ALAMO COLLEGES DISTRICT
St. Philip's College

Distance Education Identification Report

A Descriptive Analysis of Distance Education Trends from Fall 2016 through Spring 2022
St. Philip's College

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Acknowledgement: There are many people who have successfully compiled this report. While most people had very necessary roles, special thanks are due to Dr. Audrey Mosley for her time and effort in development of this report.

Introduction

Background

St. Philip's College (SPC) began offering distance education courses in 1997 with three pioneering faculty. Within a year of distance learning's introduction at SPC, 20 courses were offered, all the product of innovation, collaboration, training, technical expertise, and administrative support.

In 2020, 45.5% of higher education students in the United States were taking exclusively distance learning courses. Another 28.5% of students were taking at least some distance learning courses (Duffin, 2022)[1]. At SPC, approximately 4,206 students are currently enrolled online exclusively and 2,226 in some online courses. The college offers Associate of Arts, Associate of Arts in Teaching, Associate of Science, Associate of Applied Science, and Certificates. Sixteen programs are 100% online and five, a combination of hybrid and distance education.

Driven by best practices and research and embraced by cross-campus collaborative efforts, the College has in place the support services and systems needed to ensure the delivery of high-quality online, hybrid and remote distance learning opportunities and instruction. To demonstrate effectiveness, in fall 2018, and with collaborations with the College's student support areas, the Center for Distance Learning (CDL) and the Instructional Innovation Center (IIC) led a rigorous review process that examined critical student support components set forth by the *Quality Matters Online Learner Support Certification* requirements. In fall 2019, the college received the nationally recognized Quality Matters certification mark, and at which time, SPC was listed as the third community college in the nation to earn this type of program certification. The nationally recognized award highlights the college's commitment to providing students with an exceptional online learning experience.

[1] From *U.S. student distance learning enrollment 2012-2020,* by Erin Duffin, May 18, 2022, Retrieved September 13, 2022 from, https://www.statista.com/statistics/944245/student-distance-learning-enrollment-usa/

The strengths of both the CDL and IIC also include an experienced and well-seasoned staff; a long, positive history of interaction between the centers and faculty, staff, and students; training opportunities measured by national, state, and district standards; and administrative support and funding.

SPC's distance learning initiatives are funded almost exclusively by a Title III grant from the U.S. Department of Education. SPC's eligibility for these grants stems from its status as a historically black college. The funds are used to support in faculty training/ course development, purchase software and technology applications, and administrative/personnel costs.

Purpose

As part of its preparation for the SACSCOC 2015 On-Site visit and the SACSCOC 2016 Special Committee visit, St. Philip's College conducted a four-phase process: *Identification, Assessment, Awareness, and Continuous and Customized Improvement* based on findings.

The purpose of the report is to provide descriptive, quantitative data on the growth of online and hybrid courses, specifically trends in student enrollment in college level and dual credit and early college high school courses, course completion rates, and support for students. The institution identified distance education courses, followed by a descriptive assessment on courses identified.

The awareness phase allowed the institution to share the identification and descriptive assessment of data with internal and external constituencies to document and benchmark performance. Finally, data reviewed in this report allowed for customized improvement in each educational program and division.

Distance Education Delivery, Support, and Compliance

Distance Education Courses and Programs

Distance Education (DE) at SPC serves a vital role in delivering college degrees and certifications to students within the San Antonio metropolitan area. The DE program was instrumental in employing measures for the institution's ways to mitigate disruptions

to program delivery during the COVID 19 Pandemic. The DE platforms enabled social distancing and facilitated delivery of courses and programs. The DE teaching and learning formats included three access methods: Hybrid/Blended, Internet based (i.e., 100% Online), and Video Tape/Digital Video Disk (DVD)/Broadcast Television. For this report, the following definitions are provided.

- An ***online internet class*** is taught completely online using the Canvas Learning Management System (LMS), with no classes scheduled on-campus. Courses may be offered *asynchronously* with people logged in at different times. Another option is for much of the course to be offered *synchronously*--at scheduled times. The online internet class offering may require students to come to campus for an orientation, testing or labs, or complete another in-person requirement. In general, attending class is simply a matter of logging into class through their ACES portal to access their Canvas course and/or Zoom meeting with their instructor.
- A ***hybrid class*** is a cross between a traditional on-campus class and an online class. Some of the class will be done online, but there are regularly scheduled on-campus meetings as well. For example, students may meet once a week on campus and the rest of student learning will take place online.
- A ***Video Tape / Digital Video Disk (DVD) / Broadcast Television*** format uses video recordings of educational content. classes consist in video recording of educational content.

Center for Distance Learning

The Center for Distance Learning (CDL) mission is to provide services and support to online students. The CDL supports distance students via online, email, phone, or in person. The Center also works as a liaison between various institutional departments to assure distance learning opportunities for students are appropriately supported. These services include administrative support, technical expertise, assistive software, process for verifying Student identity for an online examination, faculty training

and development, and a robust online infrastructure capacity (i.e., enrollment and registration, advising, financial aid, counseling, library, special student services, bookstore, academic tutoring, and technical support).

The CDL maintains a website for students taking or considering taking distance learning courses. The site also serves as a central repository for distance learning student support services to:

- Assist students with completion of the “Orientation to Online Learning” (OLRN) Course.
- Assist approximately 18,685 students from Fall 2016 to Spring 2022 by the St. Philip’s College Center for Distance Learning via email, telephone, walk-in, computer laboratory and zoom meetings.
- Provide academic support with Canvas.
- Assist with ACES Portal (registration, view grades, and email).
- Provide student assistance by e-mail, phone, walk-ins or Zoom Conferencing.
- Assist with accessing MS Office 365 and OneDrive (ACES Portal).
- Provide basic assistance with accessing Word, Excel, and PowerPoint.
- Troubleshoot issues with BioSig-ID Online ID Authentication.

The CDL also coordinates closely with the Instructional Innovation Center (IIC). The IIC is a resource center dedicated to training and supporting faculty in the development of quality instructional materials and delivery strategies to enhance teaching and learning. The IIC provides curricular and technological support and guidance for faculty to assure appropriate training for faculty who teach face to face and distance course. The IIC also provides training, professional development, and in person and virtual consultations to promote a dynamic and supportive culture of learning for faculty, staff, and students. Links to technology applications and teaching and learning also are available. Facilitation of Institution-Wide events, training and certifications included the following events:

- **Distance Learning Certification (DLC) –** conducted 2 courses in the Fall 2021 and graduated 13 faculty and staff members. The DLC is a required course for faculty teaching online courses. The training covers the pedagogy and best practices for teaching online, as well as the development of a course. The training also includes a course readiness review to ensure that faculty are ready to deliver distance courses.
- **Master Teacher Program** – conducted a course for 26 institution faculty and staff members. This program is a co-facilitated course that supports effective student-centered pedagogies and scholarly approaches to teaching and learning and technological applications.

In-person and online Information Technology (IT) training workshops are provided to assist members of faculty, staff and students with their technical needs. The IT Workshops educate and enrich faculty and staff with specialized knowledge by teaching quality instructional technology techniques; introducing new tools; and providing technology consultation and support to ensure ongoing professional development. The IIC coordinates, and implements professional development events throughout the year to support distance education, including the following:

- **All College Meeting/Call to Conversation**. As an example, in August 2022, the IIC hosted 548 Faculty and Students using the Zoom Video Conferencing System.
- **IT Workshops during Fall 2021 semester to include**:
    - **Soft Chalk:** 2 workshops for a total of 18 students.
    - **Canvas Studio:** 12 workshops for a total of 148 students.
    - **Webinar Training:** 1 workshop for 2 students.
- **IT Workshops during Summer 2022 semester to include:**
    - **Soft Chalk:** 1 workshop for 16 students.
    - **Canvas Studio:** 1 workshop for 8 students.
    - **Study Mate:** 1 workshop for 7 students.

- **Employee Development Day.**
- **Micro Teaching and Learning Workshops**. As an example, from June 2022 to August 2022, 190 faculty members participated in 30 separate events including Micro-Teaching Learning Workshops and the College President's Welcoming Ceremony in preparation of the Fall 2022 Semester.
- **Routine Walk-in Technical Support.**
- **Summer Splash**. This activity is an annual open house event that promotes services and training provided to faculty and staff. In July 2022, 126 staff and faculty participated in the event.

Distance Learning Compliance

To support compliance and best practices to enhance student experiences and to curate sustainable practices for the development, support, and maintenance of distance learning courses and programs, the college follows various laws, regulations, and accreditor standards to ensure quality and accessible courses and programs. They include: Standards set forth by the Southern Association of Colleges and Schools (SACSCOC) *Distance and Correspondence Education – Policy Statement and Best Practices for Electronically Offered Degree and Certificate programs* (see Appendix 2) and the Texas Higher Education Coordinating Board's (THECB) *Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs*, (see Appendix 3) as minimum standards for distance learning courses and programs.

The Alamo Colleges Online (ACOL), Policy E.1.9 (see Appendix 4) -a critical component of maintaining quality online programs is the evaluation process. All faculty teaching online, hybrid, and web enhanced courses will follow best practices based on the Quality Matters™ (QM™) Program review and the teaching and learning quality standards set forth by the Sloan Consortium.

To ensure the adoption of effective teaching and learning practices and policies, a review process is in place to meet the alignment standards outlined by the QM™ Program. The QM™ Program, a nationally recognized, faculty-centered, peer review

process designed to certify the quality of online course design and components. The review process is a researched-based evaluation tool used to: (1) assess quality course design, (2) promote student learning, and (3) inform and guide changes toward continual improvement.

The Sloan Consortium assists institutions and faculty members in improving the quality of online education using a Quality Scorecard for the Administration of Online Programs. The benchmark standards for online teaching and learning are: (1) Course Development and Instructional Design, (2) Course Structure, (3) Teaching and Learning, (4) Social and Student Engagement, and (5) Assessment and Instructor Feedback.

The SPC maintains the State Authorization Reciprocity Agreement (SARA), a national initiative to provide more access to online courses while maintaining compliance standards with state regulatory agencies. SARA allows institutions to provide online courses outside of their own state borders by seeking and maintaining state approvals via a streamlined process. Institutions approved by their states to participate in SARA must be appropriately accredited and meet academic and financial requirements designed to protect and benefit students.

To maintain compliance with all aspects of SACSCOC accreditation and District Policy, the college established a Distance Learning Compliance Committee comprised 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.

