 10 provides a visual comparison between the number of distance education sections and the overall total number of course sections for St. Philip’s College.

Figure 10 – Course Section Comparison



Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2019, uncertified

I. Online Educational Programs

As more courses are offered online, the number of credits available online in each educational program has increased as well. St. Philip’s College now has 21 educational programs that can be completed 100% online, as well as, 6 educational programs that can be completed 50% or more online.

III. Awareness

The Awareness step allows St. Philip's College to share the identification and descriptive assessment of data with all internal and external SPC constituencies. This updated report will be shared at all internal St. Philip's College leadership meetings to include Cabinet meetings, Division meetings, Leadership Council meetings, Faculty Senate meetings, Staff Senate meetings, Curriculum Committee meetings and Chair Academy sessions, as well as, with the College Distance Education Compliance Committee. Internal dissemination and presentation of the findings will include all internal constituencies to include both academic and non-academic areas/divisions. This report will also be shared at all external venues as well. Some of these include, but are not limited to, dissemination at local, state, regional and national conferences.

IV. Improvements

The Center for Distance Learning and the Instructional Innovation Center, in conjunction with distance education faculty and the Distance Education Compliance Committee, will use the data presented in this report to recommend possible improvements in how we support online students. This will help ensure that the institution is meeting its responsibility of providing the same level of student support to online students as it does to face-to-face students. Recommendations for improvements may also be made to how we train and prepare faculty to teach online courses.

Summary

Distance education is a significant part of the academic landscape at St. Philip's College and there continues to be a need to monitor all aspects of distance education as they relate to SACS-COC requirements to ensure we remain in compliance. The Distance Education Compliance Committee, along with the staff of the Center for Distance Learning, the Instructional Innovation Center, and the Office of Institutional Planning, Research and Effectiveness, will ensure distance education is regularly and systematically reviewed and that a close-out report is compiled annually and distributed to all associated constituencies. This report will enable the college leadership to track the growth and effectiveness of its distance education programs, to highlight successful programs and to recommend strategies to improve all programs. Student success will also be evaluated to determine areas in which the college can help improve successful completion.

Support for distance education students is crucial for their success, so the Center for Distance Learning will continue providing support services and training opportunities to students. They will also continue efforts to build awareness of the Orientation to Online Learning course. Additionally, the Instructional Innovation Center will continue providing professional development opportunities related to best practices in teaching in a distance education environment. These opportunities will include training for department Chairs and Program Directors to enable them to effectively evaluate online and hybrid courses within their departments.

Appendices

A. Definitions

Completion Rates – The ratio of the number of students completing a course with a grade of A, B, C, D, or F to the total number of students enrolled in a course. (Source: St. Philip’s College Glossary of Terms, September 25, 2015)

Core Curriculum – The Core Curriculum aligns with the Texas Core Curriculum, a 42 Semester Credit Hour (SCH) core curriculum for all undergraduate students in Texas as prescribed by the Texas Higher Education Coordinating Board. (Source: Texas Higher Education Coordinating Board Texas Core Curriculum Rules, 2015)

Core Course - A course that is part of the 2018-2019 St. Philip’s College Core Curriculum. (Source: St. Philip’s College 2018-2019 Core Curriculum Selection List, College Catalog website, Fall 2018), College web site <http://myspccatalog.alamo.edu/content.php?catoid=156&navoid=8903>, Retrieval date August 14, 2019

Distance Education – A formal educational process in which the majority of the instruction (interaction between students and instructors and among students) in a course occurs when students and instructors are not in the same place. Instruction may be synchronous or asynchronous. (Source: SACSCOC Distance and Correspondence Policy Statement, July 2014)

Duplicate Enrollment- Indicates enrollment by the same student in more than one course.

Enrollment data – Data representing the number of students enrolled in each course section. Enrollment data used in this report includes duplicate numbers in that individual students may be enrolled in more than one distance education course section. (Source: The Office of Institutional Planning, Research, and Effectiveness, September 2015)

Hybrid Course – A distance education course in which a majority (more than 50 percent but less than 85 percent) of the planned instruction occurs when the students and instructor(s) are not in the same place. (Source: Texas Higher Education Coordinating Board Distance Education Policies, 2015)

Non-Core Course – A course that is not part of the 2018-2019 St. Philip’s College Core Curriculum. (Source: St. Philip’s College 2018-2019 Core Curriculum Selection List, College Catalog website, Fall 2018)

Online Course – A fully distance education course which may have mandatory face-to-face sessions totaling no more than 15 percent of the instructional time. (Source: Texas Higher Education Coordinating Board Distance Education Policies, 2015, THECB Web site - <http://www.txhighereddata.org> then go to Resources/glossary, retrieval date – August 14, 2019)

Orientation to Online Learning (OLRN) – The OLRN 0001 course is required of all students who are new to online courses. The free, self-paced, online course familiarizes students with the learning management system, Canvas, and presents topics to help students succeed in their online courses. (Source: The 2018-2019 College Catalog Distance Learning page, 2018-2019) <http://mypaccatalog.alamo.edu/content.php?catoid=173&navoid=11011>

