Distance Education Identification Report

A Descriptive Analysis of Distance Education Trends St. Philip's College from Fall 2014 through Spring 2017

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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 enrollment, student success, and online enrollment in dual credit and early college high school courses. 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 2014 through Spring 2017 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 2017, 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 2014 and concluding in Spring 2017. The data described in this report is provided by the Office of Institutional Planning, Research and Effectiveness 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 are enrolled in our online courses.

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 ed 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

St. Philip's College's effort to provide quality distance education has been recognized by an external organization. The Community for Accredited Schools Online has ranked St. Philip's College number one in Texas in the category of 2-year colleges. The organization states on its web site, "St. Philip's College's distance learning offerings are extensive, allowing students to complete numerous programs online". Several of the college's academic programs were also highly ranked and the college was ranked number two in the Best Online Associate Degree Programs for 2017 category.

II. Data Analysis/Assessment

A. Number of Distance Education Students

St. Philip's College experienced growth in the number of students taking online or hybrid courses from Fall 2014 (7,053) to Fall 2015 (7,059) and from Spring 2015 (6,842) to Spring 2016 (7,072). That growth, however, has tapered off recently and St. Philip's College saw a decline of 9% in the number of distance education students from Fall 2015 (7,059) to Fall 2016 (6,444), as well as a decline of 8% from Spring 2016 (7,072) to Spring 2017 (6,502). These trends are illustrated in Table 1. The total number of students taking distance education courses (online or hybrid) has been over 50% of the total student population since Spring 2016 and has dropped slightly to 49% in the Fall 2016 and Spring 2017 semesters.
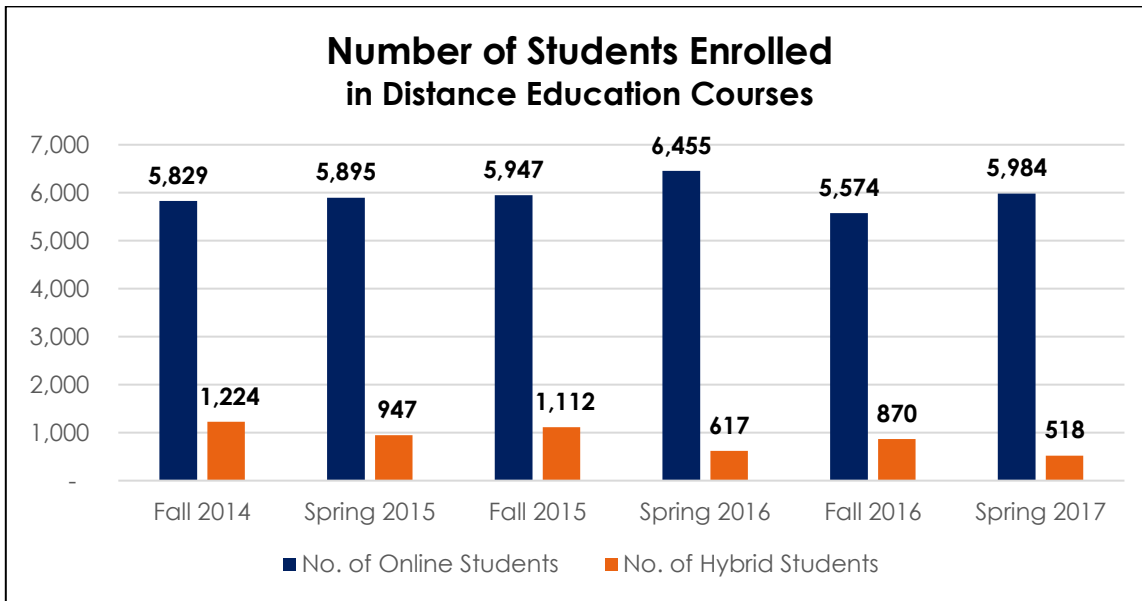
Table 1 – Number of Distance Education Students

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
No. of Online Students	5,829	5,895	5,947	6,455	5,574	5,984
No. of Hybrid Students	1,224	947	1,112	617	870	518
Total Number of Distance Education Students	**7,053**	**6,842**	**7,059**	**7,072**	**6,444**	**6,502**
Total Students Enrolled	12,202	12,273	12,826	12891	13,275	13,314
Distance Education students as percent of Total	58%	56%	55%	55%	49%	49%

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2017, uncertified

Figure 1 illustrates the number of students taking distance education courses each semester starting with Fall 2014. From Fall 2015 to Fall 2016, the number of students taking at least one online course decreased by 6%, from 5,947 to 5,574. From Spring 2016 to Spring 2017, there was a similar drop of 7% in the number of students taking at least one online course from 6,445 to 5,984.

Figure 1 – Student Enrollment

Number of Students Enrolled
in Distance Education Courses

[Bar chart showing Number of Students Enrolled in Distance Education Courses]

Semester	No. of Online Students	No. of Hybrid Students
Fall 2014	5,829	1,224
Spring 2015	5,895	947
Fall 2015	5,947	1,112
Spring 2016	6,455	617
Fall 2016	5,574	870
Spring 2017	5,984	518

■ No. of Online Students   ■ No. of Hybrid Students

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2017, uncertified

B. Duplicated Enrollment in Distance Education Courses

Table 2 illustrates duplicate enrollment by semester and compares distance education enrollment to total enrollment for the college. Distance education enrollment increased slightly or remained steady from the Fall 2014 semester to the Spring 2016 semester. However, enrollment numbers decreased by 10% from Fall 2015 (9,123) to Fall 2016 (8,213) and by 5% from Spring 2016 (9,275) to Spring 2017 (8,786). The percentage of distance education enrollment compared to the overall enrollment decreased to 30% in the Fall 2016 semester but went back up to 39% in the Spring 2017 semester. Other than Fall 2016, the percentage has remained close to 40%.

*Table 2 – Distance Education Enrollment (Duplicate Count)*

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Online enrollment	7,616	8,088	7,700	8,540	7,891	8,435
Hybrid Enrollment	1,656	1,131	1,423	755	322	351
Total DE Enrollments	9,272	9,219	9,123	9,295	8,213	8,786
Total Enrollments	24,543	23,431	24,231	22,581	27,118	22,486
Percent DE Enrollments of Total	38%	39%	38%	41%	30%	39%

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2017, uncertified

As illustrated in Figure 2, duplicated online enrollment increased slightly from 7,700 duplicated online enrollment in Fall 2015 to 7,891 duplicated online enrollment in Fall 2016, which indicates a 2% increase. Additionally, from Spring 2016 to Spring 2017, duplicated online enrollment decreased slightly by 1%.

Duplicated hybrid course enrollment decreased significantly (77%) from Fall 2015 to Fall 2016 (1,423 duplicated, hybrid enrollment compared to 322 duplicated enrollment). From Spring 2014 to Spring 2016, hybrid enrollment also decreased significantly by 53%.

Figure 2 – Enrollment by Semester
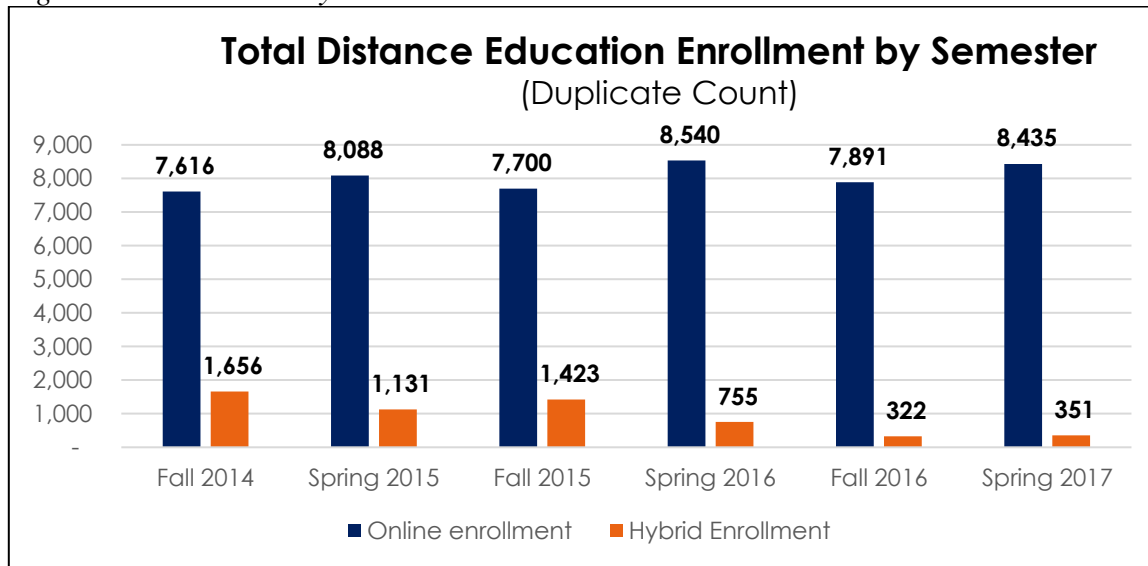
Total Distance Education Enrollment by Semester
(Duplicate Count)

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2017, uncertified

C. Course Sections

Distance education course sections, as illustrated in Table 3, had a slight decrease in the number of sections from Fall 2015 (437) to Fall 2016 (415), remaining at 30% of all course sections. In addition, from Spring 2016 to Spring 2017, the number of distance education course sections remained essentially the same at 28% of all course sections. The majority of the distance education course sections were comprised of online course sections. In Spring 2017, St. Philip's College had 359 online sections compared to 46 hybrid course sections.