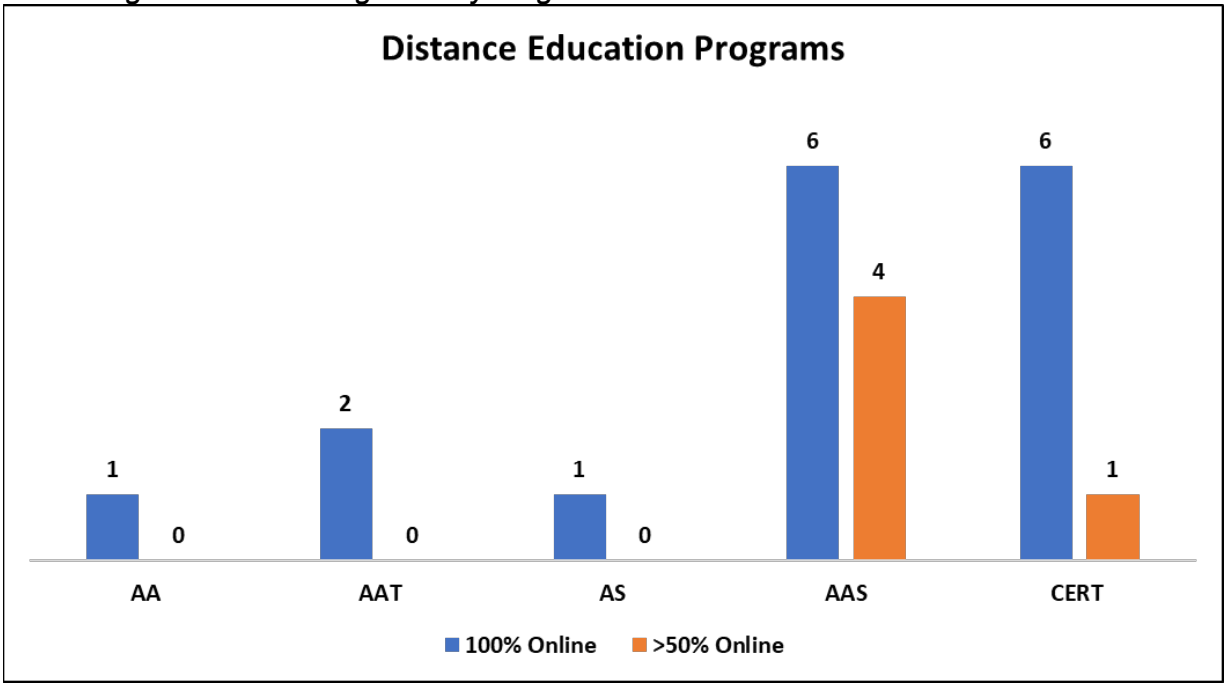
Data Analysis / Assessment

Enrollment

Figure 1 provides a graphical description of the numbers of distance education programs by degree type including Associate of Arts (AA), Associate of Arts in Teaching (AAT), Associate of Science (AS), Associate of Applied Science (AAS), and Certificates

(CERT). Sixteen programs are 100% online and five programs are a combination of hybrid and DE instruction.

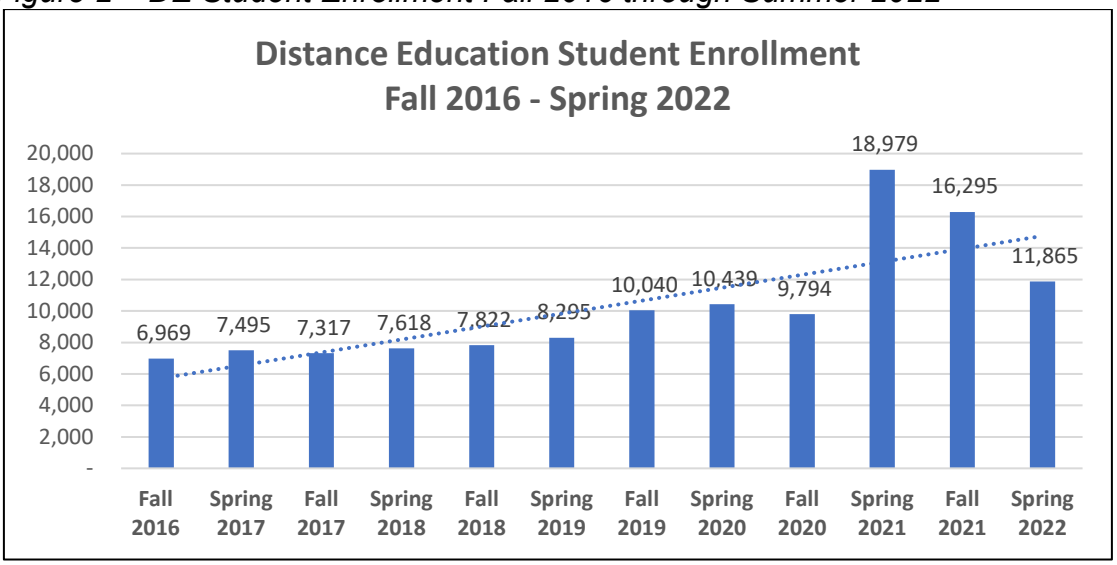
Figure 1 – DE Programs by Degree and Certificate



Source: Institutional Summary Form (SPC 5th Year Report): Includes "credit-bearing educational programs (degrees, certificates and diplomas) where 50% or more of the credit hours are delivered through distance education modes.

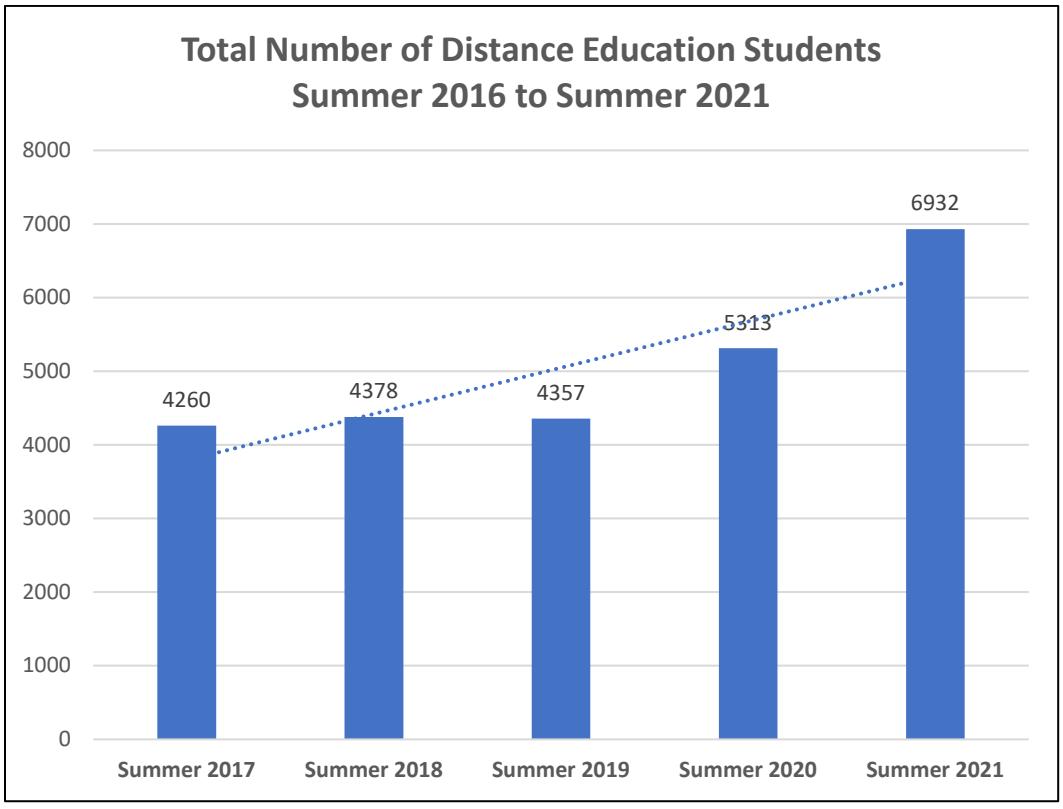
Figure 2 confirms the SPC experienced 70% growth in student enrollment in distance education courses for Fall and Spring semesters from the period Fall 2016 to Spring 2022. **Figure 3** confirms the SPC experienced a 63% growth in student enrollment in distance education courses during the each of the Summer semesters from Summer 2017 to Summer 2021. Factors that contributed to the increase in enrollment include the Covid-19 pandemic, access to relevant, affordable and flexible education and training, and the opportunity to serve those who cannot be accommodated in on-campus classes for reasons such as, family and work obligations, age, time, and logistical challenges.

Figure 2 – DE Student Enrollment Fall 2016 through Summer 2022



Source: CBM4, CBM0CS THECB Course Files, Certified Data

Figure 3 – DE Student Enrollment Summer 2017 – Summer 2021



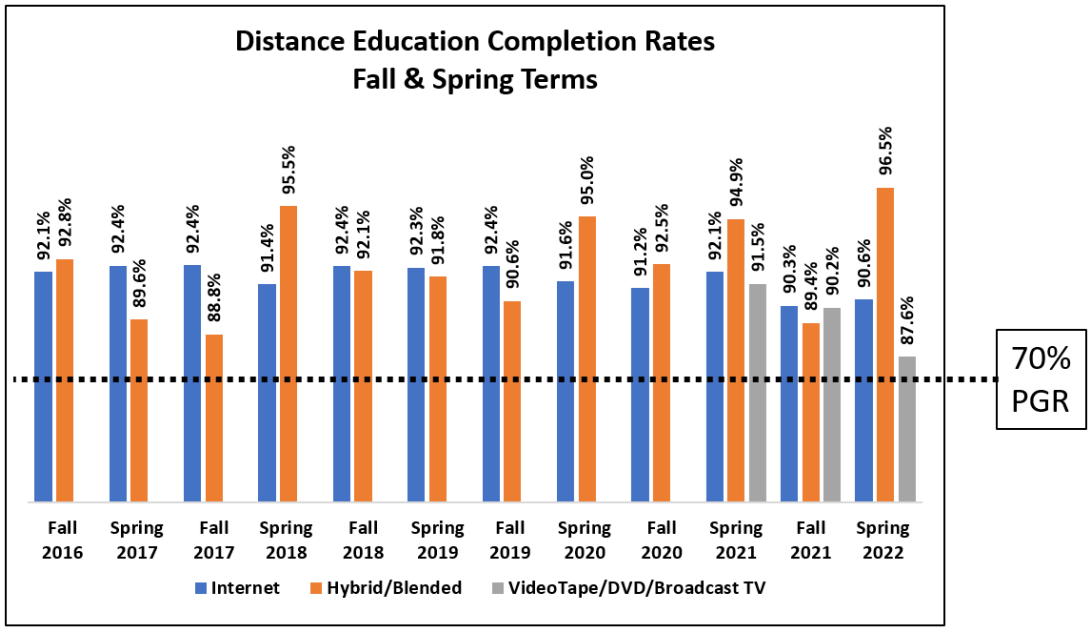
Source: CBM4, CBM0CS THECB Course Files, Certified Data

Distance Education Completion Rates

The DE completion rates are a measure of students who did not drop from a class. The Institution regularly evaluates student Productive Grade Rates (PGR) which is the percentage of students who successfully complete the course with an A, B, or C grade. The PGR of student achievement is directly tied to student performance in courses since successfully completing coursework helps prepare students for graduation, entering the workforce, or continuing their education. St. Philip's College collects PGR completion rates of DE students. The PGR Student Achievement minimum threshold goal at St. Philip's College is 70% and is referenced at this website link on the institution's website. https://www.alamo.edu/spc/about-spc/strategic-plan/mission-vision-and-values/student-achievement-goals/