Section – A specific course offered for credit. Sections range from one to four semester credit hours (SCH). (Source: St. Philip’s College Glossary of Terms, September 25, 2015)

Successful Completion Rates – The ratio of the number of students completing a course with a grade of A, B, or C to the total number of students enrolled in a course. (Source: St. Philip’s College Glossary of Terms, September 25, 2015)

Traditional Course – A course where 100% of the planned instruction occurs when the students and the instructor are in the same place. (Source: Derived from SACSCOC Distance and Correspondence Policy Statement definition of Distance Education, July 2014)

B. Institutional Summary Form

Distance Education Programs

Award Level	Department/Major Code	Degree Name	CIP Code	Total Credit Hours	Offered 100% Online	Offered 50% Online	Offered 100% on Campus
AA	For Example BKFS for Business/ACT/ Crim. Justice Or SOCI for Sociology	Full Name of the Degree	Six Digit CIP Code	Number of Course Hours Require d to Earn Degree	Can a student earn this degree Completel y Online	Is this a hybrid degree program?	Can the student only earn this degree On Campus?
AS							
AAA							
AAS							
AAT							
Certificate 1							
Certificate 2							
ATC							
AAT	TXCT	AAT Teaching, 7-12, and Other EC-12	13.1205	60	X		
AAT	TECT	AAT Teacher Certification: EC-6, 4-8, and EC-12	13.1205	60	X		
FOS	BKFS	Business FOS	52.0201	21	X		
FOS	COSC	Computer Science FOS	11.0101	28	X		
FOS	CRJT	Criminal Justice FOS	43.0199	15	X		
FOS	MCEG	Mechanical Engineering FOS (Voluntary Transfer Compact)	14.1901	45			X
FOS	MXAS	Mexican American Studies	05.0203	18	X		
FOS	MUSI	Music FOS	50.0902	35			X
FOS	SPCH	Speech Communication FOS	9.0101	15	X		
AA	LBAT	Associate of Arts	24.0102	60	X		
AS	GSCI	Associate of Science	24.0102	60	X		
AAS	AMTY	Advanced Manufacturing Technology (AMT), AAS	15.0404	60			X
AAS	ACHT	Air Conditioning and Heating, A.A.S.	15.0501	60			X
AAS	ACTA	Aircraft Technician Airframe, A.A.S.	47.0607	60			X
AAS	ACTP	Aircraft Technician Powerplant, A.A.S.	47.0608	60			X
AAS	AIND	Automated Industrial Process, AAS	15.0404	60			X
AAS	ATFA	Automotive Technology - Option II Ford ASSET, A.A.S.	47.0604	60			X

AAS	AUTT	Automotive Technology, A.A.S.	47.0604	60			X
AAS	BKPA	Baking and Pastry Arts, A.A.S.	12.0501	60			X
AAS	BIET	Biomedical Engineering Technology, A.A.S.	15.0401	60		X	
AAS	ACTC	Bookkeeping Specialist, A.A.S.	52.0302	60		X	
AAS	BMTC	Business Management and Technology, A.A.S.	52.0201	60	X		
AAS	CNCM	CNC Manufacturing Technician, A.A.S.	48.0501	60			X
AAS	CRFT	Collision/Refinishing Technician, A.A.S.	47.0603	60			X
AAS	RFTC	Commercial and Industrial Refrigeration Technology, A.A.S.	15.0501	60			X
AAS	CMMT	Computer Maintenance Technology, A.A.S.	15.1202	60			X
AAS	CMCS	CISCO Networking and Integrated Systems, A.A.S.	11.1002	60		X	
AAS	CBMG	Construction Business Management, A.A.S.	52.0201	60		X	
AAS	COTE	Construction Technology, A.A.S.	15.1001	60			X
AAS	CULA	Culinary Arts, A.A.S.	12.0503	60			X
AAS	DGMS	Diagnostic Medical Sonography, A.A.S.	51.0910	64			X
AAS	DCET	Diesel Construction Equipment Technician, A.A.S.	47.0605	60			X
AAS	DHET	Diesel/Light to Heavy Truck Technology A.A.S	47.0605	60			X
AAS	ECST	Early Childhood and Family Studies, A.A.S.	19.0706	60	X		
AAS	ELET	Electrical Trades, A.A.S.	46.0302	60			X
AAS	AUTT	General Motors Automotive Service Educational Program (ASEP), A.A.S.	47.0604	60			X
AAS	HITC	Health Information Technology, A.A.S.	51.0707	60		X	
AAS	HOMG	Hospitality Management, A.A.S.	52.0903	60			X
AAS	HMGT	Hotel Management, A.A.S.	52.0904	60			X
AAS	ISAC	Information Technology Cybersecurity Specialist, A.A.S.	11.0901	60	X		