Table 3 – Number of Distance Education Course Sections

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Number of Online Sections	300	310	319	336	317	359
Number of Hybrid Sections	105	76	118	65	98	46
Total Distance Education Sections	**405**	**386**	**437**	**401**	**415**	**405**
Total Number of Sections	1,375	1,373	1,456	1,382	1,385	1,438
Distance Education Percent of Total	29%	28%	30%	29%	30%	28%

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2017, uncertified

Figure 3 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 3 – Course Section Comparison
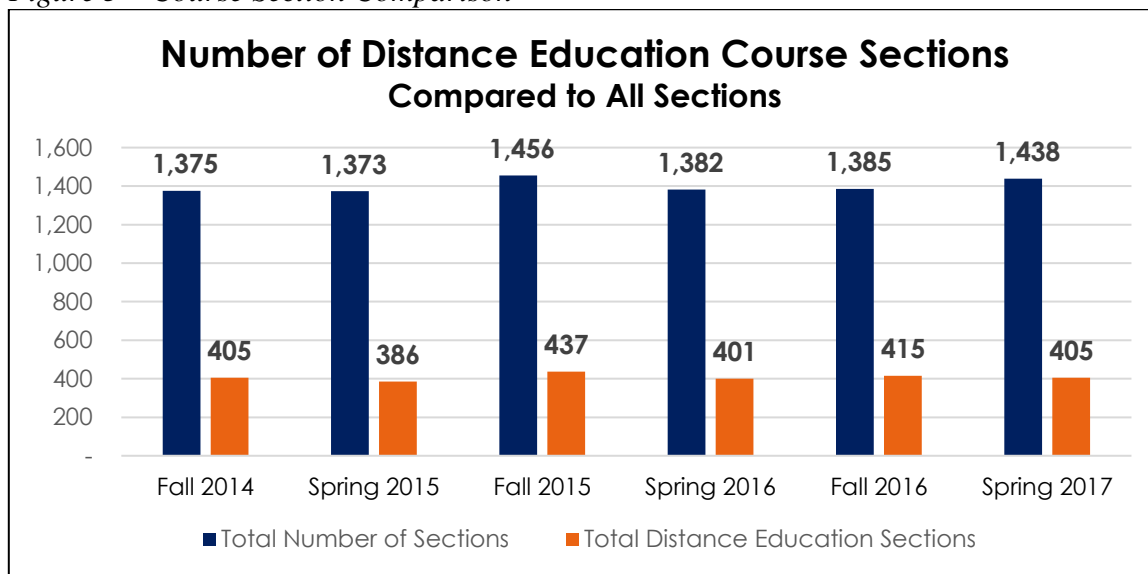
Number of Distance Education Course Sections
Compared to All Sections

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2017, uncertified

D. Core Curriculum Courses

In the Spring 2017 semester, the number of core curriculum course sections offered through distance education was 203, with the vast majority of them offered online. As illustrated in Table 4, from Spring 2016 to Spring 2017, online core curriculum course sections grew from 163 to 203, or a 25% increase. From Fall 2015 to Fall 2016, core curriculum course sections offered in an online format grew 23% from 151 to 185. Core course sections offered in a hybrid format grew slightly from 5 in Fall 2015 to 10 in Fall 2016 and from 4 in Spring 2016 to 12 in Spring 2017.

Students can now meet of their core curriculum course requirements online. The availability of online core curriculum courses has increased the percentage of educational program areas that can now be completed online.

Table 4 – Core Curriculum Course Sections

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Number of Online Core Course Sections	141	145	151	163	185	203
Number of Hybrid Core Course Sections	3	9	5	4	10	12

Source: Center for Distance Learning. ePrint Report, 2017, uncertified

E. Dual Credit and Early College High School Enrollment

Dual Credit (DC) and Early College High School (ECHS) students can also be enrolled 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 5 and in Figure 4. Dual Credit enrollment has decreased from 691 in Fall 2015 to 675 in Fall 2016, a decrease of 2%. During this same period, Early College High School enrollment decreased from 221 to 198, a decrease of 10%.

Table 5 – Dual Credit and Early College High School Online Enrollment

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Dual Credit Online Enrollment	346	459	691	604	675	560
Early College High School Online Enrollment	139	159	221	236	198	192

Source: Dual Credit Office. Daily Argos Report, 2017, uncertified

Figure 4 illustrates the trend in the number of high school students enrolling in online courses from Fall 2014 through Spring 2017.

*Figure 4 – Dual Credit and Early College High School Online Enrollment*
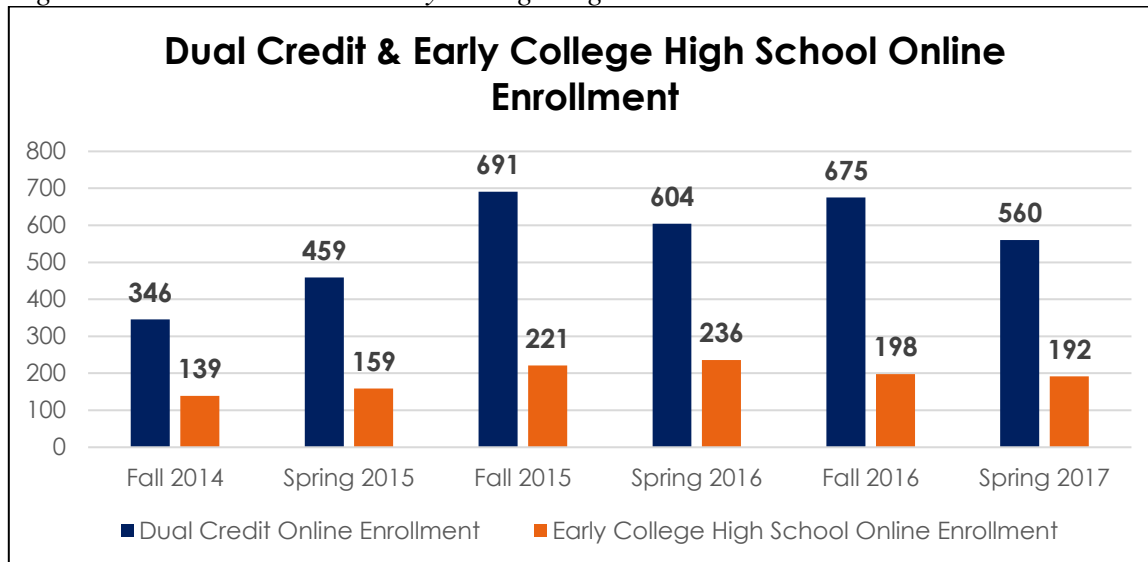
Source: Dual Credit Office. Daily Argos Report, 2017, uncertified

F. 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 27 educational programs that can be completed 100% online, as well as 20 educational programs that can be completed 50% or more online. There is also an increasing number of educational programs, 33, for which 25% to 49% of the educational program can be completed online. Figure 5 displays the number of educational programs for which various levels of credits can be completed online. They are shown by degree type: Associate of Arts (AA), Fields of Study (FOS), Associate of Applied Science (AAS), and certificates. The individual educational program listing can be found in Appendix B.