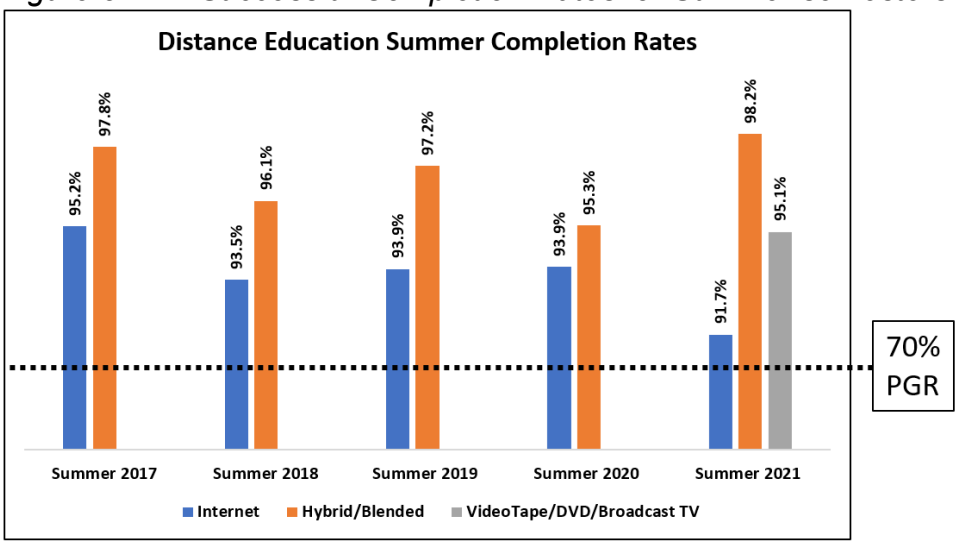
Figure 4 and **Figure 5** reveal the DE Successful Completion Rates exceeded the PGR Student Achievement minimum threshold goal at St. Philip's College of 70% during all semesters within the Fall 2016 through Spring 2022 reporting period.

Fiigure 4: DE Successful Completion Rates Fall & Spring semesters



*Source Data: Institutional Grade Distribution, Finalized (Uncertified) Grades Fall 2016-2021; *Spring 2022 Preliminary (Uncertified) Grades, July 18, 2022 Spring_22_GD, AY17-21_GD_InstMeth, SPC Grad Distribution Fall 21*

Figure 5: DE Successful Completion Rates for Summer semesters

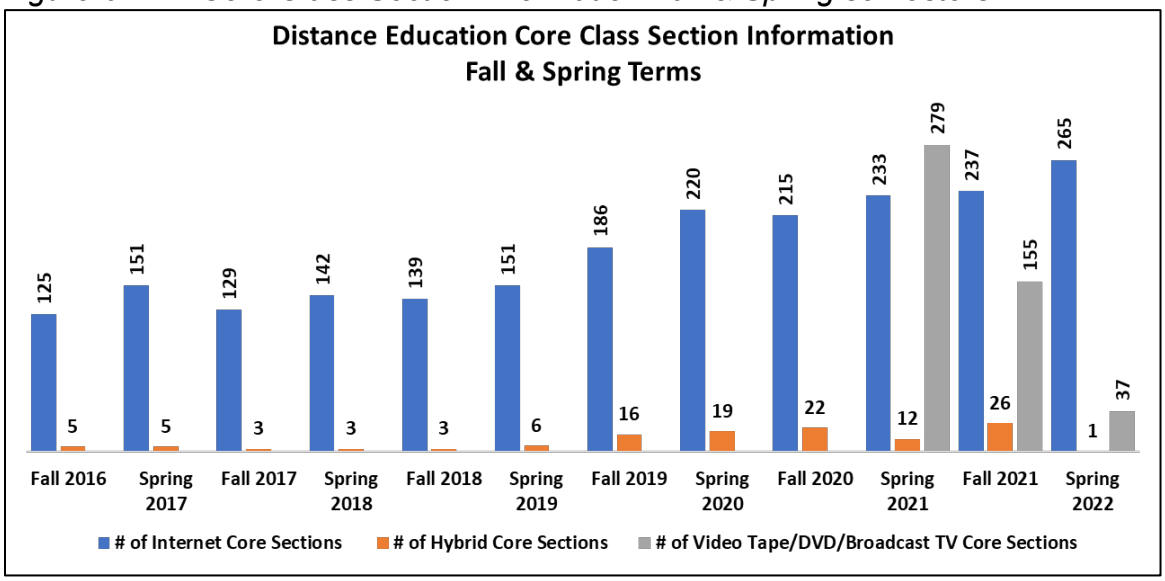


Source Data: Institutional Grade Distribution, Finalized (Uncertified) Grades Fall 2016-2021; Spring 2022 Preliminary (Uncertified) Grades, July 18, 2022 Spring_22_GD, AY17-21_GD_InstMeth, SPC Grad Distribution Fall 21

Core Class Section Information

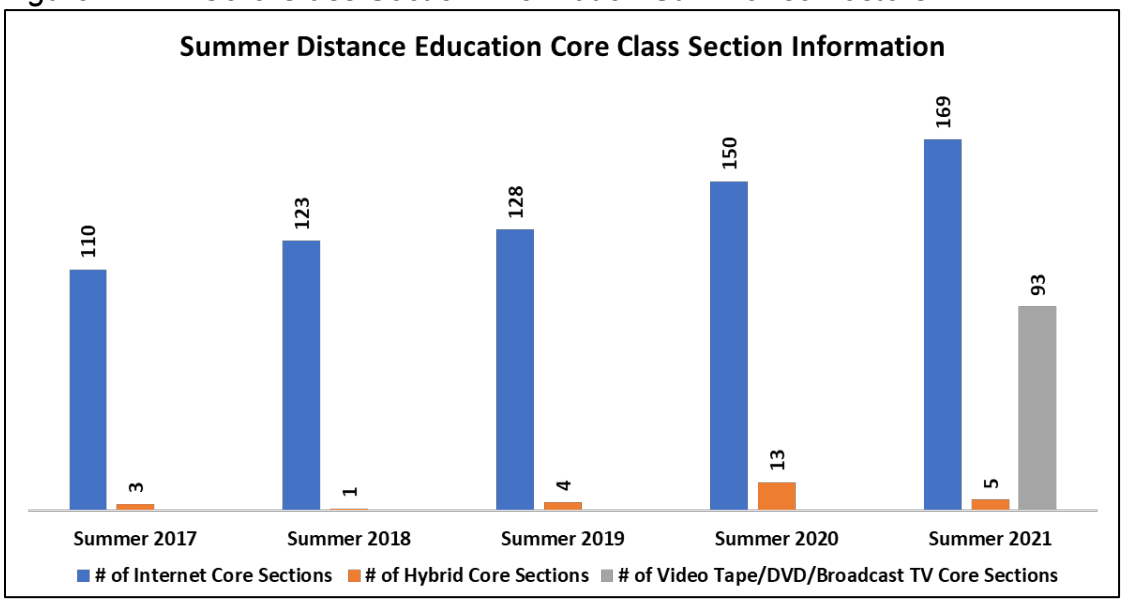
Core curriculum, as guided by Alamo Colleges and the Texas Higher Education Coordinator Board (THECB), consists of courses in the basic intellectual competencies of Reading, Writing, Speaking, Listening, and Critical Thinking. The St Philip's College DE delivery modality supported Alamo Colleges and the THECB policies as an essential way for students to meet core course curriculum requirements for award of college degrees and certificate programs. Analysis of the data for DE Core Class for Fall 2016 through Spring 2022 depicted in **Figure 6** indicates DE experienced growth in usage for the five-year period using the DE formats of Internet and Hybrid Courses. Notable was the capabilities of DE in maintaining continuity of operations from Spring 2020 through Spring 2022 during the height of the beginning of the COVID 19 Pandemic when social distancing was widely used to mitigate Covid 19 Pandemic social distancing concerns. **Figure 7** provides an overview of student enrollment in Core Courses for Summer 2017 through Summer 2021. The usage of the category of Video Tape/DVD/Broadcast DE became prominent beginning Spring 2021 through Spring 2022 as method of course delivery.

Figure 6: DE Core Class Section Information Fall & Spring semesters



*Source: CBM4, CBM0CS THECB Course Files, Certified Data; Core sections identified using Academic Program for each academic year * Spring 2022 Preliminary (Uncertified) Grades, July 18, 2022*

Figure 7: DE Core Class Section Information Summer semesters

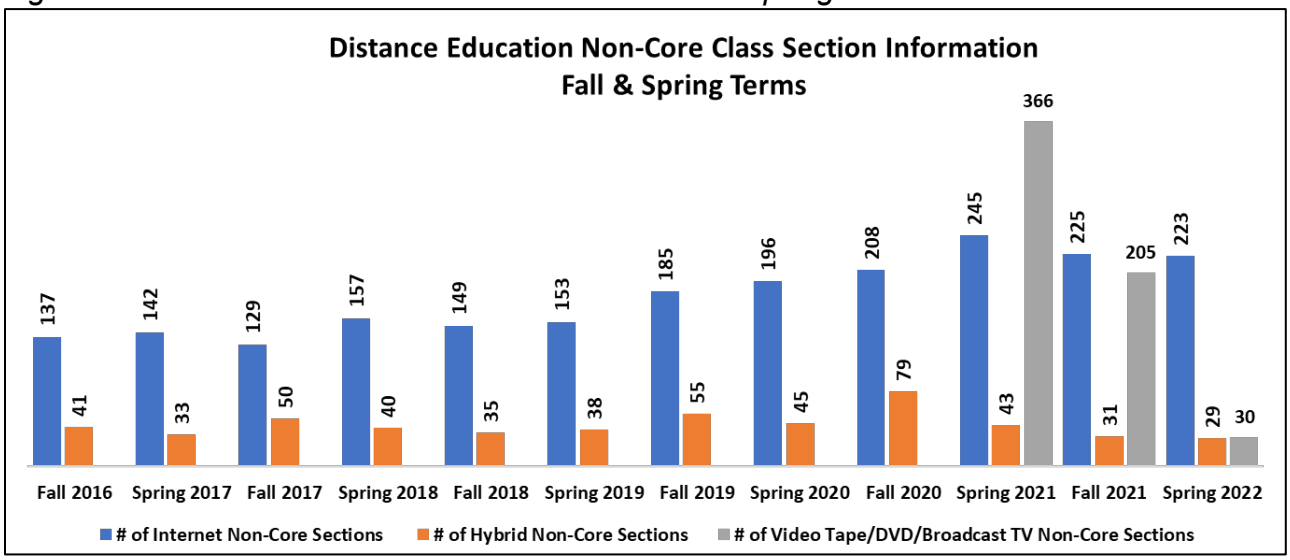


Source: CBM4, CBM0CS THECB Course Files, Certified Data; Core sections identified using Academic Program for each academic year