AAS	NADN	Information Technology Network Administrator, A.A.S.	11.1002	60	X		
AAS	ICAR	Invasive Cardiovascular Technology, A.A.S.	51.0901	60		X	
AAS	MFOT	Manufacturing Operations Technician, A.A.S.	48.0501	60			X
AAS	MDLT	Medical Laboratory Technician, A.A.S.	51.1004	60			X
AAS	NRCM	Nursing: Career Mobility - LVN to RN, AAS/ Military to RN, AAS	51.3801	60			X
AAS	OTAS	Occupational Therapy Assistant, A.A.S.	51.0803	60			X
AAS	ADOT	Office Systems Technology, A.A.S.	52.0401	60	X		
AAS	PTAS	Physical Therapist Assistant, A.A.S.	51.0806	65			X
AAS	PGAE	Power Generation and Alternative Energy A.A.S.	15.0404	60			X
AAS	RDTC	Radiography Technologist, A.A.S.	51.0911	64			X
AAS	RSPT	Respiratory Care Technology, A.A.S.	51.0908	66			X
AAS	REST	Restaurant Management, A.A.S.	12.0504	60			X
AAS	SGTC	Surgical Technology A.A.S.	51.0909	60			X
AAS	OPTS	Vision Care Technology, A.A.S.	51.1802	60			X
AAS	WMDV	Web and Mobile Developer, A.A.S.	11.0201	60	X		
AAS	WWTC	Welder/Welding Technologist, A.A.S.	48.0508	60			X
AAS	HLTC	Histologic Technician, A.A.S.	51.0707	60			X
Certificate 2	ACTA	Aircraft Mechanic Airframe Level 2 Certificate	47.0607	45			X
Certificate 2	ACTP	Aircraft Mechanic Powerplant Level 2 Certificate	47.0608	45			X
Certificate 2	ECST	Early Childhood and Family Studies Level 2 Certificate	19.0706	30	X		
Certificate 2	HLTC	Histologic Technician Level 2 Certificate	51.1008	45			X
Certificate 2	PGAE	Power Generation and Alternative Energy Level 2 Certificate	15.0404	42			X
Certificate 2	VNRS	Vocational Nursing Level 2 Certificate	51.3901	47			X

Certificate 1	DEMR	Advanced Diesel Heavy Equipment Level 1 Certificate	47.0605	33			X
Certificate 1	ACST	Aircraft Structures Mechanic Level 1 Certificate	47.0607	32			X
Certificate 1	ACTM	Aircraft Turbine Mechanic Level 1 Certificate	47.0608	33			X
Certificate 1	BKPA	Artisan Breads & Specialty Desserts Level 1 Certificate	12.0501	20			X
Certificate 1	HACS	Automotive Heating and Air Conditioning Specialist Level 1 Certificate	47.0604	18			X
Certificate 1	PERF	Automotive Performance Specialist Level 1 Certificate	47.0604	18			X
Certificate 1	AUTT	Automotive Technology Level 1 Certificate	47.0604	29			X
Certificate 1	BKPR	Baking Principles Level 1 Certificate	12.0503	20			X
Certificate 1	AFBS	Brake and Front End Specialist Level 1 Certificate	47.0604	18			X
Certificate 1	BKPA	Cake Decorating Level 1 Certificate	12.0501	18			X
Certificate 1	CTRM	Catering Management Level 1 Certificate	12.0504	27			X
Certificate 1	BKPA	Chocolates and Plated Desserts Level 1 Certificate	12.0501	20			X
Certificate 1	CSSN	Cisco Systems Networking Level 1 Certificate	15.1202	16	X		
Certificate 1	CNCO	CNC Operator Level 1 Certificate	48.0511	33	X		
Certificate 1	CLTH	Collision Technology Level 1 Certificate	47.0603	33			X
Certificate 1	CMCS	Computer Maintenance with Cisco Specialization Level 1 Certificate	11.1002	23			X
Certificate 1	COTE	Construction Technology Level 1 Certificate	15.1001	33			X
Certificate 1	CULS	Culinary Studies Level 1 Certificate	15.0503	20			X
Certificate 1	DHSE	Diesel Heavy Equipment Level 1 Certificate	47.0605	16			X
Certificate 1	DHET	Diesel/Light to Heavy Truck Technology Brake and Front End Specialist Level 1 Certificate	47.0605	34			X
Certificate 1	DHET	Diesel/Light to Heavy Truck	47.0605	34			X