Figure 5 – Distance Education Programs

Number of Distance Education Programs
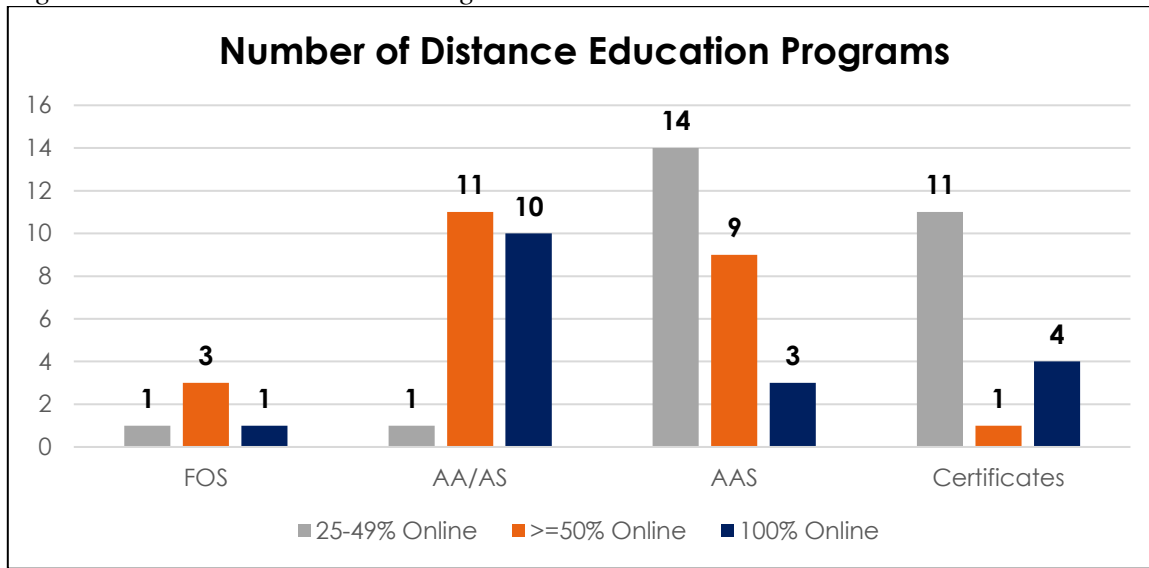
Source: Review of Programs in 2017-2018 eCatalog

G. 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 has now been eliminated as the grade in the OLRN course is used to automatically update the course rosters and faculty can easily check their course rosters to see if their students have successfully completed the OLRN course.

As illustrated in Table 6, 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 Spring 2014 to Spring 2016, the number of students enrolled in OLRN grew by 410% from 435 to 2,218 students. The number of students taking the OLRN course has now tapered off as indicated by the decrease in enrollment of 19% from Spring 2016 to Spring 2017.

Table 6 – Orientation to Online Learning Enrollment

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017

| OLRN Enrollments | 391 | 234 | 379 | 2,218 | 2,031 | 1,807 |

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2017, uncertified

Figure 6 depicts enrollment trends in the OLRN course.

Figure 6 – Orientation to Online Learning Course Enrollment
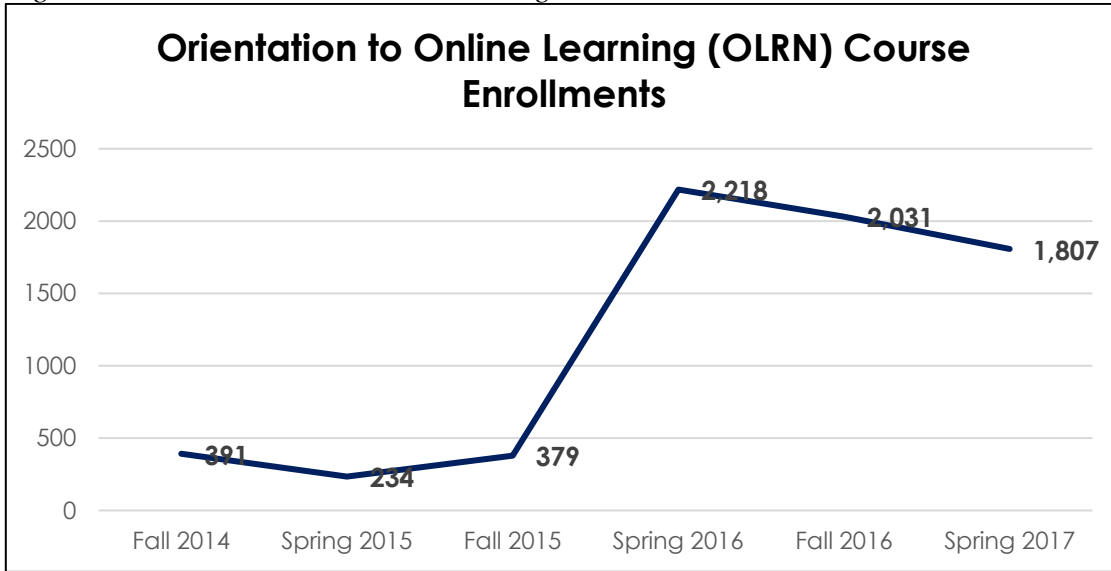
Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2017, uncertified

H. 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 64 full-time faculty members and 106 adjunct faculty trained to teach online or hybrid courses as illustrated in Table 7. 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. The Center trains 15 to 20 faculty each semester.

Table 7 – Faculty Certified to Teach Online

	Current Total Faculty	Number of Faculty Certified to Teach Online or Hybrid Courses	Percent Certified
Fulltime Faculty	179	105	59%
Adjunct Faculty	269	94	35%

Source: Instructional Innovation Center Certification Records, 2017

I. 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

Spring semester completion rates from 2014 to 2017 for traditional (non-distance education) students and online students is illustrated in Figure 7.

Figure 7 reveals no significant changes in the Spring semester course completion rates between traditional courses and online courses. The gap was 1.5% in Spring 2015 compared to 1.6% in Spring 2017.
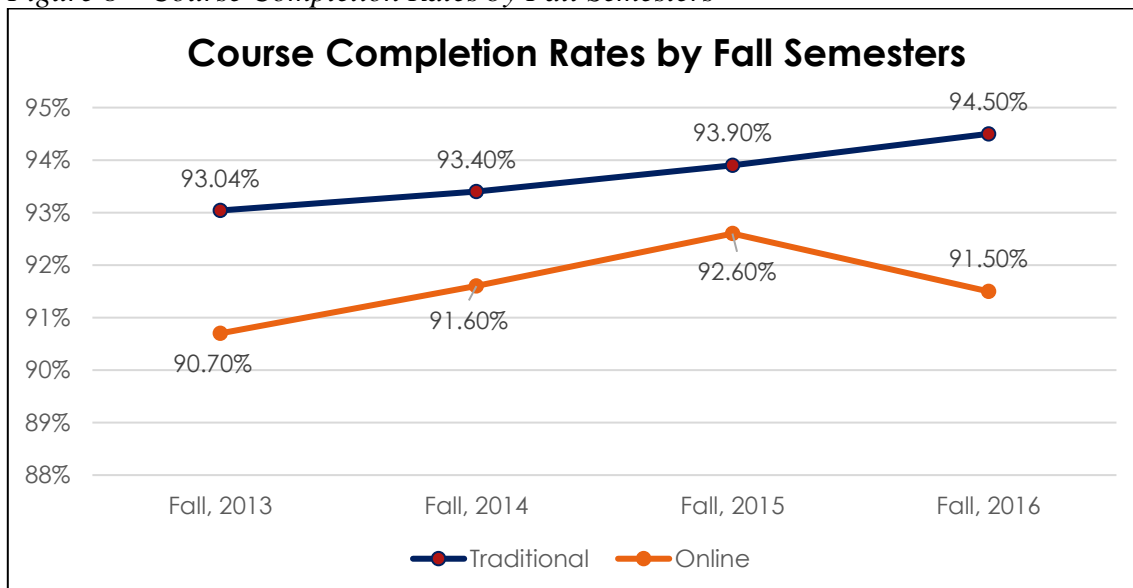
Figure 7 – Course Completion Rates by Spring Semesters
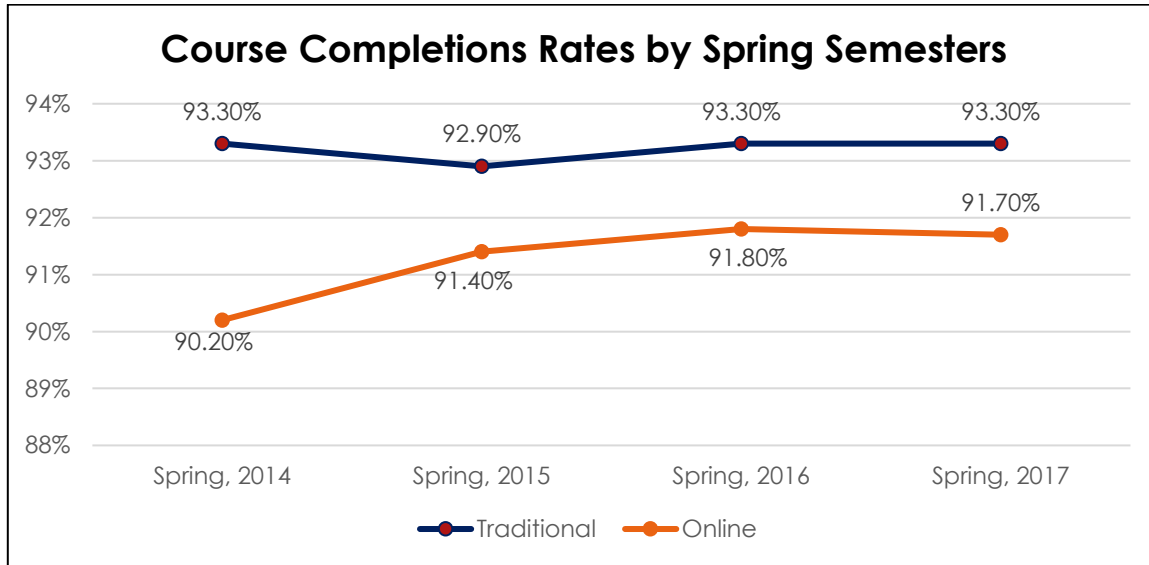
Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2017, uncertified