Non-Core Courses

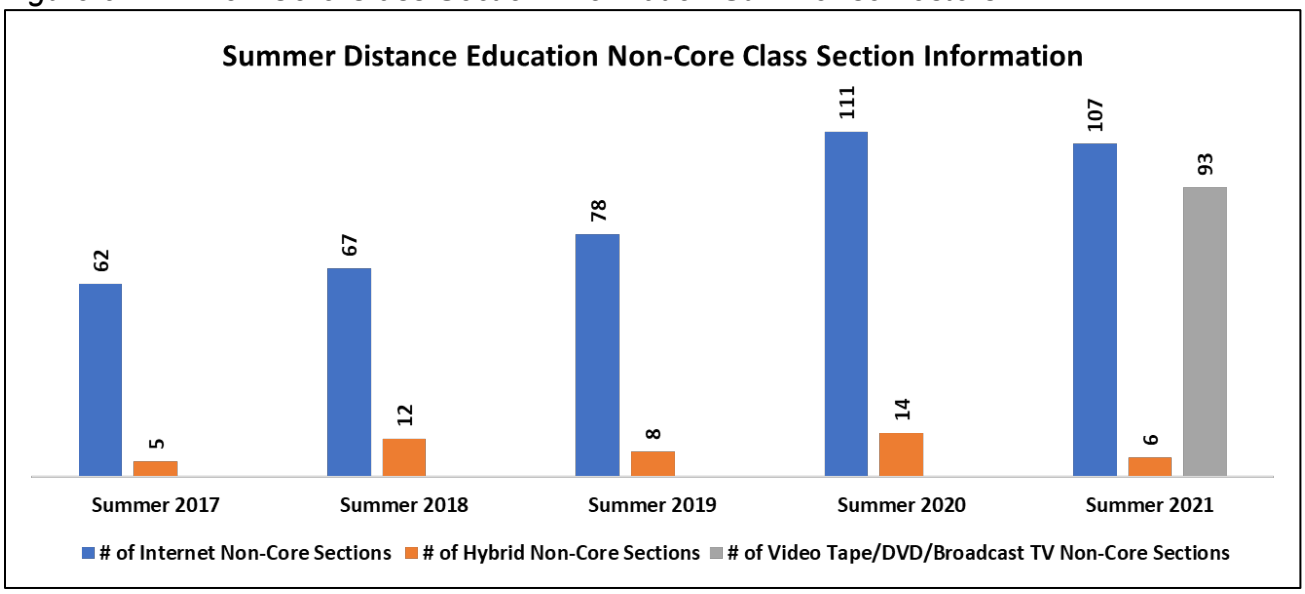
DE Non-Core courses during the five-year performance period for Fall & Spring is depicted in **Figure 8. Figure 9** shows a growth in DE Non-Core courses for the Summer 2017 through Summer 2021. A 207% growth in the combined numbers of DE platforms for Non-Core courses was noted for Summer semesters from Summer 2017 through Summer 2021.

Figure 8: DE Core Class Section Information Fall & Spring semesters



Source: CBM4, CBM0CS THECB Course Files, Certified Data; Core sections identified using Academic Program for each academic year
**Spring 2022 Preliminary (Uncertified) Grades, July 18, 2022*

Figure 9: DE Non-Core Class Section Information Summer semesters

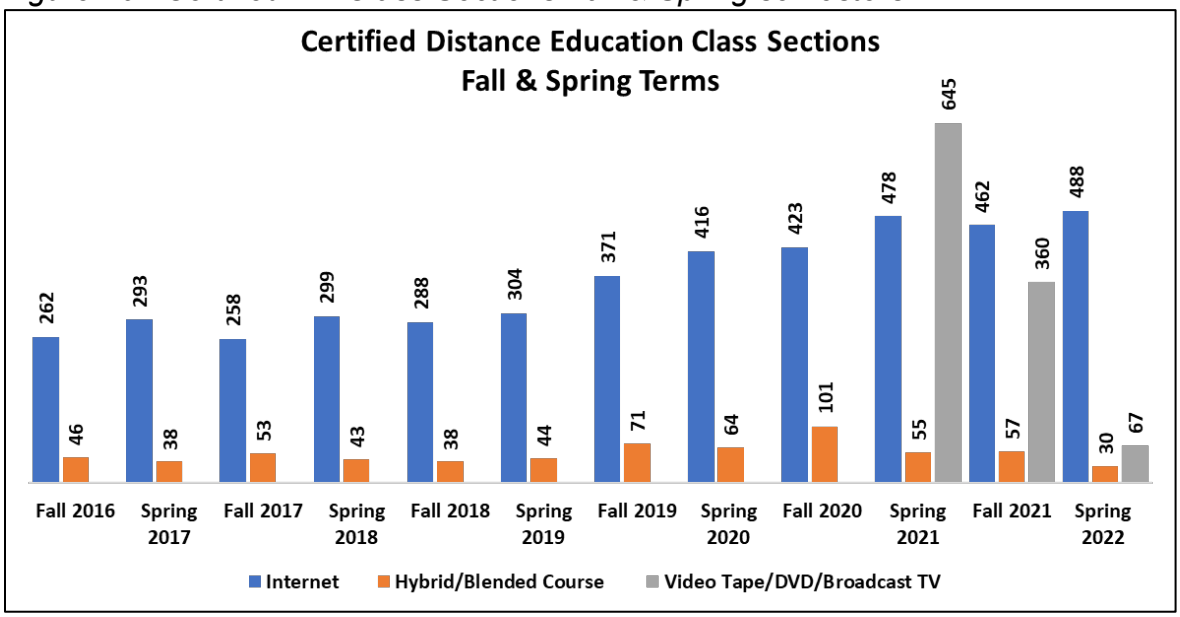


Source: CBM4, CBM0CS THECB Course Files, Certified Data; Core sections identified using Academic Program for each academic year

Certified Distance Education Class Sections

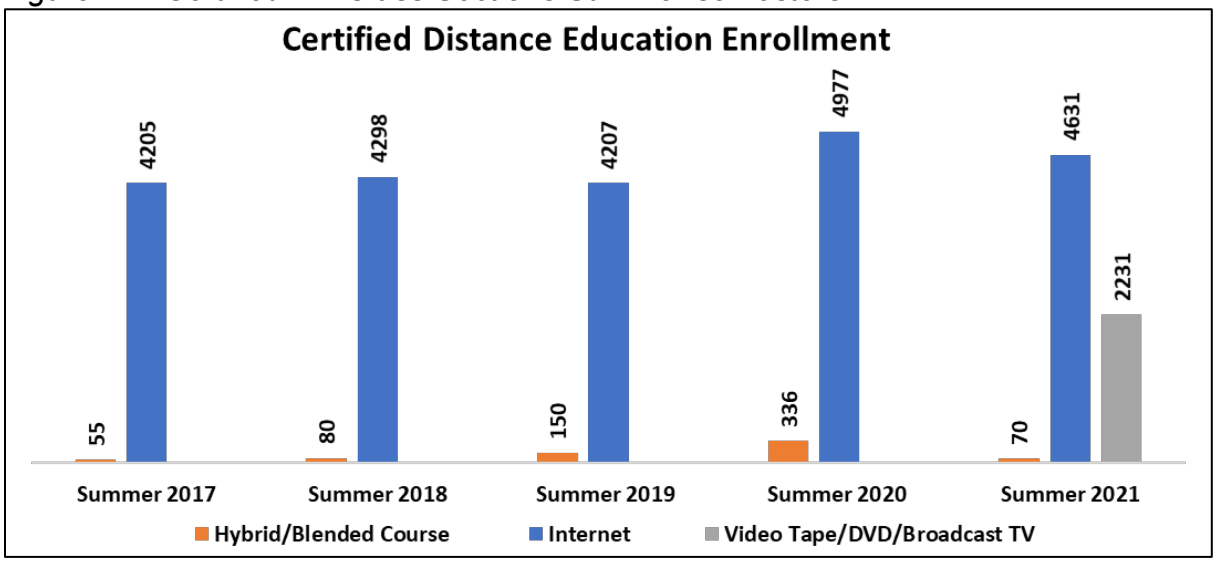
Figure 10 and **Figure 11** provide an overview of Certified Data. This data has undergone the process of reviewing State and institutional mandated outcome data for accuracy and signing the Certification of Accuracy of Data form indicating that the data is accurate. The data presented in **Figure 10** and **Figure 11** is data reported to the THECB (Texas Higher Education Coordinating Board) that has gone through a verification process at the St. Philips College and has been finalized per term, or academic year. **Figure 10** shows a growth in usage of DE Class sections for Fall and Spring semesters what experienced a growth of 90% increase for Fall and Spring semesters from Fall 2016 to Spring 2022. **Figure 11** shows a 63% growth for Summer semesters from Summer 2017 to Summer 2021.

Figure 10: Certified DE Class Sections Fall & Spring semesters



**Source: CBM4, CBM0CS THECB Course Files, Certified Data*
**Spring 2022 Preliminary (Uncertified) Grades, July 18, 2022*

Figure 11: Certified DE Class Sections Summer semesters



**Source: CBM4, CBM0CS THECB Course Files, Certified Data Figure 11: Certified DE Class Sections Summer semesters*

Dual Credit vs. Early College High School (ECHS)

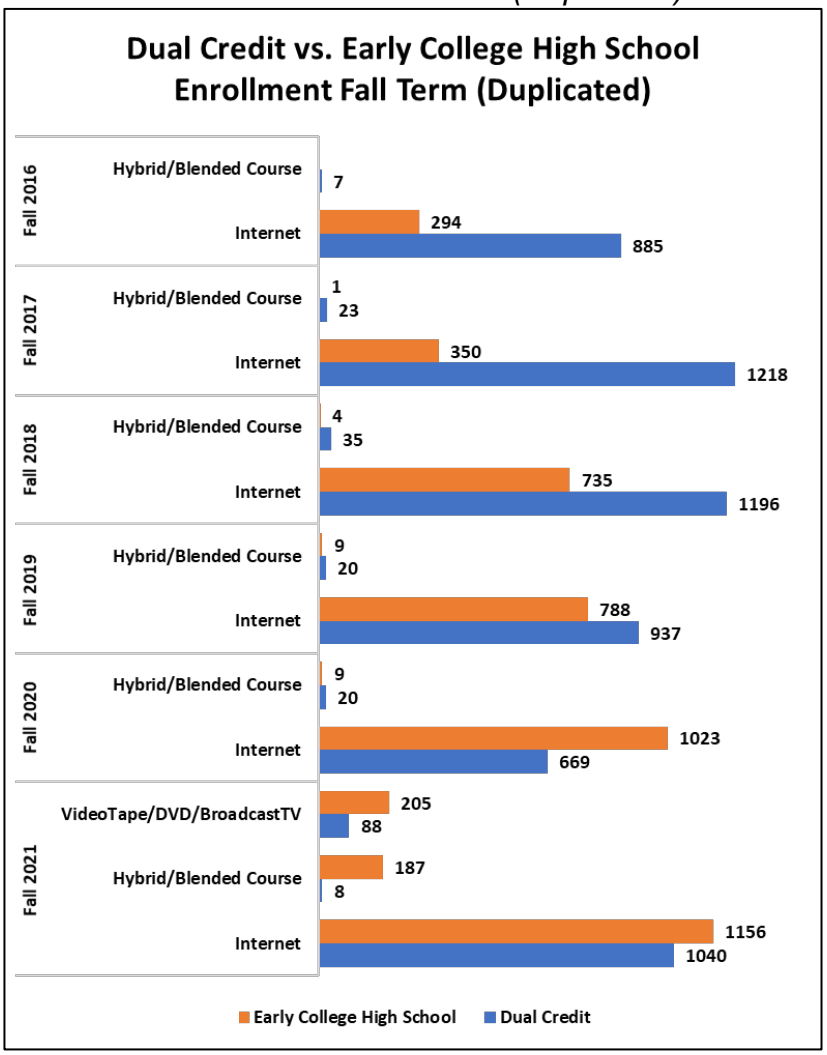
St. Philip's College ECHS and Dual Credit programs are affiliated with multiple high schools across the San Antonio and surrounding regions. Successful access for

participants of the ECHS programs is improved using DE. The ECHS students participate as early as the ninth grade and complete more college courses in a four-year period. A traditional dual enrollment program usually limits students to no more than two college courses per semester in the 11th and 12th grades. **Figure 12, Figure 13 and Figure 14** illustrate the enrollment of students into ECHS and Dual Credit courses for the period Fall 2016 to Fall 2021; Spring 2017 to Spring 2022; and Summer 2018, Summer 2020, and Summer 2021 respectively.