		Technology Level 1 Certificate					
Certificate 1	ELET	Electrical Trades Level 1 Certificate	46.0302	24			X
Certificate 1	GMAP	GM Light Maintenance Repair Level 1 Certificate	47.0604	24			X
Certificate 1	HMGF	Hospitality Management Fundamentals Level I Certificate	52.0904	29			X
Certificate 1	HLSP	Hotel Limited Service Property Management Level 1 Certificate	52.0904	30			X
Certificate 1	HLSP	Hotel Rooms Division Level 1 Certificate	52.0904	18			X
Certificate 1	IMNT	Industrial Maintenance Level 1 Certificate	15.0404	16			X
Certificate 1	IGGW	Inert Gas GTAW/GMAW Welder (MSGW) Level 1 Certificate	48.0508	30			X
Certificate 1	ISAC	Information Technology Cybersecurity Specialist Level I Certificate	11.1003	28	X		
Certificate 1	MOMM	Manufacturing Operations Maintenance Mechanic Level 1 Certificate	48.0501	31			X
Certificate 1	MFOT	Manufacturing Skills Trade Helper Level 1 Certificate	48.0501	15			X
Certificate 1	MCSE	MCSE: Server Infrastructure Level 1 Certificate	11.0901	18	X		
Certificate 1	NACH	Nurse Aide for Health Care	51.3902	10			X
Certificate 1	MOSP	Office Applications Specialist (OAS) Level 1 Certificate	52.0401	33	X		
Certificate 1	NAHC	Nurse Aide for Health Care Level 1 Certificate	51.3902	16			X
Certificate 1	PCLK	Payroll Specialist Level 1 Certificate	52.0302	24		X	
Certificate 1	PLMB	Plumber's Helper Level 1 Certificate	46.0502	23			X
Certificate 1	PLMT	Plumbing Trades Level 1 Certificate	46.0502	39			X
Certificate 1	HLSP	Principles of Hotel Food and Beverage Management Level 1 Certificate	52.0904	21			X
Certificate 1	PTOM	Production Tool Operator / Maintenance Assistant Level 1 Certificate	48.0501	34			X

Certificate 1	REFT	Refinishing Technology Level 1 Certificate	47.0603	31			X
Certificate 1	RFTC	Refrigeration Level 1 Certificate	15.0501	24			X
Certificate 1	ACHT	Residential Air Conditioning Installation Level 1 Certificate	15.0501	24			X
Certificate 1	ACHT	Residential Air Conditioning Technician Level 1 Certificate	15.0501	36			X
Certificate 1	RSSP	Restaurant Supervision Level 1 Certificate	12.0504	21			X
Certificate 1	BUSG	Small Business Management Level 1 Certificate	52.0201	21	X		
Certificate 1	SPLY	Structural/Pipe Layout Level 1 Certificate	48.0508	29			X
Certificate 1	TRNS	Transmission Specialist Level 1 Certificate	47.0604	18			X
Certificate 1	WMDV	Web and Mobile Developer Level 1 Certificate	11.0201	39	X		

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2019, uncertified

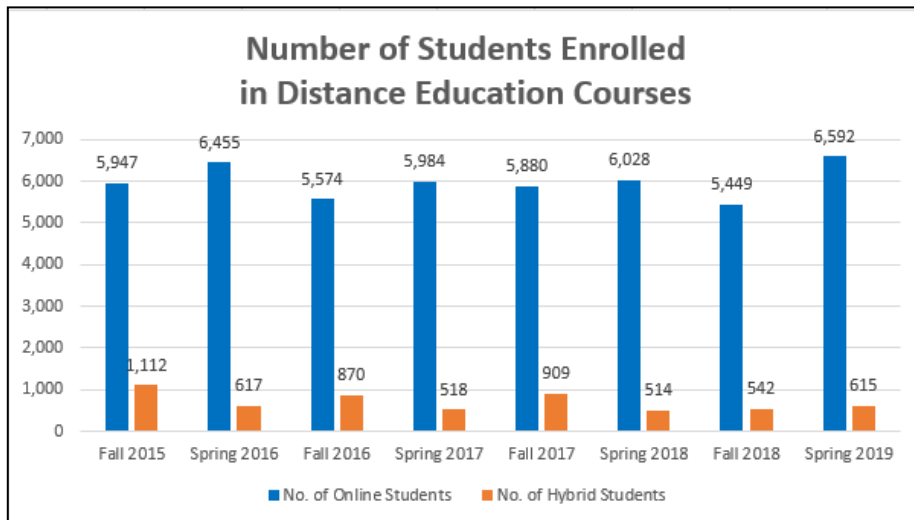
C. Tables and Charts

Table 1 – Number of Distance Education Students

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
No. of Online Students	5,947	6,455	5,574	5,984	5,880	6,028	5,449	6,592
No. of Hybrid Students	1,112	617	870	518	909	514	542	615
Total Number of DE Students	7,059	7,072	6,444	6,502	6,789	6,542	5,991	7,207
Total Students Enrolled	12,826	12,891	13,275	13,314	13,712	13,648	13,657	14,137
DE Students as Percent of Total	55%	55%	49%	49%	50%	48%	44%	51%