However, as illustrated in Figure 8, there was an increase in the gap of Fall 2016 course completion rates between traditional courses and online courses. The gap increased from 1.3% in Fall 2015 to 3% in Fall 2016.
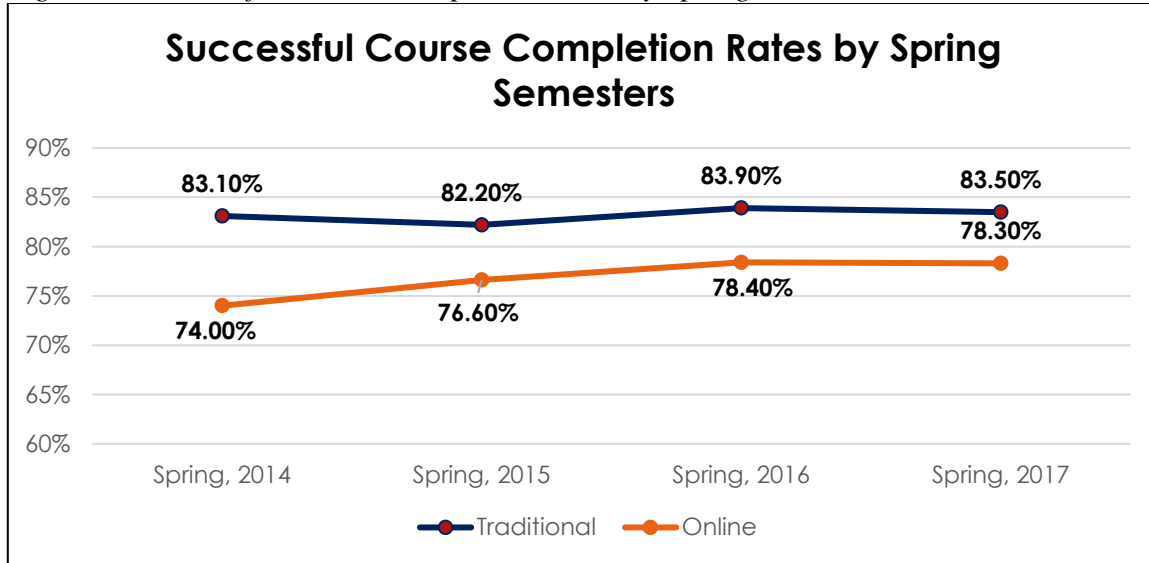
Figure 8 – Course Completion Rates by Fall Semesters

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2017, uncertified

Successful completion rates by Spring and Fall semesters are illustrated in Figures 9 and 10. Figure 9 shows a slight decrease in the gap for the Spring 2017 successful course completion rates between traditional and online students. The gap decreased from 5.5% in Spring 2016 to 5.2% in Spring 2017.

Figure 9 – Successful Course Completion Rates by Spring Semesters

Successful Course Completion Rates by Spring Semesters

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2017, uncertified

Conversely, the gap increased for the Fall 2016 successful completion rates between traditional and online students. The gap increased from 3.5% in Fall 2015 to 8.1% in Fall 2016.

Figure 10 – Successful Course Completion Rates by Fall Semesters
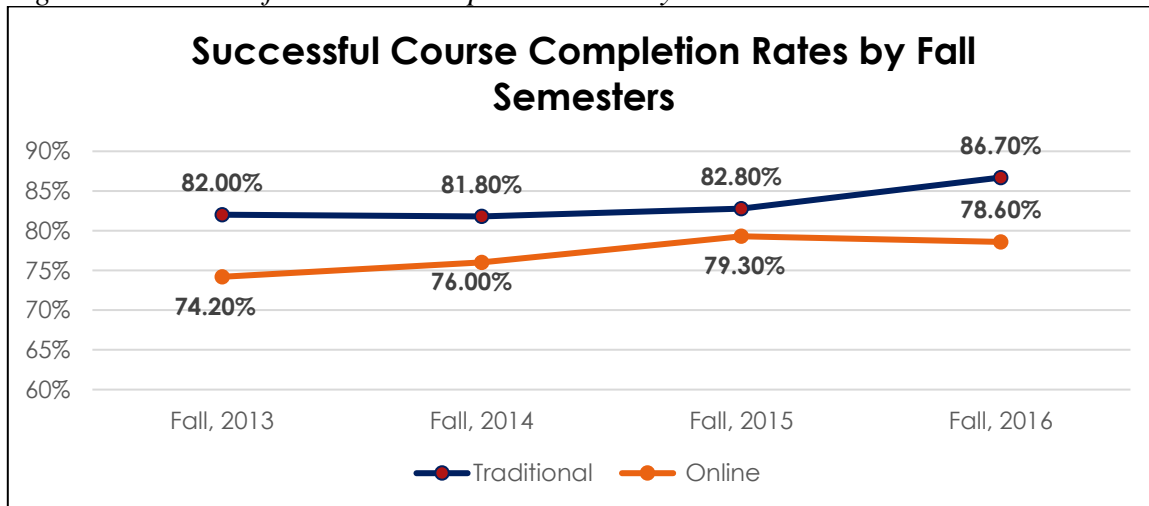
Successful Course Completion Rates by Fall Semesters

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2017, uncertified

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 Council 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.

Conclusion

As distance education has become a significant part of the academic landscape at St. Philip's College, there is a need to continue 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 training opportunities to students and building 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 to enable them to more 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 2015-2016 St. Philip's College Core Curriculum. (Source: St. Philip's College 2015-2016 Core Curriculum Selection List, College Catalog website, Fall 2015), College web site http://myspccatalog.alamo.edu/content.php?catoid=110&navoid=5158, Retrieval date September 26, 2015

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 2015-2016 St. Philip's College Core Curriculum. (Source: St. Philip's College 2015-2016 Core Curriculum Selection List, College Catalog website, Fall 2015)

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.thecb.state.tx.us/index.cfm?objectid=A5A152AC-D29D-334F-872625E9E77B3B37, retrieval date - September 26, 2015)

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 2016-2017 College Catalog Distance Learning page, July, 2016)

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

Institutional Summary Form

Distance Education Programs

Updated August 2, 2017 - Based on 2016-2017 Course Catalog

Award	Title	25-49% Online	>=50% Online	100% Online
Field of Study				
	Associate of Arts in Teaching - EC-6, 4-8, EC-12 Special Education FOS		Yes	
	Associate of Arts in Teaching 7-12 and Other EC-12 FOS		Yes	
	Business FOS			
	Computer Science FOS			
	Criminal Justice FOS			Yes
	Mechanical Engineering FOS (Voluntary Transfer Compact)	Yes		
	Music FOS			
	Speech Communication FOS		Yes	
	FOS Totals	**1**	**3**	**1**
Associate of Arts/Associate of Science				
	Associate of Arts, with optional electives in Art		Yes	
	Associate of Arts, with optional electives in Business Administration			
	Associate of Arts, with optional electives in Criminal Justice			Yes
	Associate of Arts, with optional electives in Digital Arts and Media		Yes	
	Associate of Arts, with optional electives in Drama		Yes	
	Associate of Arts, with optional electives in Economics			Yes
	Associate of Arts, with optional electives in English			Yes
	Associate of Arts, with optional electives in Humanities			Yes
	Associate of Arts, with optional electives in Kinesiology			Yes
	Associate of Arts, with optional electives in Liberal Arts			Yes
	Associate of Arts, with optional electives in Music	Yes		
	Associate of Arts, with optional electives in Political Science			Yes
	Associate of Arts, with optional electives in Psychology			Yes
	Associate of Arts, with optional electives in Sociology			Yes
	Associate of Arts, with optional electives in Spanish			Yes
	Associate of Arts, with optional electives in Speech		Yes	
	Associate of Science, with optional electives in Biology		Yes	
	Associate of Science, with optional electives in Biotechnology		Yes	
	Associate of Science, with optional electives in Computer Science			
	Associate of Science, with optional electives in Engineering		Yes	
	Associate of Science, with optional electives in Health Professions		Yes	