Enrollment data indicates usage of Hybrid/Blended courses are substantially less frequently utilized as compared to Internet based courses. Early years in this five-year assessment (2016-2019) illustrate that Dual Credit enrollment was higher than Early College High School enrollment. However, utilization of Distance Education began to exceed Dual Credit enrollment in Fall 2020 through Spring 2021.

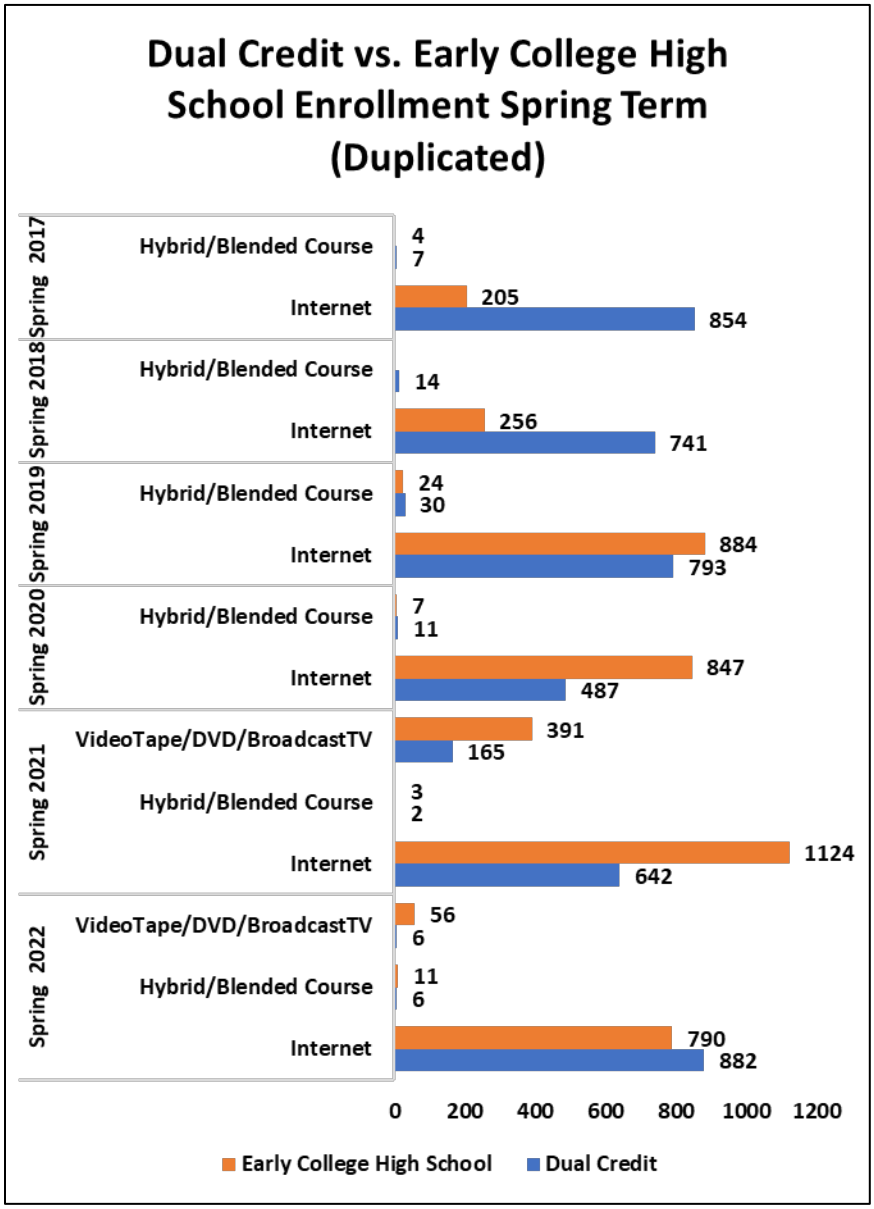
By Fall 2021 and Spring 2022 semesters, DE played an important role in maintaining continuity of academic operations and provided a venue to ensure Student Success despite the challenges of operating during the Covid 19 Pandemic. The following charts illustrates the trend for Dual Credit and CHSE for Fall semesters 2016 – 2021 **(Figure 12)**; Spring semesters 2017 – 2022 **(Figure 13)**; and Summer semesters 2018, 2020 and 2021 **(Figure 14).**

Figure 12: Dual Credit vs. Early College High School Enrollment Fall semesters (Duplicated)



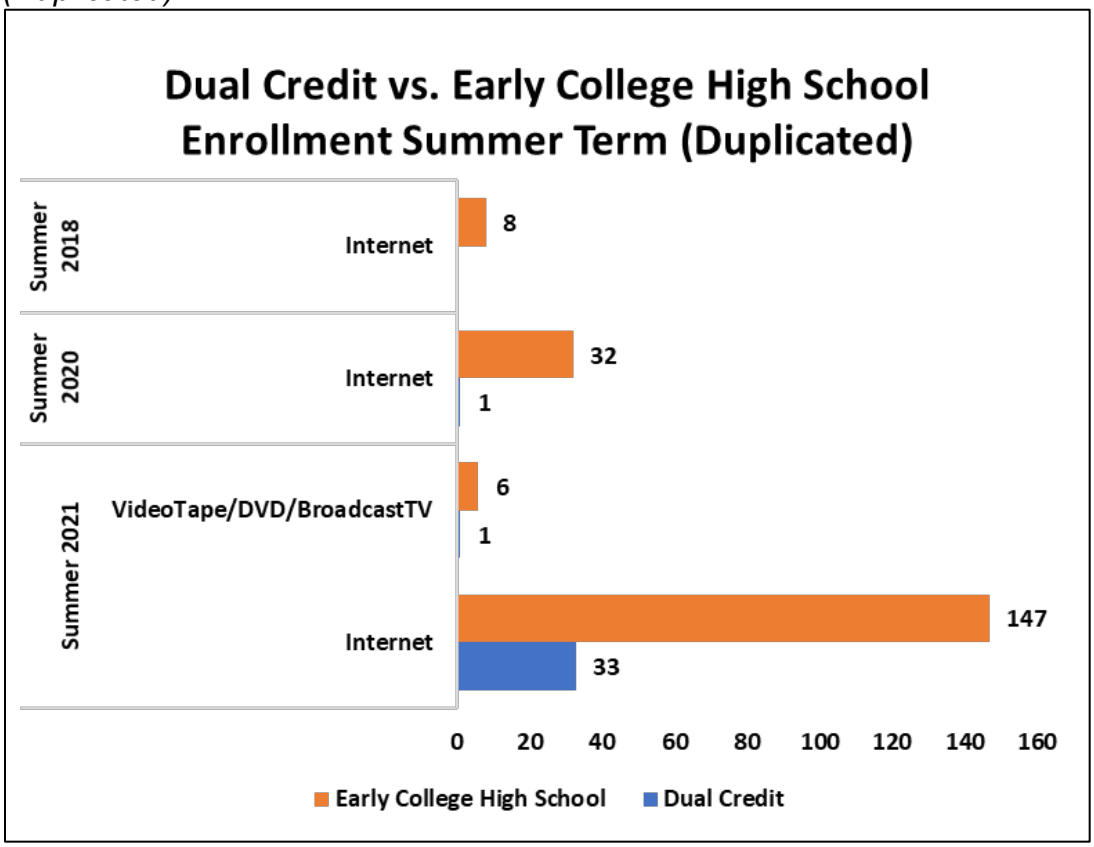
Source: Stu190, Does not include PTEC or ACAD students. Uncertified Data

Figure 13: Dual Credit vs. Early College High School Enrollment Spring semesters (Duplicated)



*Source: Stu190, Does not include PTEC or ACAD students. Uncertified Data Spring *2022 Preliminary (Uncertified) Grades, July 18, 2022*

Figure 14: Dual Credit vs. Early College High School Enrollment Spring semesters (Duplicated)



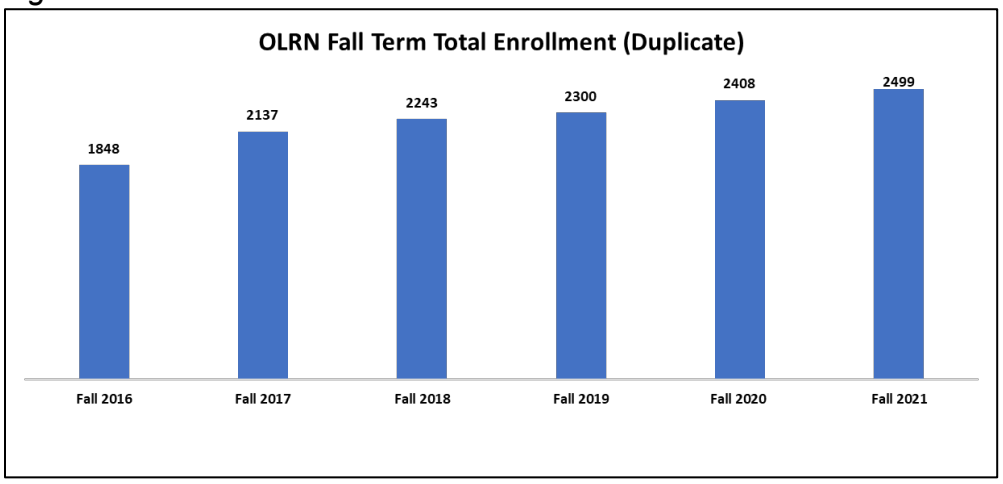
Source: Stu190, Does not include PTEC or ACAD students. Uncertified Data

Orientation to Online Learning (OLRN) Course

The ORLN course prepares students to enroll, navigate and succeed in online courses. The OLRN instructs students on usage of the Learning Management System, online communications systems (e.g. Zoom), obtain help with technology and software applications (e.g. Microsoft Office 365), and locate helpful student services information (e.g. tutoring, library, academic and student support). The St. Philips College Center for Distance Learning staff manages 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 through their student advisor or they can self-register on

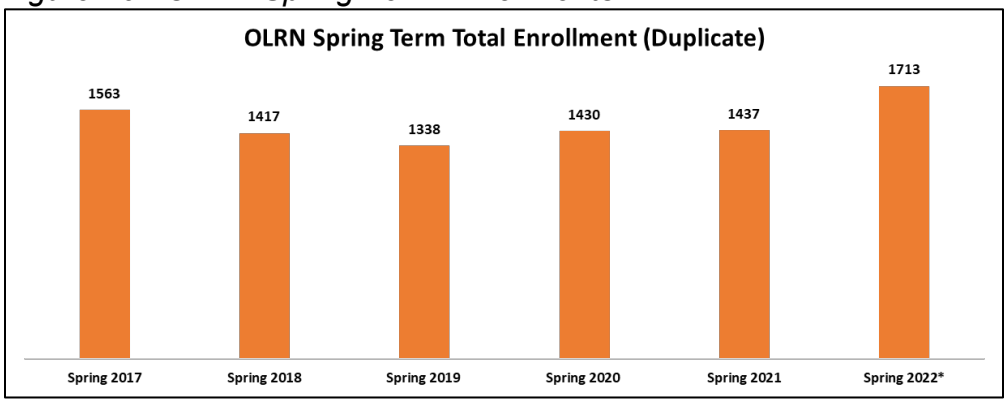
their own., non-credit OLRN 0001 course the same way they register for any other course. **Figures 15, 16 and 17** provides a graphical depiction of ORLN enrollment depicting actual enrollment by semester for Fall, Spring and Summer from 2016 to 2022.