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2019, uncertified

Figure 1 – Student Enrollment



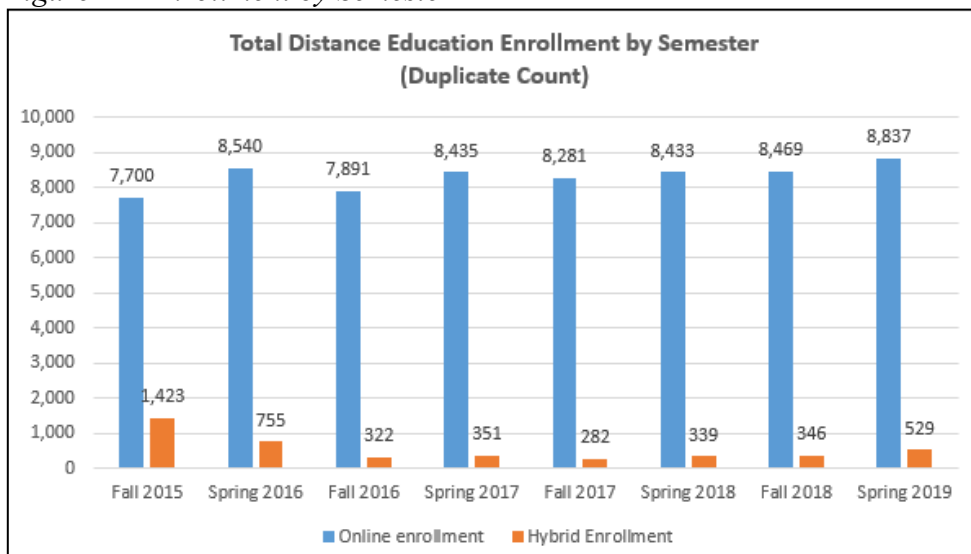
Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2019, uncertified

Table 2 – Distance Education Enrollment (Duplicate Count)

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Online enrollment	7,700	8,540	7,891	8,435	8,281	8,433	8,469	8,837
Hybrid Enrollment	1,423	755	322	351	282	339	346	529
Total DE Enrollments	9,123	9,295	8,213	8,786	8,563	8,772	8,815	9,366
Total Enrollments	24,231	22,581	27,118	22,486	28,759	27,445	24,652	27,508
Percent DE Enrollments of Total	37.70%	41.20%	30.30%	39.10%	29.80%	32.00%	35.75%	34.04%

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2019, uncertified

Figure 2 – Enrollment by Semester



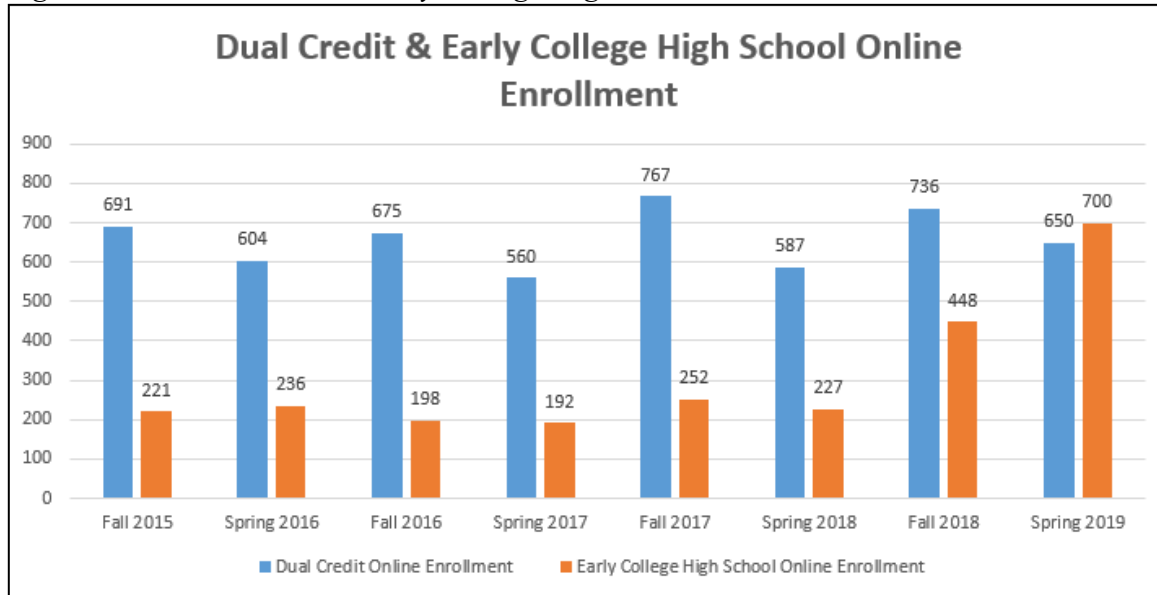
Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2019, uncertified

Table 3 – Dual Credit and Early College High School Online Enrollment

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Dual Credit Online Enrollment	691	604	675	560	767	587	736	650
Early College High School Online Enrollment	221	236	198	192	252	227	448	700