Award	Title	25-49% Online	>=50% Online	100% Online
	Associate of Science, with optional electives in Mathematics		Yes	
	Associate of Science, with optional electives in Mechanical Engineering		Yes	
	Associate of Science, with optional electives in Pre-Nursing		Yes	
	AA/AS Totals	**1**	**11**	**10**
Associate of Applied Science				
	Advanced Manufacturing Technology (AMT), AAS	yes		
	Air Conditioning and Heating, A.A.S.			
	Aircraft Technician Airframe, A.A.S.			
	Aircraft Technician Powerplant, A.A.S.			
	Automotive Technology - Option II Ford ASSET, A.A.S.			
	Automotive Technology, A.A.S.			
	Baking and Pastry Arts, A.A.S.	yes		
	Biomedical Engineering Technology, A.A.S.			
	Bookkeeping Specialist, AAS		yes	
	Business Management and Technology, A.A.S.		yes	
	CNC Manufacturing Technician, A.A.S.	yes		
	Collision/Refinishing Technician, A.A.S.			
	Commercial and Industrial Refrigeration Technology, A.A.S.			
	Computer Maintenance Technology, A.A.S.	yes		
	Computer Maintenance with Cisco Specialization, A.A.S.		yes	
	Construction Business Management, A.A.S.		yes	
	Construction Technology, A.A.S.		yes	
	Culinary Arts, A.A.S.	yes		
	Diagnostic Medical Sonography, A.A.S.			
	Diesel Construction Equipment Technician, A.A.S.			
	Diesel/Light to Heavy Truck Technology A.A.S			
	Early Childhood and Family Studies, A.A.S.			yes
	Electrical Trades, A.A.S.			
	Electronics Technology, Instrumentation, A.A.S.			
	General Motors Automotive Service Educational Program (ASEP), A.A.S. - REVISION PENDING			
	Health Information Technology - Health Management with Allied Health Technical Specialties AAS - ARCHIVE PENDING			
	Health Information Technology, A.A.S.		yes	
	Hospitality Management, A.A.S.		yes	
	Hotel Management, A.A.S.	yes		
	Information Technology Cybersecurity Specialist, A.A.S.		yes	
	Information Technology Network Administrator, A.A.S.	yes		
	Invasive Cardiovascular Technology, A.A.S.			
	Manufacturing Operations Technician, A.A.S.	yes		
	Medical Laboratory Technician, A.A.S.	yes		
	Nursing: Career Mobility - LVN to RN, A.A.S. / Military to RN, A.A.S.			
	Occupational Therapy Assistant, A.A.S.			

Award	Title	25-49% Online	>=50% Online	100% Online
	Office Systems Technology, A.A.S.			yes
	Physical Therapist Assistant, A.A.S.			
	Power Generation and Alternative Energy A.A.S.	yes		
	Radiography Technologist, A.A.S.	yes		
	Respiratory Care Technology, A.A.S.			
	Restaurant Management, A.A.S.		yes	
	Surgical Technology A.A.S.	yes		
	Vision Care Technology, A.A.S.	yes		
	Web and Mobile Developer, A.A.S.			yes
	Welder/Welding Technologist, A.A.S.	yes		
	AAS Totals	**14**	**9**	**3**
Award	**Title**	**25-49% Online**	**>=50% Online**	**100% Online**
Level 2 Certificate				
	Aircraft Mechanic Airframe Level 2 Certificate			
	Aircraft Mechanic Powerplant Level 2 Certificate			
	Early Childhood and Family Studies Level 2 Certificate			yes
	Histologic Technician Level 2 Certificate	yes		
	Power Generation and Alternative Energy Level 2 Certificate	yes		
	Vocational Nursing Level 2 Certificate			
Level 1 Certificate				
	Aircraft Structures Mechanic Level 1 Certificate			
	Aircraft Turbine Mechanic Level 1 Certificate			
	Artisan Breads & Specialty Desserts Level 1 Certificate	yes		
	Automotive Heating and Air Conditioning Specialist Level 1 Certificate			
	Automotive Performance Specialist Level 1 Certificate			
	Automotive Technology Level 1 Certificate			
	Baking Principles Level 1 Certificate			
	Brake and Front End Specialist Level 1 Certificate			
	Cake Decorating Level 1 Certificate	yes		
	Catering Management Level 1 Certificate	yes		
	Chocolates and Plated Desserts Level 1 Certificate	yes		
	Cisco Systems Networking Level 1 Certificate			
	CNC Operator Level 1 Certificate			
	Collision Technology Level 1 Certificate			
	Computer Maintenance with Cisco Specialization Level 1 Certificate			
	Construction Technology Certificate - REVISION PENDING			
	Culinary Studies Level 1 Certificate	yes		
	Diesel Heavy Equipment Level 1 Certificate			
	Diesel/Light to Heavy Truck Technology Brake and Front End Specialist Level 1 Certificate			
	Diesel/Light to Heavy Truck Technology Level 1 Certificate			
	Electrical Trades Level 1 Certificate			
	Ford Maintenance and Light-Duty Repair Level 1 Certificate			
	GM ASEP Level 1 Certificate			

	Hospitality Management Fundamentals Level I Certificate	yes		
	Hotel Limited Service Property Management Level 1 Certificate	yes		
	Hotel Rooms Division Level 1 Certificate			
	Inert Gas GTAW/GMAW Welder (MSGW) Level 1 Certificate			
	Information Technology Cybersecurity Specialist Level I Certificate			yes
	Manufacturing Operations Maintenance Mechanic Level 1 Certificate			
	Manufacturing Skills Trade Helper Level 1 Certificate			
	MCSE: Server Infrastructure Level 1 Certificate			
	Office Applications Specialist (OAS) Level 1 Certificate			yes
	Payroll Specialist Level 1 Certificate		yes	
	Plumber's Helper Level 1 Certificate			
	Plumbing Trades Level 1 Certificate			
	Principles of Hotel Food and Beverage Management Level 1 Certificate	yes		
	Production Tool Operator / Maintenance Assistant Level 1 Certificate			
	Refinishing Technology Level 1 Certificate			
	Refrigeration Level 1 Certificate			
	Residential Air Conditioning Installation Level 1 Certificate			
	Residential Air Conditioning Technician Level 1 Certificate			
	Restaurant Supervision Level 1 Certificate	yes		
	Small Business Management Level 1 Certificate			yes
	Structural/Pipe Layout Level 1 Certificate			
	Transmission Specialist Level 1 Certificate			
	Web and Mobile Developer Level 1 Certificate			
	Certificate Totals	**11**	**1**	**4**

C. Orientation to Online Learning (OLRN) Memorandum

ALAMO COLLEGES

ST. PHILIP'S COLLEGE

Office of the Vice President of Academic Success

To:	Academic Success – all faculty, adjuncts, administrators, and staff
	Student Success – all adjuncts, administrators, and staff
From:	Maureen A. Cartledge, Vice President of Academic Success
Date:	October 9, 2015
Subject:	Mandatory Requirement for First Time Online Students

In the interest of our students' academic success, a new practice is being announced with this memorandum. Our first time, online students will be required to take the OLRN0001 course—Orientation to Online Learning for the following reasons:

- This provides a means and shows evidence that academic and student support service units have efforts in place to ensure the effectiveness of their initiatives in support of students taking courses via distance education or at off-campus locations.

- This provides a means to document how students gain training on the distance learning management system in a formalized structure, especially as it relates to first-time participants in an online course.

- This will be the means by which instruction for orientation to online students is provided for off-campus sites and distance learning courses.

- This will be one of the steps taken to address both the lower completion rates and the lower progressive grade rates of on-line students when compared to students who take the same courses face to face.

The following actions should be taken and be in force beginning now so that students enrolled in the Spring 2016 semester may benefit from this practice:

- Students should be advised by certified advisors and faculty advisors that they must take OLRN0001 Orientation to Online Learning if they are registering for their first on-line course.

- Instructors for OLRN0001 should include in their instruction the directions to enable the students to save their certificate of completion to their CANVAS personal file space to show instructors after the first online course has been successfully completed.

- A note containing the following information should be included in the course listing for Spring 2016 and subsequent terms--

1801 Martin Luther King Dr. | San Antonio, TX 78203-2098| (210) 486-2276 | alamo.edu/spc

Note If you are new to online classes, you are REQUIRED to take the Orientation to Online Learning course, OLRN 0001, CRN #18893 or 20359. This course familiarizes students with navigating through the online system for a successful start. Register for the free, self-paced OLRN course the same way as any other course. See www.alamo.edu/spc/distance-learning or call (210) 486-2239 for more information.