Figure 15: ORLN Fall Term Enrollments



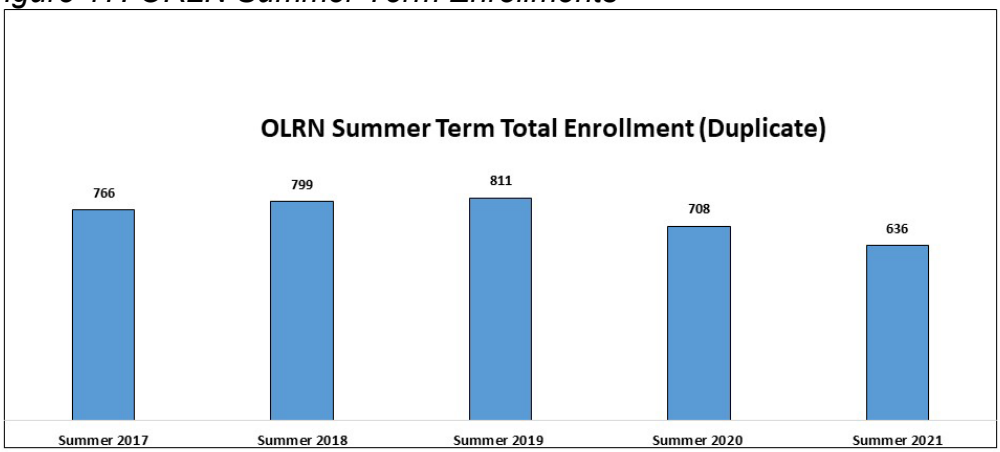
Sources: IRES_SC, Argos Daily Report, Uncertified Data Gathered By: SPC Institutional Planning, Research and Effectiveness, IPRE All Courses Fully Distance Education

Figure 16: ORLN Spring Term Enrollments



Sources: IRES_SC, Argos Daily Report, Uncertified Data Gathered By: SPC Institutional Planning, Research and Effectiveness, IPRE All Courses Fully Distance Education
**Spring 2022 Preliminary (Uncertified) Grades, July 18, 2022*

Figure 17: ORLN Summer Term Enrollments



Sources: IRES_SC, Argos Daily Report, Uncertified Data Gathered By: SPC Institutional Planning, Research and Effectiveness, IPRE All Courses Fully Distance Education

Distance Education Awareness

For this report, internal factors consist of members within the SPC community and external factors include those outside the organization. Internal dissemination and presentation of the findings are shared with internal constituencies, to include academic and non-academic areas/divisions. This report will also be shared at external venues, to include but not limited to dissemination at local, state, regional and national conferences.

Internal

Clear and accurate student support information regarding distance education programs is provided on the college's websites for students enrolled in or considering distance education programs or courses (i.e., admissions, tuition, materials, technical requirements, learning expectations, and support) which includes the following:

- An online orientation to instruct learners and assess readiness for distance learning.
- Open door Face-to-Face, zoom meeting and telephone technical support is provided to assist distance education students.

- Support to faculty and staff with information related to distance education through classroom and zoom workshops and presentations.

External

From Fall 2016 to Spring 2022, the Center of Distance Learning personnel attended and/or presented at national, state, and/or local conferences such as Canvas, the Texas Distance Learning Association, Online Learning Consortium, and college/district workshops.

Distance Education Continuous Improvements

The Center for Distance Learning will launch a Student Satisfaction Survey beginning in late October, 2022 and continue each fall and spring semesters. The purpose of the survey is to analyze various student support components and students' academic experiences. This analysis will help to identify strengths and areas for improvement, along with determining actions that can be taken to maintain high levels of satisfaction and improved distance education experiences. The results will be shared with internal and external constituents.

The CDL recognizes the need for a Distance Education Student Handbook. A Handbook is currently under construction to contain guidelines and support services for students enrolled in distance education courses and programs. The Handbook will be posted on the Center for Distance Learning website.

Summary

This report is structured around four domains for measuring tends in DE which include: *Identification, Assessment, Awareness, and Continuous Improvement.* Findings from the study revealed that SPC successfully exceeded the PGR goal of seventy percent throughout each semester identified in this reporting period. It is also important to note that growth of DE at SPC plays a significant role in allowing the college to accomplishing the mission of the institution. The role that DE plays in the abilities of SPC faculty, staff, and students to learn and obtain educational credentials crucial to Student Success and Performance Excellence.

Distance Education is a significant part of the academic landscape at St. Philip's College. As illustrated in this report, Distance Education courses and programs provide students with flexible learning opportunities. This became especially important in the spring of 2020 when the coronavirus pandemic began to disrupt education in the United States. Student support and success are crucial for continued growth in distance education programs and courses. The Center for Distance Learning will continue to provide innovative and creative resources to facilitate a culture of education for distance education faculty and students.

As pedagogical strategies and technological applications continue to emerge, opportunities for professional development will continue contribute to the continuum of growth and support through training opportunities faculty, staff, and students.

The Distance Education Compliance Committee, staff of the Center for Distance Learning, the Instructional Innovation Center, along with the Office of Institutional Planning, Research and Effectiveness will continue to ensure that the institution's DE program is regularly and systematically reviewed and improved. The findings in this report enable college leadership to continue to track the growth and effectiveness of its DE programs, to highlight successful programs, and to implement strategies and ways to improve all programs at St. Philip's College.

Appendix 1

Southern Association of Colleges and Schools (SACSCOC) Distance and Correspondence Education – Policy Statement and Best Practices for Electronically Offered Degree and Certificate programs

Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097

DISTANCE EDUCATION AND CORRESPONDENCE COURSES

Policy Statement

Definition of Distance Education

For the purposes of SACSCOC's accreditation review, distance education is 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. A distance education course may use the internet; one-way and two-way transmissions through open broadcast, closed circuit, cable, microwave, broadband lines, fiber optics, satellite, or wireless communications devices; audio conferencing; or other digital media if used as part of the distance education course or program.

Definition of Correspondence Courses

Correspondence courses are part of a formal educational process under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor. Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; courses are typically self-paced.

Standards and Policy Statements

1. At the time of review by SACSCOC, the institution demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the

credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (1) a secure login and password/passcode, (2) proctored examinations, and (3) new or other technologies and practices that are effective in verifying student identification (See Standard 10.6 [*Distance and correspondence education*]).

2. At the time of review by SACSCOC, the institution demonstrates that it has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs (See Standard 10.6 [*Distance and correspondence education*]).

3. At the time of review by SACSCOC, the institution demonstrates that it has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity (See Standard 10.6 [*Distance and correspondence education*]).

4. An institution that offers distance education or correspondence courses must ensure that it reports accurate headcount enrollment on its annual Institutional Profile submitted to SACSCOC (See SACSCOC's policy *Integrity and Institutional Obligations to* SACSCOC).

5. Institutions must ensure that their distance and correspondence education courses and programs comply with the *Principles of Accreditation*. This applies to all educational programs and services, wherever located or however delivered (See Standard 14.3 [*Comprehensive institutional reviews*]).

Guidelines in the Application of the Principles of Accreditation to Distance Education and Correspondence Courses

With the underlying concept that the *Principles of Accreditation* apply to all educational courses and programs of the institution, regardless of mode of delivery, institutions should consider the following guideline statements in implementing and reporting on distance education programs and correspondence courses.

Mission

If distance education programs and/or correspondence courses are a significant part of the institution's educational enterprise, the institution's mission should reflect that characteristic.

Curriculum and Instruction

The faculty assumes primary responsibility for and exercises oversight of distance education and correspondence courses, ensuring both the rigor of programs and the quality of instruction.

The technology used is appropriate to the nature and objectives of the programs and courses, and expectations concerning the use of such technology are clearly

communicated to students.

Distance and correspondence education policies are clear concerning ownership of materials, faculty compensation, copyright issues, and the use of revenue derived from the creation and production of software, courses, or other media products.
Academic support services are appropriate and specifically related to distance and correspondence education.

Program length is appropriate for each of the institution's educational programs, including those offered through distance education and correspondence courses.

For all degree programs offered through distance education or correspondence courses, the programs embody a coherent course of study that is compatible with the institution's mission and is based upon fields of study appropriate to higher education.

For all courses offered through distance education or correspondence, the institution employs sound and acceptable practices for determining the amount and level of credit awarded and justifies the use of a unit other than semester credit hours by explaining its equivalency.

An institution entering into consortial arrangements or contractual agreements for the delivery of courses/programs or services offered by distance or correspondence education is an active participant in ensuring the effectiveness and quality of the courses and programs offered by all of the participants.

Faculty

An institution offering distance or correspondence learning courses/programs ensures that there is a sufficient number of faculty qualified to develop, design, and teach the courses/programs.

The institution has clear criteria for the evaluation of faculty teaching distance education courses and programs.

Faculty who teach in distance and correspondence education programs and courses receive appropriate training.

Institutional Effectiveness

Comparability of distance education and correspondence programs to campus-based programs and courses is ensured by the evaluation of educational effectiveness, including assessments of student learning outcomes, student retention, and student satisfaction.

The institution regularly assesses the effectiveness of its provision of library/learning resources and student support services for distance education and correspondence

students.

Library and Learning Resources

Students have access to and can effectively use appropriate library resources.
Students and faculty have access to laboratories, facilities, and equipment appropriate to the courses or programs.

Student Services

Students have adequate access to the range of services appropriate to support the programs and courses offered through distance and correspondence education.

Students in distance education programs or correspondence courses have an adequate procedure for resolving their complaints, and the institution follows its policies and procedures.

Advertising, recruiting, and admissions information adequately and accurately represent the programs, requirements, and services available to students.

Documented procedures assure that security of personal information is protected in the conduct of assessments and evaluations and in the dissemination of results.