Source: Dual Credit Office. Daily Argos Report, 2019, uncertified

Figure 3 – Dual Credit and Early College High School Online Enrollment



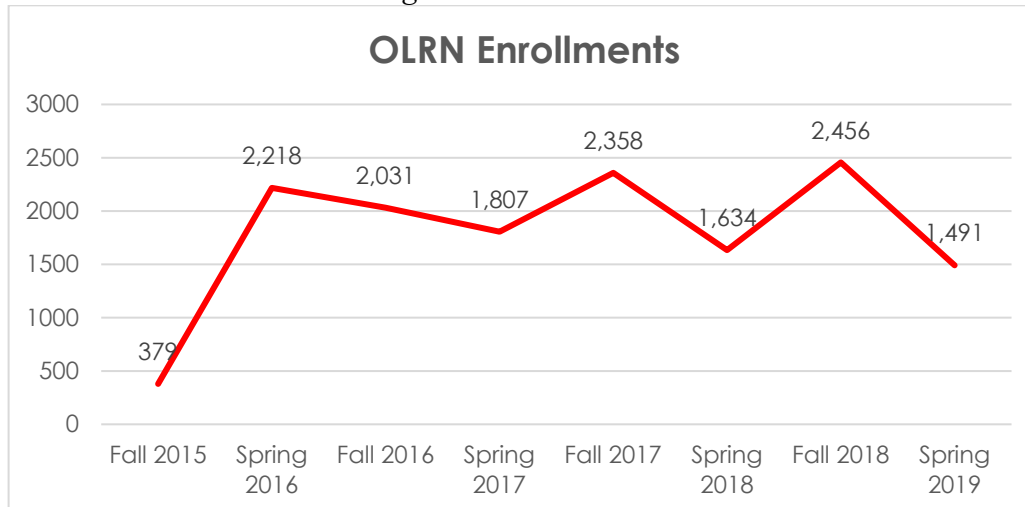
Source: Dual Credit Office. Daily Argos Report, 2019, uncertified

Table 4 – Orientation to Online Learning Enrollment

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
OLRN Enrollments	379	2,218	2,031	1,807	2,358	1,634	2,456	1,491

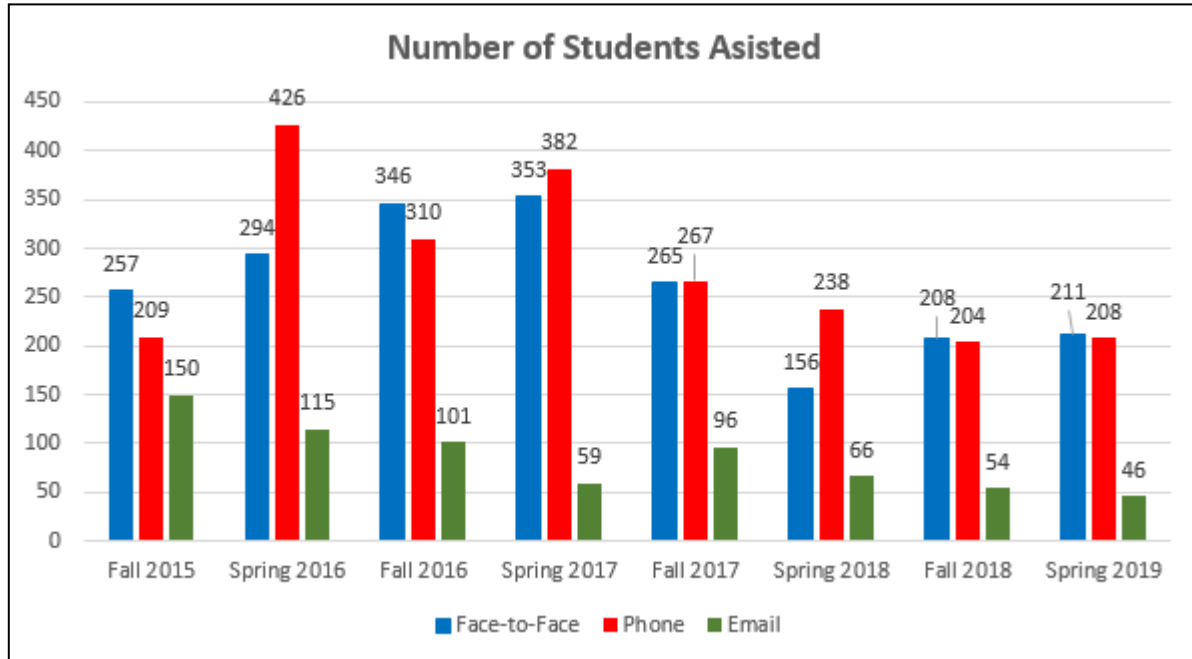
Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2019, uncertified