- IT directors and IT support personnel should continue to identify and see through to execution the IT changes necessary to automatically document and track in the automated system that students have completed OLRN0001 once successfully to meet this mandatory requirement.

Cc: Dr. Adena Williams Loston, President

1801 Martin Luther King Dr. | San Antonio, TX 78203-2098| (210) 486-2276 | alamo.edu/spc

D. Tables and Charts

NUMBER OF DISTANCE EDUCATION STUDENTS
Table 1

	Fall 2014	**Spring 2015**	**Fall 2015**	**Spring 2016**	**Fall 2016**	**Spring 2017**
No. of Online Students	5,829	5,895	5,947	6,455	5,574	5,984
No. of Hybrid Students	1,224	947	1,112	617	870	518
Total Number of Distance Education Students	**7,053**	**6,842**	**7,059**	**7,072**	**6,444**	**6,502**
Total Students Enrolled	12,202	12,273	12,826	12891	13,275	13,314
Distance Education students as percent of Total	58%	56%	55%	55%	49%	49%

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2017, uncertified

STUDENT ENROLLMENT
Figure 1
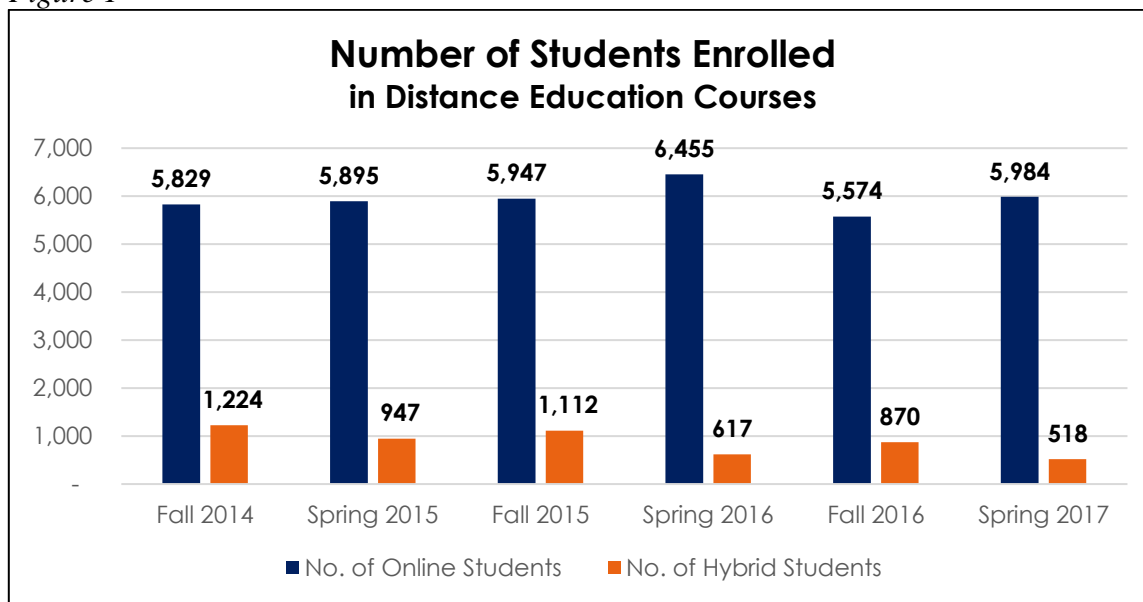
Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2017, uncertified

## DISTANCE EDUCATION ENROLLMENT (Duplicate Count)
Table 2

	Fall 2014	**Spring 2015**	**Fall 2015**	**Spring 2016**	**Fall 2016**	**Spring 2017**
Online enrollment	7,616	8,088	7,700	8,540	7,891	8,435
Hybrid Enrollment	1,656	1,131	1,423	755	322	351
Total DE Enrollments	**9,272**	**9,219**	**9,123**	**9,295**	**8,213**	**8,786**
Total Enrollments	24,543	23,431	24,231	22,581	27,118	22,486

Percent DE Enrollments of Total	38%	39%	38%	41%	30%	39%

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2017, uncertified

ENROLLMENT BY SEMESTER
Figure 2
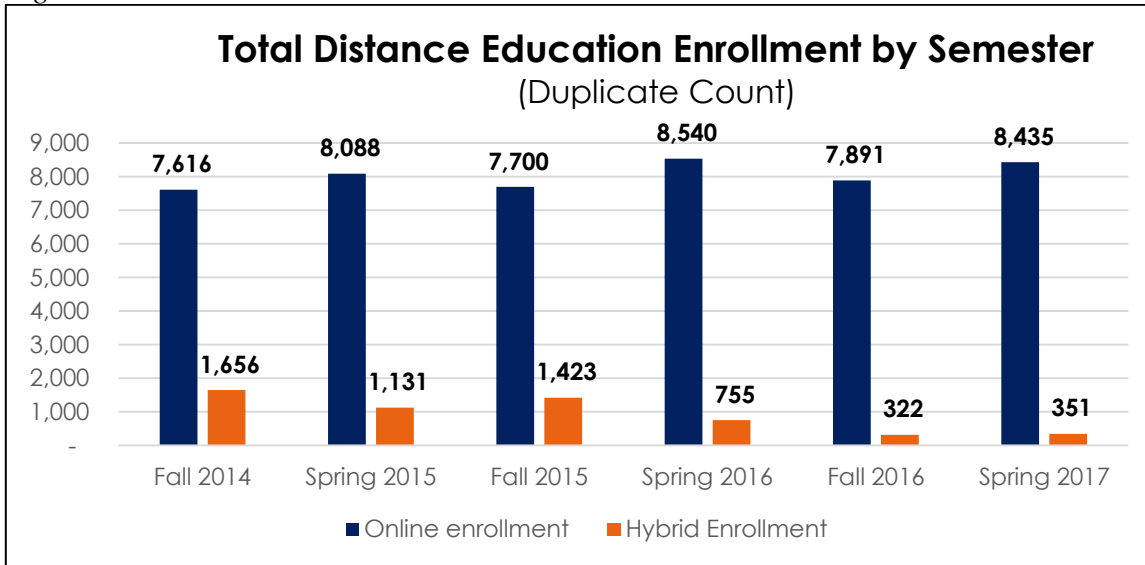
Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2017, uncertified

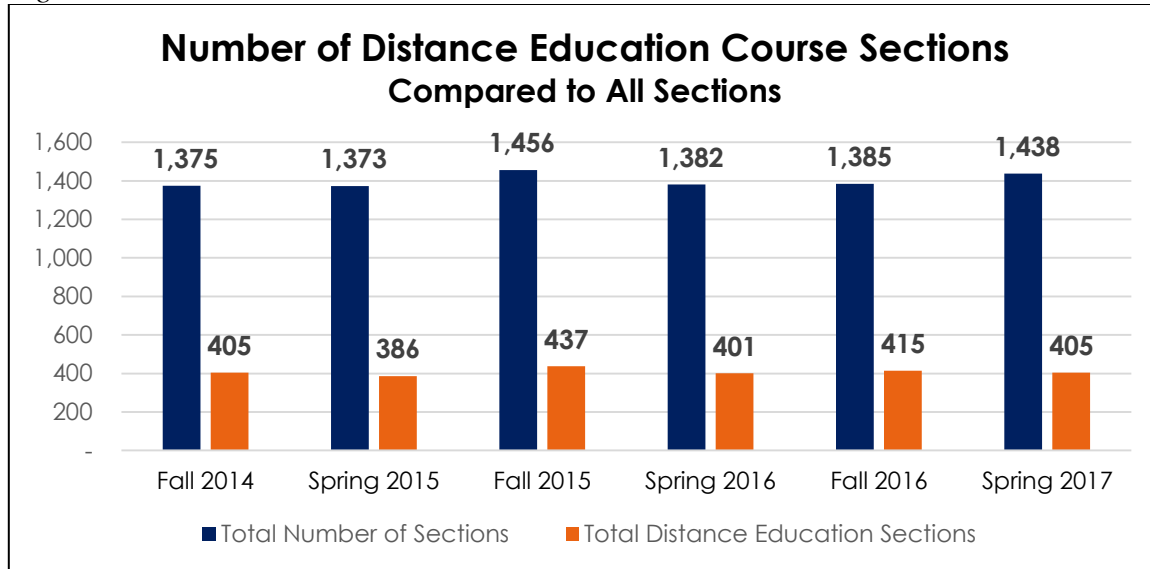## NUMBER OF DISTANCE EDUCATION COURSE SECTIONS
Table 3

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Number of Online Sections	300	310	319	336	317	359
Number of Hybrid Sections	105	76	118	65	98	46
Total Distance Education Sections	**405**	**386**	**437**	**401**	**415**	**405**
Total Number of Sections	1,375	1,373	1,456	1,382	1,385	1,438
Distance Education Percent of Total	29%	28%	30%	29%	30%	28%