Students enrolled in distance education courses are able to use the technology employed, have the equipment necessary to succeed, and are provided assistance in using the technology.

Facilities and Finances

Appropriate equipment and technical expertise required for distance and correspondence education are available.

The institution, in making distance and correspondence education courses/programs a part of its mission, provides adequate funding for faculty, staff, services, and technological infrastructure to support the methodology.

Document History

Adopted: Commission on Colleges, June 1997 Updated in accord with the revised Principles, December 2006

Revised: SACSCOC Board of Trustees, June 2010

Edited: January 2012

Reformatted: July 2014; August 2018 Revised and Edited: SACSCOC Board of Trustees, September 2020

Appendix 2

Texas Higher Education Coordinating Board's (THECB) Principles of Good Practice for Electronically Offered Academic Degree and Certificate Programs

PRINCIPLES OF GOOD PRACTICE FOR ACADEMIC DEGREE AND CERTIFICATE PROGRAMS AND CREDIT COURSES OFFERED AT A DISTANCE

DEFINITION

Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapters P and Q define distance education as any formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50 %) of instruction. Distance education includes off- campus face-to-face, electronic to group, hybrid/blended, fully online, and 100 percent online courses and programs as defined by the Texas Higher Education Coordinating Board (THECB). Distance Education at all public institutions of higher education in Texas is designed to provide students across the state with access to courses and programs that meet their needs.

The Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered at a Distance apply to course types in distance learning as described in the Texas Administrative Code, Title 19, Part 1, Chapter 4, Subchapter P, Rule 4.257 and Subchapter Q, Rule
4.272. Institutions of higher education should make a reasonable effort to provide an accurate description of hybrid/blended, fully online, and 100 percent online courses or programs to students, including the amount of face-to-face or synchronous meetings and in-person proctored exams.

Complying with the PGP guidelines does not guarantee compliance with federal requirements, regulatory authority or quality assurance standards. This document was derived from a collective review of the original PGP guidelines, Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) standards, Council of Regional Accrediting Commissions (C-RAC) guidelines, Quality Matters (QM™) rubrics, and Online Learning Consortium Quality Scorecard (SC). Each item has a list of standards or regulation documents that it is mapped to at the end of the statement. The item that is bolded is the originating document. If no item is bolded, then this item was in the original PGP. For example, the following entry means the statement came from C-RAC originally, but is also referenced in QM™, SACSCOC, and SC:

Students using distance learning demonstrate proficiency in the use of electronic forms of learning resources. (**C-RAC**, QM™, SACSCOC, SC)

BASIC ASSUMPTIONS

There are six basic assumptions central to the Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered at a Distance.

1. The course or program offered at a distance is provided by or through an institution that is accredited by an accrediting agency recognized by the Texas Higher Education Coordinating Board and authorized to operate in the state where the course or program originates.
2. The institution's programs and courses holding specialized accreditation meet the same requirements when offered at a distance.
3. The "institution" may be a single institution or a consortium of such institutions.
4. These principles are generally applicable to degree or certificate programs and to courses offered at a distance.
5. It is the institution's responsibility to review educational programs and courses it provides at a distance and certify continued compliance with these principles.
6. Institutions offering programs or credit courses are responsible for satisfying all in-state approval and accreditation requirements before students are enrolled.

INSTITUTIONAL CONTEXT AND COMMITMENT

There are 31 principles related to Institutional Context and Commitment which are separated into the subheadings Role and Mission, Planning, Students and Student Services, Library and Learning Resources, Faculty Support, and Resources for Learning.

Role and Mission

1. If an institution offers a significant portion of its courses and programs at a distance, it should be clearly reflected in the institution's mission. (C-RAC, **SACSCOC**, SC)
2. The mission statement explains the role of distance learning within the range of the institution's programs and services. (**C-RAC**, SACSCOC)
3. Institutional and program statements of vision and values inform how the distance learning environment is created and supported. (**C-RAC**, SACSCOC)
4. As appropriate, the institution incorporates into its distance learning programs methods of meeting the stated institutional goals for the student experience at the institution. (**C-RAC**, SACSCOC)
5. The recruitment and admissions programs supporting the distance learning courses and programs appropriately target the student populations to be

served. (**C-RAC**, SACSCOC)

6. The students enrolled in the institution's distance learning courses and programs fit the admissions requirements for the students the institution intends to serve. (**C-RAC**, SACSCOC)
7. Senior administrators and staff can articulate how distance learning is consonant with the institution's mission and goals. (**C-RAC**, SACSCOC, SC)

Planning

8. The institution prepares a multi-year budget for distance learning that includes resources for assessment of program demand, marketing, appropriate levels of faculty and staff, faculty and staff development, library and information resources, and technology infrastructure. (**C-RAC**, SC)
9. The institution provides evidence of a multi-year technology plan that addresses its goals for distance learning and includes provision for a robust and scalable technical infrastructure. **(C-RAC)**
10. Development and ownership of plans for distance learning extend beyond the administrators directly responsible for it and the programs directly using it. **(C-RAC)**
11. Planning documents are explicit about any goals to increase numbers of programs provided through distance learning courses and programs and/or numbers of students to be enrolled in them. **(C-RAC)**
12. Plans for distance learning are linked effectively to budget and technology planning to ensure adequate support for current and future offerings. **(C-RAC)**
13. Plans for expanding distance learning demonstrate the institution's capacity to assure an appropriate level of quality. **(C-RAC)**
14. The institution and its distance learning programs have a track record of conducting needs analysis and of supporting programs. **(C-RAC)**

Students and Student Services

15. Advertising, recruiting, and admissions materials clearly and accurately represent the distance learning course or program and the services available. (C-RAC, **SACSCOC**, SC)
16. The institution has admission/acceptance criteria in place to assess the extent to which a student has the background, knowledge and technical skills required to undertake the course or program. (C-RAC, SACSCOC, SC)
17. Course/program announcements and electronic catalog entries provide appropriate and accurate information for distance learning courses such as program goals, academic

    requirements, academic calendar, and faculty. (C-RAC, SACSCOC, SC)
18. Students should be provided with clear, complete, and timely information on the curriculum, course and degree program requirements, nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies. (C-RAC, QM™, SACSCOC, SC)

19. The institution provides good web-based information to students about the nature of the distance learning environment and assists them in determining if they possess the skills important to succeed in distance learning. (**C-RAC**, SACSCOC, SC)
20. Students enrolled in distance education courses are able to use the technology employed, have the equipment necessary to succeed, and are provided assistance in the technical environment. (C-RAC, **SACSCOC**, SC, QM™)
    a. The institution provides a distance learning orientation program; **(C-RAC**, SC)
    b. Students in distance learning programs have ready access to technology support, preferably 24/7 support; **(C-RAC**, SC)
    c. Students using distance learning demonstrate proficiency in the use of electronic forms of learning resources. **(C-RAC,** QM™, SACSCOC, SC)
21. Students have adequate access to the range of services appropriate to support the programs offered through distance education. (C-RAC, QM™**, SACSCOC**, SC)
    a. Students in distance learning programs have adequate access to student services, including financial aid, course registration, and career and placement counseling; (**C- RAC**, QM™, SACSCOC, SC)
    b. The institution provides support services to students in formats appropriate to the delivery of the distance learning program. (**C-RAC**, QM™, SACSCOC, SC)
22. Enrolled students have reasonable and adequate access to the range of student services and student rights appropriate to support their learning. (C-RAC, QM™, SACSCOC, SC)
    a. Student complaint processes are clearly defined and can be used electronically; (**C-RAC,** SACSCOC, SC)
    b. Students in distance programs have an adequate procedure for resolving their complaints, and the institution follows its policies and procedures. (C-RAC, **SACSCOC**, SC)
23. Students are provided with reasonable and cost-effective ways to participate in the institution's system of student authentication. (**C-RAC**, SACSCOC)
24. Documented procedures assure that security of personal information is protected in the conduct of assessments and evaluations and in the dissemination of results. (C-RAC, **SACSCOC**)

Library and Learning Resources

25. Students have access to and can effectively use appropriate library and learning resources. (**SACSCOC**, C-RAC, SC, QM™)
26. Students using distance learning have adequate access to learning resources, including library, information resources, laboratories, equipment appropriate to academic courses or programs. (SACSCOC, **C-RAC,** SC, QM™)

Faculty Support

27. The course of program provides faculty support services and training specifically related to teaching via distance learning modalities. (C-RAC, SACSCOC, SC)
28. The institution provides adequate equipment, software, and communications access to faculty to support interaction with students, institutions, and other faculty. (C-RAC, SACSCOC)

29. Policies for faculty evaluation include appropriate recognition of teaching and scholarly activities related to courses of programs offered via distance. (C-RAC, SACSCOC)

Resources for Learning

30. The institution ensures that appropriate learning resources are available to students. (C-RAC, SACSCOC, SC, QM™)
31. The institution evaluates the adequacy of and the cost to students for access to learning resources. (C- RAC)

CURRICULUM AND INSTRUCTION

There are 24 principles related to Curriculum and Instruction.

1. A degree or certificate course or program offered electronically is coherent and complete. (C-RAC, SACSCOC)
2. The course or program provides for regular and substantive interaction between faculty and students, students and students, and student and content. (C-RAC, SACSCOC, SC, QM™)
3. Academic standards and student learning for all courses or programs offered at a distance will be the same as those for courses or programs delivered by other means at the institution where the course or program originates. (C-RAC, SACSCOC, SC)
4. Qualified faculty provide appropriate oversight of the course or program that is offered electronically. (C-RAC, SACSCOC)
5. The faculty assumes primary responsibility for and exercises oversight of distance education, ensuring both the rigor of programs and the quality of instruction. (C-RAC, **SACSCOC**)
6. The technology used is appropriate to the nature and objectives of the courses and programs and expectations concerning the use of such technology are clearly communicated to students. (C-RAC, **SACSCOC**, SC, QM™)
7. Distance education policies are clear concerning ownership of materials, faculty compensation, copyright issues, and the use of revenue derived from the creation and production of software, telecourses, or other media products. (**SACSCOC**, C-RAC)
8. Academic support services are appropriate and specifically related to distance

education. (**SACSCOC**, C-RAC, SC, QM™)

9. Program length is appropriate for each of the institution's educational programs, including those offered through distance education. (**SACSCOC**, C-RAC, SC)
10. For all degree programs offered through distance education, the programs embody a coherent course of study that is compatible with the institution's mission and is based upon fields of study appropriate to higher education. (**SACSCOC**, C-RAC, SC)
11. For all courses offered through distance education, the institution employs sound and acceptable practices for determining the amount and level of credit awarded and justifies the use of a unit other than semester credit hours by explaining its equivalency. (**SACSCOC**, C-RAC)
12. An institution entering into consortial arrangements or contractual agreements for the delivery of courses/programs or services offered by distance education is an active participant in ensuring the effectiveness and quality of the courses/programs offered by all of the participants. (**SACSCOC**, C- RAC)
13. The institution's policies on academic integrity include explicit references to online learning and are discussed during the orientation for online students. (**C-RAC**, QM™)
14. Approval of online courses and programs follows standard processes used in the college or university. (**C-RAC**)
15. Online learning courses and programs are evaluated on a periodic basis. (**C-RAC**)
16. The curricular goals and course objectives show that the institution or program has knowledge of the best uses of online learning in different disciplines and settings. (**C-RAC**, SACSCOC, SC)
17. Curricula delivered through online learning are benchmarked against on-ground courses and programs, if provided by the institution, or those provided by traditional institutions. (**C-RAC**)
18. The curriculum is coherent in its content and sequencing of courses and is effectively defined in easily available documents including course syllabi and program descriptions. (**C-RAC,** QM™, SACSCOC, SC)
19. Scheduling of online learning courses and programs provides students with a dependable pathway to ensure timely completion of degrees. (**C-RAC**)
20. The institution or program has established and enforces a policy on online learning course enrollments to ensure faculty capacity to work appropriately with students. **(C-RAC**)
21. Expectations for any required face-to-face, on-ground work (e.g., internships, specialized laboratory work) are stated clearly. (**C-RAC**)
22. Curriculum design and the course management system enable active faculty contribution to the learning environment. (**C-RAC,** QM™)
23. Course and program structures provide schedule and support known to be effective in helping online learning students persist and succeed. (**C-RAC**, QM™, SACSCOC. SC)
24. Accessibility of course content and technologies required for course completion is reviewed and alternative methods for access are identified if necessary. (**QM™**, SC)

FACULTY

There are ten principles related to Faculty.