Figure 4 – Orientation to Online Learning Course Enrollment



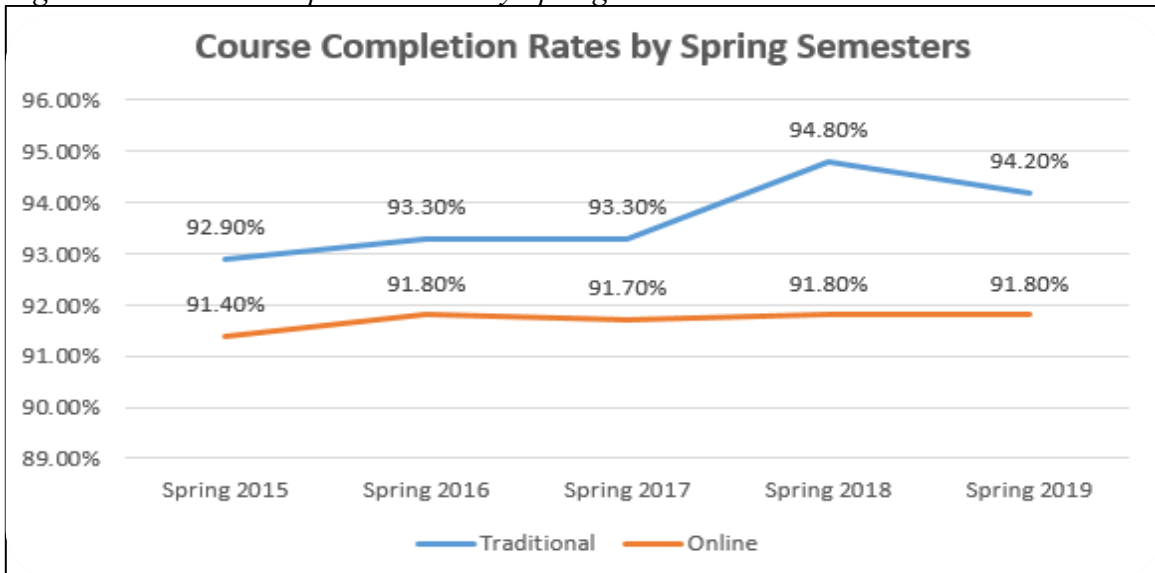
Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2019, uncertified

Figure 5 – Students Assisted by Center for Distance Learning



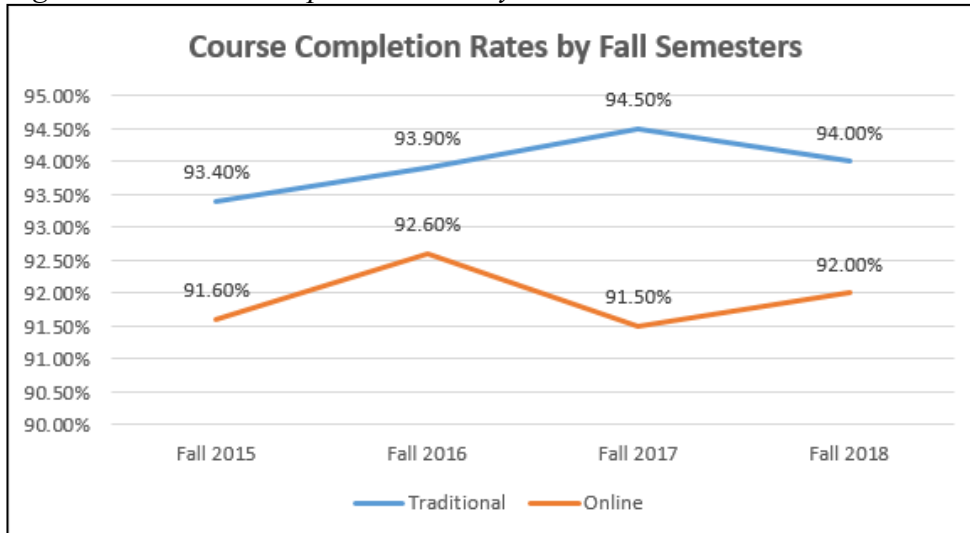
Source: Center for Distance Learning, Student Assistance Records, 2019

Figure 6 – Course Completion Rates by Spring Semesters



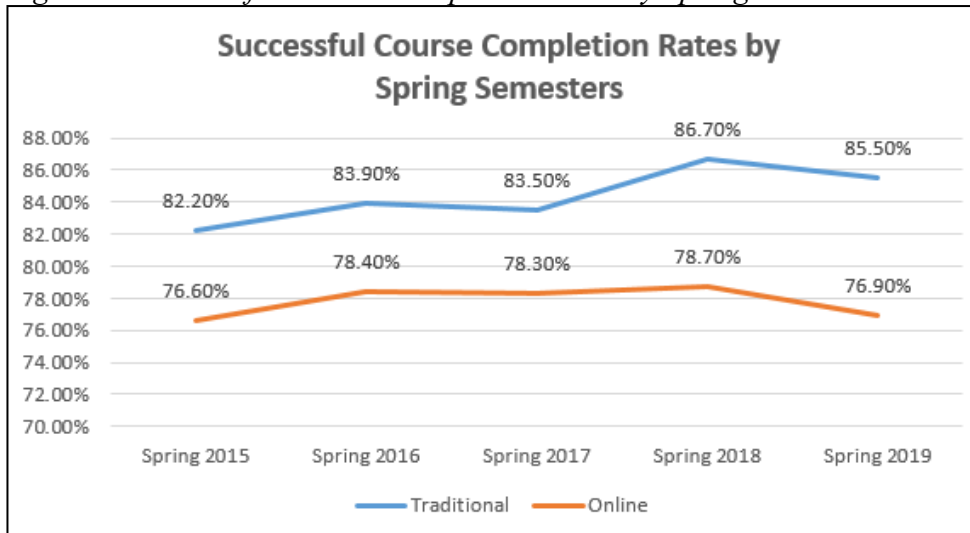
Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2019, uncertified