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2017, uncertified

COURSE SECTION COMPARISON
Figure 3

Number of Distance Education Course Sections
Compared to All Sections

Term	Total Number of Sections	Total Distance Education Sections
Fall 2014	1,375	405
Spring 2015	1,373	386
Fall 2015	1,456	437
Spring 2016	1,382	401
Fall 2016	1,385	415
Spring 2017	1,438	405

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2017, uncertified

CORE CURRICULUM COURSE SECTIONS
Table 4

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Number of Online Core Course Sections	141	145	151	163	185	203
Number of Hybrid Core Course Sections	3	9	5	4	10	12

Source: Center for Distance Learning. ePrint Report, 2017, uncertified

## DUAL CREDIT AND EARLY COLLEGE HIGH SCHOOL ONLINE ENROLLMENT
Table 5

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
Dual Credit Online Enrollment	346	459	691	604	675	560
Early College High School Online Enrollment	139	159	221	236	198	192

Source: Dual Credit Office. Daily Argos Report, 2017, uncertified

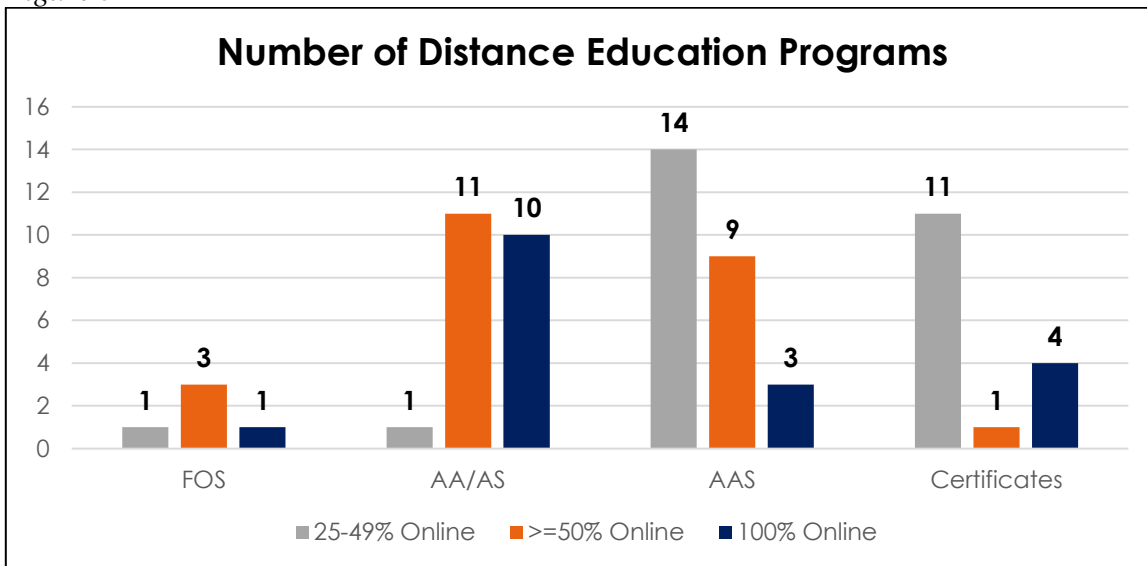## DUAL CREDIT AND EARLY COLLEGE HIGH SCHOOL ONLINE ENROLLMENT
Figure 4
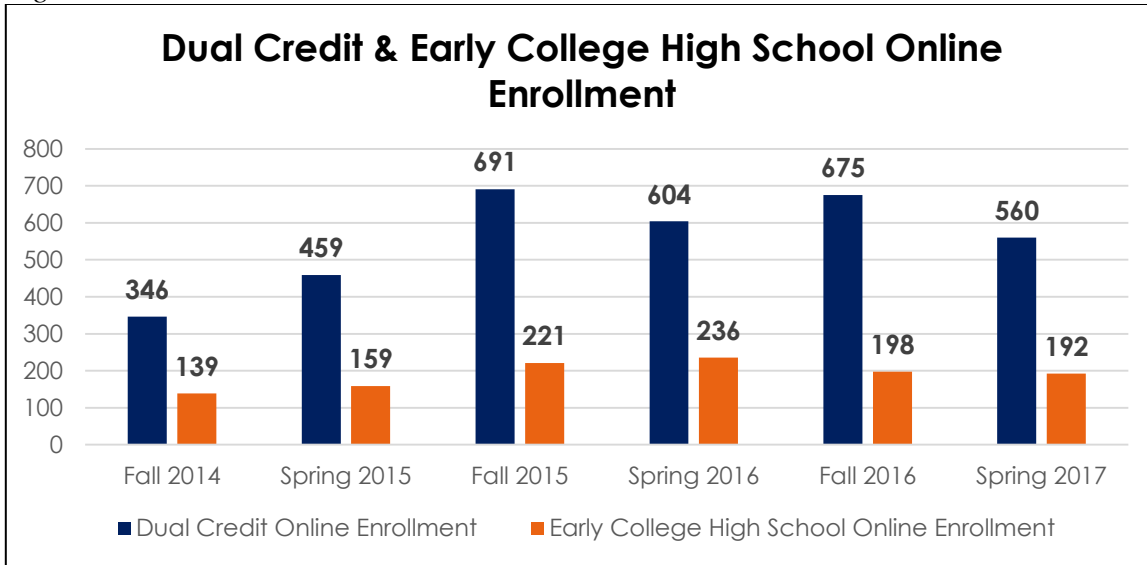
Source: Dual Credit Office. Daily Argos Report, 2017, uncertified

DISTANCE EDUCATION PROGRAMS
Figure 5

Data Source: Review of Programs in eCatalog, 2017-2018
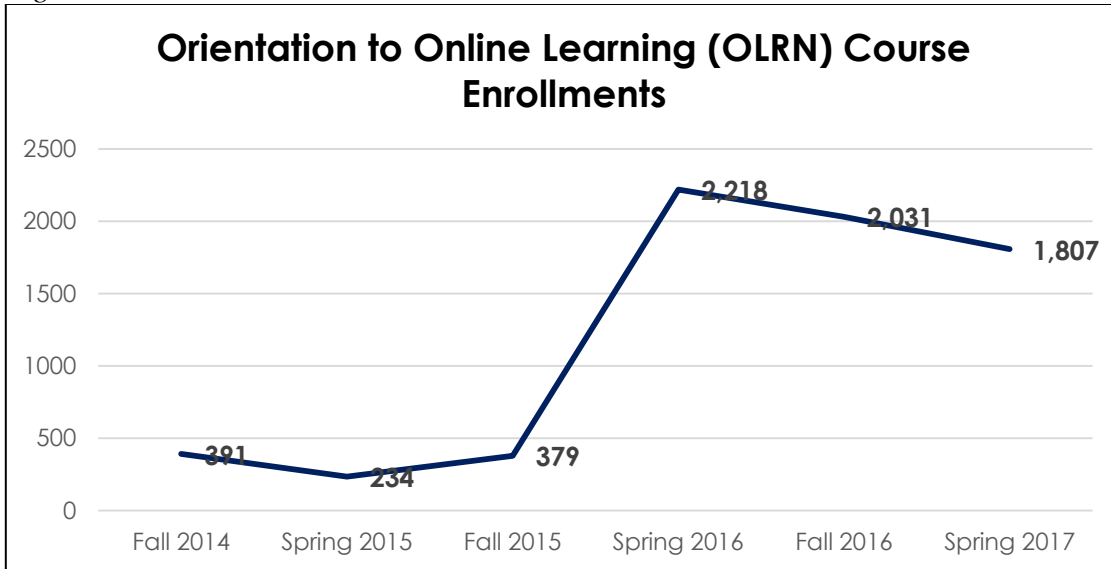
ORIENTATION TO ONLINE LEARNING ENROLLMENT
Table 6

	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017
OLRN Enrollments	391	234	379	2,218	2,031	1,807