1. The institution's faculty have a designated role in the design and implementation of its online learning offerings. (**C-RAC**)
2. An institution offering distance learning courses/programs ensures that there is a sufficient number of faculty qualified to develop, design, and teach the courses/programs. (C-RAC, **SACSCOC**)
3. The institution has clear criteria for the evaluation of faculty teaching distance education courses and programs. (C-RAC**, SACSCOC**, SC)
4. Faculty who teach in distance education courses and programs receive appropriate training. (C-RAC**, SACSCOC**, SC)
5. Online learning faculties are carefully selected, appropriately trained, frequently evaluated, and are marked by an acceptable level of turnover. (**C-RAC,** SACSCOC, SC)
6. The institution's training program for online learning faculty is periodic, incorporates tested good practices in online learning pedagogy, and ensures competency with the range of software products used by the institution. (**C-RAC,** SACSCOC, SC)
7. Faculty are proficient and effectively supported in using the course management system. (**C-RAC,** SACSCOC)
8. The office or persons responsible for online learning training programs are clearly identified and have the competencies to accomplish the tasks, including knowledge of the specialized resources and technical support available to support course development and delivery. (**C-RAC,** SACSCOC)
9. Faculty members engaged in online learning share in the mission and goals of the institution and its programs and are provided the opportunities to contribute to the broader activities of the institution. (**C-RAC,** SACSCOC)
10. Students express satisfaction with the quality of the instruction provided by online learning faculty members. (**C-RAC,** SACSCOC, SC)

EVALUATION AND ASSESSMENT

There are seven principles related to Evaluation and Assessment.

1. Assessment of student learning follows processes used in onsite courses or programs and/or reflects good practice in assessment methods. (**C-RAC**, QM™, SACSCOC)
2. Student course evaluations are routinely taken and an analysis of them contributes to strategies for course improvements. (**C-RAC,** SACSCOC)
3. The institution regularly evaluates the effectiveness of the academic and support services provided to students in online courses and uses the results for improvement. (**C-RAC,** SACSCOC)
4. The institution documents its successes in implementing changes

informed by its programs of assessment and evaluation. (**C-RAC**, SACSCOC)

5. The institution sets appropriate goals for the retention/persistence of students using online learning, assesses its achievement of these goals, and uses the results for improvement. (**C-RAC**, SACSCOC)
6. If faculty roles are distributed, the evaluation strategies ensure effective communication between faculty members who design curriculum, faculty members who interact with students, and faculty members who evaluate student learning. (**C-RAC**, SACSCOC)
7. The institution utilizes examples of student work and student interactions among themselves and with faculty in assessment of program learning outcomes. (**C-RAC**, SACSCOC)

FACILITIES AND FINANCES

There are two principles related to Facilities and Finances.

1. Appropriate equipment and technical expertise required for distance education are available. (C-RAC, QM™, **SACSCOC**, SC)
2. The institution, in making distance education courses/programs a part of its mission, provides adequate funding for faculty, staff, services, and technological infrastructure to support the methodology. (C- RAC, **SACSCOC**, SC)

ADHERENCE TO FEDERAL REQUIREMENTS

There are 6 principles related to Adherence to Federal Requirements.

1. The institution demonstrates that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (1) a secure login and pass code, (2) proctored examinations, and (3) new or other technologies and practices that are effective in verifying student identification. (C-RAC, **SACSCOC**, SC)
2. The institution demonstrates that it has a written procedure for protecting the privacy of students enrolled in distance education courses or programs. (C-RAC, **SACSCOC**, SC)
3. The institution demonstrates that it has a written procedure distributed at the time of registration or enrollment that notifies students of any projected additional student charges associated with verification of student identity. (C-RAC, **SACSCOC**)
4. The institution that offers distance education must ensure that it reports accurate headcount enrollment on its annual Institutional Profile submitted to the Commission. (C-RAC, **SACSCOC**)

5. The institution demonstrates that efforts are made to ensure compliance with federal and state accessibility requirements. (**SC**)

6. The institution demonstrates that efforts are made to ensure compliance with federal student financial aid requirements. (**NASFAA**)

Last Updated: July 2019

Appendix 3

Alamo College Online Learning Policy

E.1.9 (Policy) Online Learning
Responsible Department: Vice Chancellor for Academic Success
Board Adoption: 1-21-14
Last Board Action: 1-21-14
Last Amended: 11-15-16

The Alamo Colleges recognize the value of online learning and are committed to providing learners of diverse backgrounds with access to programs and services that will prepare students to lead in a global society. The Alamo Colleges' Online Program is committed to providing a high-quality educational experience that aligns with best practices in electronically delivered and technology enabled teaching and learning.

The faculty across the Alamo Colleges will collaborate in the development and distribution of specific procedures related to distance education, online learning (fully at a distance, hybrid, or web enhanced), faculty certification, student orientation, appropriate notification of presence to state authorities, and all other relevant areas. The academic oversight of curriculum and instruction rests with faculty at the respective colleges.

An Advisory Committee of faculty from across the colleges will collaborate on procedures and guidelines to facilitate the development of fully online courses, certificates, and degree programs. Online learning shall be governed by this policy, related procedures, and other publications and guidelines produced by ACOL in collaboration with the established Advisory Committee of faculty from across the colleges.

Appendix 4

Institutional Memberships and College Ranking

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.

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.

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.

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

SR Education Group named St. Philip's College # 10 with the 2020 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. https://www.guidetoonlineschools.com/online-schools/st-philip-s-college?lvl=32

Niche rankings are based on rigorous analysis of key statistics from the U.S. Department of Education and millions of reviews. St. Philip's College was rank the #11 best community college in Texas. https://www.niche.com/colleges/st-philips-college/

Glossary

Alamo Colleges	The collective reference to all five colleges within the Alamo Community College District. The term Alamo Colleges includes Northeast Lakeview College, Northwest Vista College, Palo Alto College, San Antonio College and St. Philip's College. For additional information visit the Alamo Colleges at http://www.alamo.edu.Source: IRES https://www.alamo.edu/siteassets/spc/about-spc/college-offices/planning--research/documents/glossaryofterms.pdf
Certified Distance Education Class Sections	Certified Distance Education Class Sections are those sections in which the data has undergone the process of reviewing State and County mandated outcomes for accuracy and signing the Certification of Accuracy of Data form indicating that the data is accurate.
Completion Rates	In IRES Grade Distribution report, the measure of completed grades relative to total enrollment expressed as a percentage (A+B+C+D+F+IP+I+P/Total Enrollment). Source: IRES https://www.alamo.edu/siteassets/spc/about-spc/college-offices/planning--research/documents/glossaryofterms.pdf
Core Curriculum	The common part of every undergraduate curriculum that introduces students to a broad range of areas beyond their major and helps students develop basic intellectual competencies in reading, writing, speaking, listening, critical thinking, and computer literacy. In Texas the core curriculum usually consists of 42-48 semester credit hours of course work distributed among the disciplines of communication, mathematics, the natural sciences, the arts and humanities, and the social and behavioral sciences. State law mandates the transfer of core curriculum courses between all public institutions of higher education. Source: IRES https://www.alamo.edu/siteassets/spc/about-spc/college-offices/planning--research/documents/glossaryofterms.pdf
Core Course	A course that is part of the 2019-2020 St. Philip's College Core Curriculum. Source: https://myspccatalog.alamo.edu/content.php?catoid=177&navoid=10919
Distance Education	The formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50 percent) of instruction. Source: IRES https://www.alamo.edu/siteassets/spc/about-spc/college-offices/planning--research/documents/glossaryofterms.pdf

Dual Enrollment or Dual Credit	The simultaneous enrollment of a student at a high school and in a college course which is offered through regular campus schedule or at the high school. Source: IPR https://www.alamo.edu/siteassets/spc/about-spc/college-offices/planning--research/documents/glossaryofterms.pdf
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. An IRES report that provides same day, year-to-year enrollment comparisons by college and term. Source: IRES https://www.alamo.edu/siteassets/spc/about-spc/college-offices/planning--research/documents/glossaryofterms.pdf
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 2019-2020 St. Philip's College Core Curriculum. Source: https://myspccatalog.alamo.edu/content.php?catoid=177&navoid=10919
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: Distance Learning web page, https://www.alamo.edu/spc/academics/distance-learning/
Productive Grade Rate (PGR)	Productive Grade Rates (PGR) of student achievement are directly tied to student performance in courses since successfully completing coursework helps prepare students for graduation, entering the workforce, or continuing their education. The Institution regularly

	evaluates productive grade rate (the percentage of students who successfully complete the course with an A, B, or C grade) and the PGR Student Achievement minimum threshold goal at St. Philip's College is 70%. https://www.alamo.edu/spc/about-spc/strategic-plan/mission-vision-and-values/student-achievement-goals/
Section Count	The sum of course sections. A specific course offered for credit. Sections range from one to four semester credit hours (SCH). Source: IRES https://www.alamo.edu/siteassets/spc/about-spc/college-offices/planning--research/documents/glossaryofterms.pdf
Successful Rates	In IRES Grade Distribution report, the measure of success grades relative to total enrollment expressed as a percentage (A+B+C/Total Enrollment) Source: IRES https://www.alamo.edu/siteassets/spc/about-spc/college-offices/planning--research/documents/glossaryofterms.pdf
Trends	A reporting technique that measures one or more variables over a specified period of time to identify changes. Source: IPRE https://www.alamo.edu/siteassets/spc/about-spc/college-offices/planning--research/documents/glossaryofterms.pdf
True First Time in College	The IRES methodology used to calculate first-time-in-college students with no previous Alamo Colleges academic history. IRES uses the standard THECB FTIC methodology to establish the base FTIC Cohort, then checks to see that the student is not in any other term prior to the FTIC term, excluding dual credit terms. Source: IRES https://www.alamo.edu/siteassets/spc/about-spc/college-offices/planning--research/documents/glossaryofterms.pdf