Figure 7 – Course Completion Rates by Fall Semesters



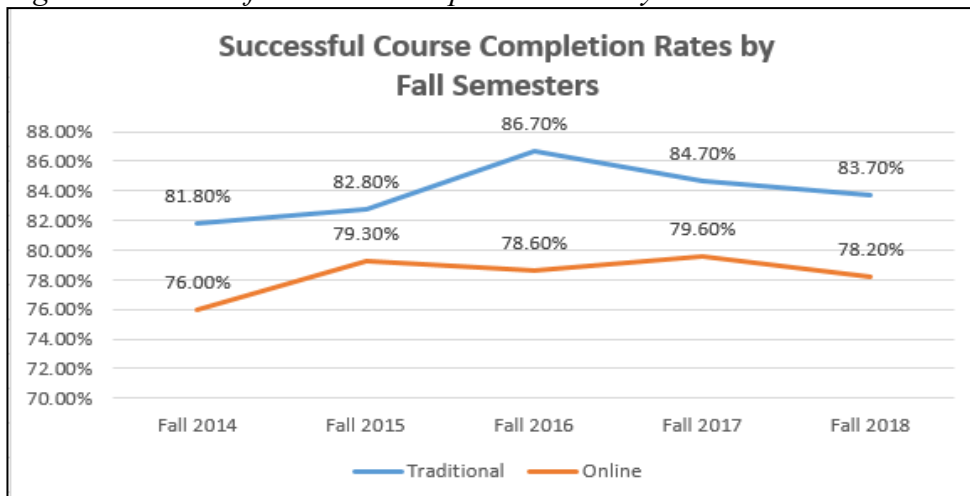
Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2019, uncertified

Figure 8 – Successful Course Completion Rates by Spring Semesters



Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2019, uncertified

Figure 9 – Successful Course Completion Rates by Fall Semesters



Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2019, uncertified

Table 5 – Faculty Certified to Teach Online

	Current Total Faculty	Number of Faculty Certified to Teach Online or Hybrid Courses	Percent Certified
Fulltime Faculty	184 *	112 **	60%
Adjunct Faculty	364 *	82 **	22%

*Daily Argos Report, 2019, uncertified

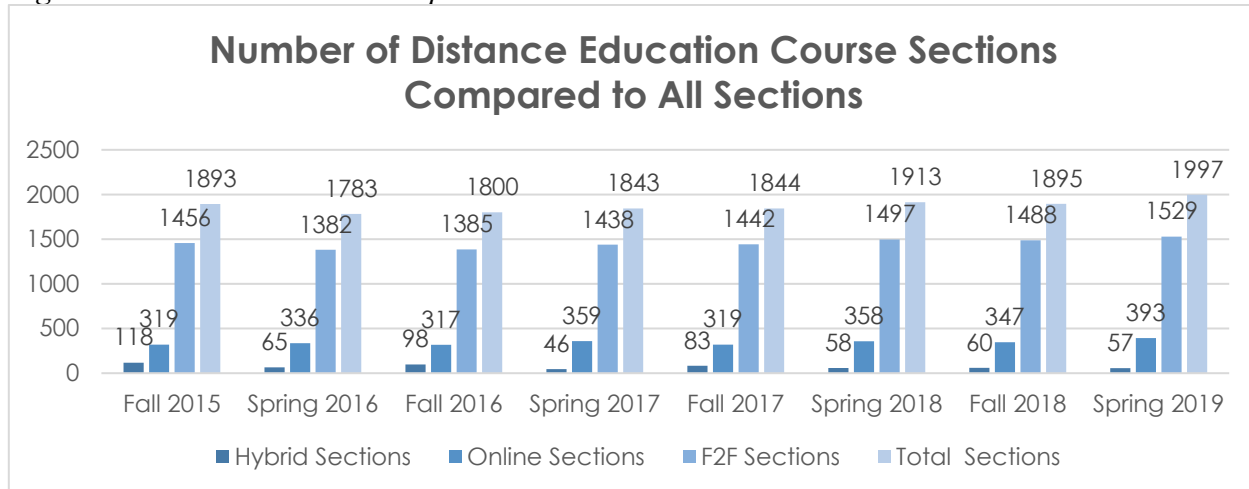
**Source: Instructional Innovation Center, Spring 2019

Table 6 – Number of Distance Education Course Sections

	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018	Fall 2018	Spring 2019
Number of Online Sections	319	336	317	359	319	358	347	393
Number of Hybrid Sections	118	65	98	46	83	58	60	57
Total Distance Education Sections	437	401	415	405	402	416	407	450
Number of F2F	1,456	1,382	1,385	1,438	1,442	1,497	1,488	1,529
Total Number of Sections	1893	1783	1800	1843	1,844	1,913	1,895	1,997
Distance Education Percent of Total	23.1%	22.4%	23%	21.9%	21.8%	21.7%	21.4%	22.5%

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2019, uncertified

Figure 10 – Course Section Comparison



Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2019, uncertified