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2017, uncertified

ORIENTATION TO ONLINE LEARNING COURSE ENROLLMENT
Figure 6

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2017, uncertified

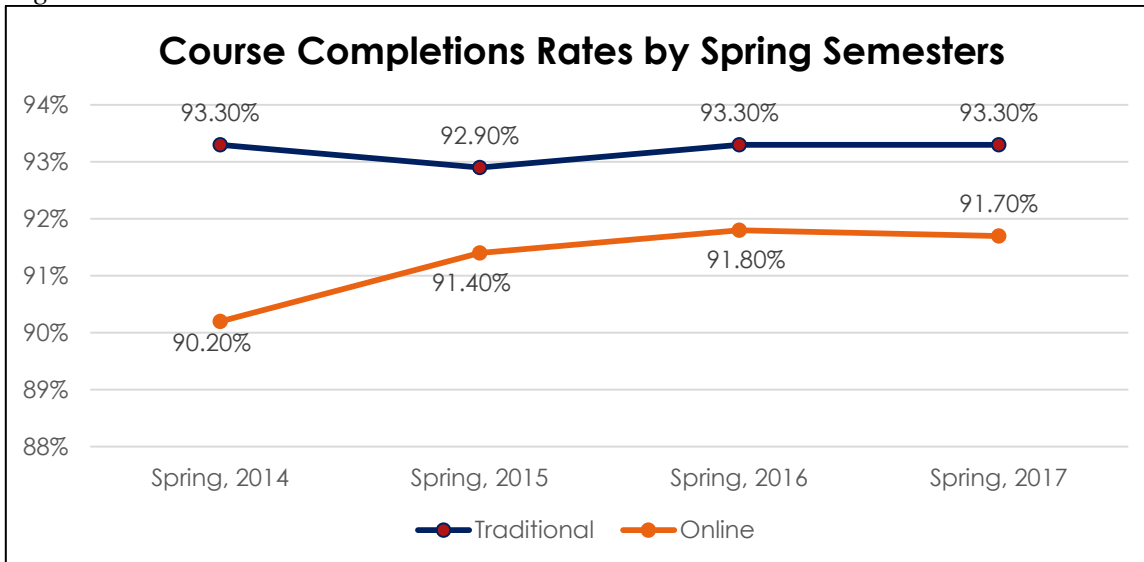**FACULTY CERTIFIED TO TEACH ONLINE**
Table 7

	Current Total Faculty	Number of Faculty Certified to Teach Online or Hybrid Courses	Percent Certified
Fulltime Faculty	179	105	59%
Adjunct Faculty	269	94	35%

Source: Instructional Innovation Center Certification Records, 2017

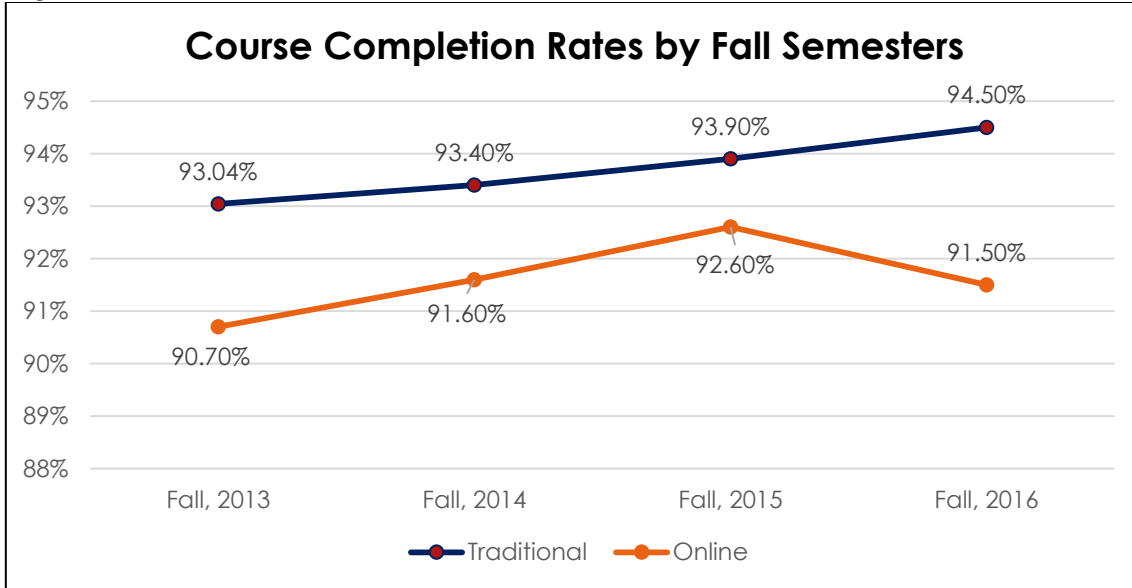**COURSE COMPLETION RATES BY SPRING SEMESTERS**
Figure 7

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2017, uncertified
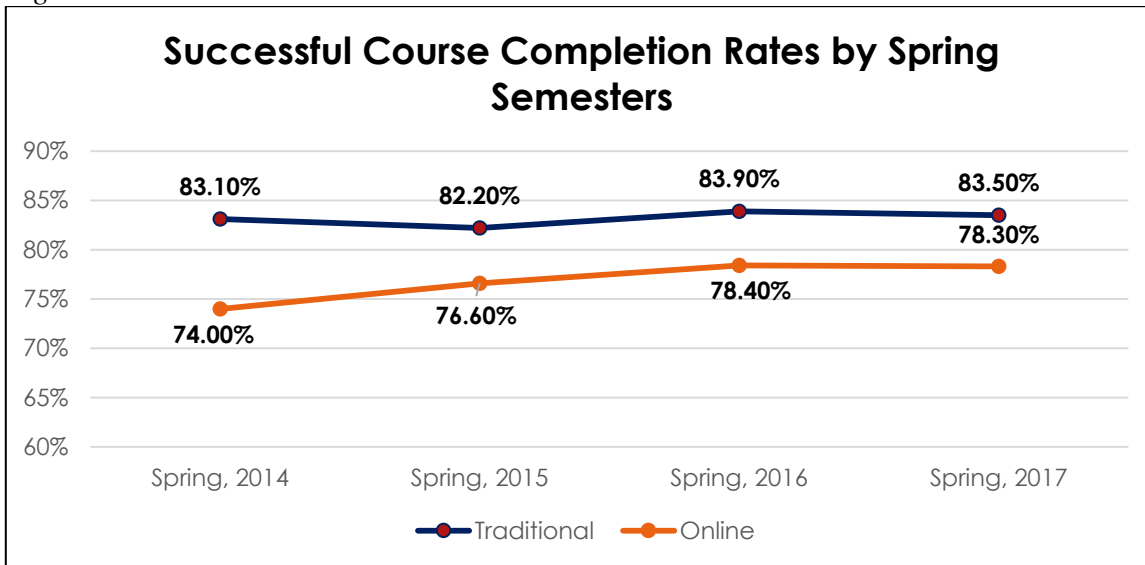
COURSE COMPLETION RATES BY FALL SEMESTERS

Figure 8

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2017, uncertified

SUCCESSFUL COURSE COMPLETION RATES BY SPRING SEMESTERS
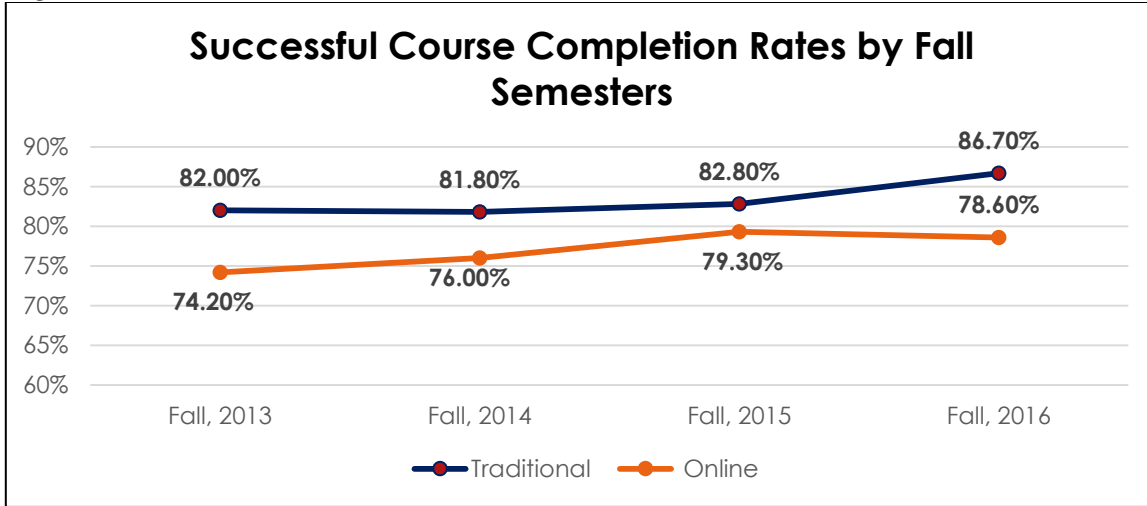
Figure 9

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2017, uncertified

SUCCESSFUL COURSE COMPLETION RATES BY FALL SEMESTERS

Figure 10

Successful Course Completion Rates by Fall Semesters

Traditional: 82.00%, 81.80%, 82.80%, 86.70%
Online: 74.20%, 76.00%, 79.30%, 78.60%

Source: Office of Institutional Planning, Research, and Effectiveness. Daily Argos Report, 2017, uncertified