



Distance Education

National, State and Local Trends

December 13, 2011



Objectives:

- Define Distance Education as pertains to this presentation
- Analyze enrollment patterns for traditional and distance courses
- Examine national, state and local course completion and success data
- Compare course completion and success by academic program
- Discuss potential areas for improvement





What is Distance Education?

Distance Education represents the following categories of educational delivery in California:

- 89% online
- 8% delivered over television
- 2% by correspondence
- 1% by video conferencing

Today's discussion will address only online education



Data will be drawn from a national report called "Going the Distance: Online Education in the United States, 2011," the 2011 California "Distance Education Report," and the 2011 Distance Education reports for Cuyamaca College and Grossmont College, analyzing only courses that were offered both in traditional and distance delivery modes



Acceptance and Growth of Distance Education:

FACULTY AT MY SCHOOL ACCEPT THE VALUE AND LEGITIMACY OF ONLINE EDUCATION – FALL 2002 TO FALL 2011

	Fall 2002	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2009	Fall 2011
Agree	27.6%	30.4%	27.6%	32.9%	33.5%	30.9%	32.0%
Neutral	65.1%	59.3%	57.8%	56.1%	51.9%	51.8%	56.5%
Disagree	27.6%	10.3%	14.7%	11.0%	14.6%	17.3%	11.4%

45 colleges in California currently offer a total of 449 degrees and certificates:

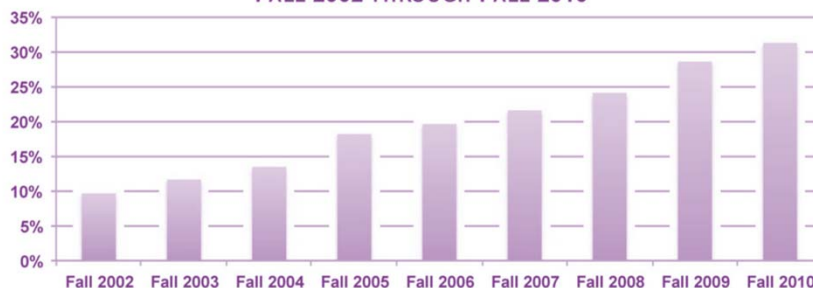
- 113 Associate in Arts Degrees
- 95 Associate in Science Degrees
- 241 Certificates of Achievement





Acceptance and Growth of Distance Education:

ONLINE ENROLLMENT AS A PERCENT OF TOTAL ENROLLMENT - FALL 2002 THROUGH FALL 2010



- Over **6.1 million students** took an online course in Fall 2010
- **31%** of all higher education students now take at least one course online
- Online enrollments are growing at **10% per year** compared to less than 1% for the overall higher education student population



Acceptance and Growth of Distance Education:

Total Student Headcount in All Distance Education and Traditional Education Course Sessions 2005-10 (unduplicated headcount)

Fiscal Year	Distance Education	Traditional Education	Total	Percent of Total Headcount
2005-06	328,372	2,630,207	2,958,579	12.48%
2006-07	392,355	2,694,149	3,086,504	14.56%
2007-08	483,884	2,810,572	3,294,456	17.22%
2008-09	611,689	2,923,137	3,534,826	20.93%
2009-10	649,518	2,758,831	3,408,349	23.54%

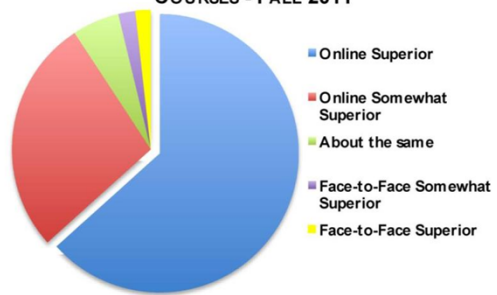
- **24%** of course enrollments in California are currently in distance education
- Traditional course enrollments grew an average of **1%** over the past five years
- Distance enrollments grew an average of **16%** over this same five-year period
- During 2009-2010 traditional enrollments shrank 6% while distance enrollments grew by 6%





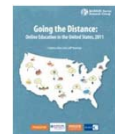
Why do students enroll in Distance Education courses?

SCHEDULING FLEXIBILITY FOR STUDENTS - COMPARISONS OF ONLINE AND FACE-TO-FACE COURSES - FALL 2011



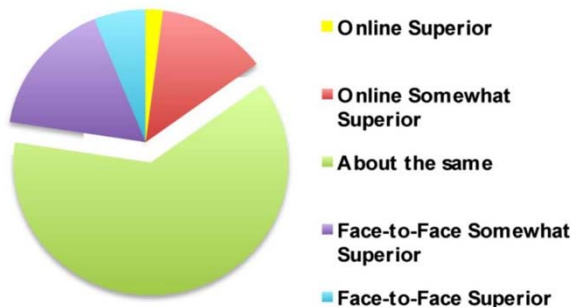
California survey results show that students select distance courses due to:

- Work schedules (38%)
- Personal circumstances (20%)
- Student had a good prior experience with DE (6%)
- Frequent travel interferes with taking face-to-face classes (4%)



Why do students enroll in Distance Education courses?

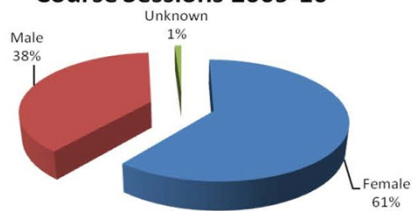
PERCEIVED STUDENT SATISFACTION IN ONLINE AND FACE-TO-FACE COURSES - FALL 2011





California Enrollment Data:

Female and Male Enrollments in DE Course Sessions 2009-10

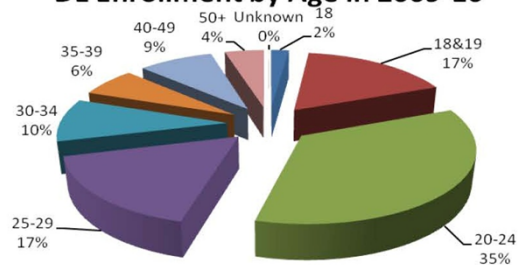


GCCCD enrollment data for 2010-2011 indicates that roughly 35% of DE enrollments are male while 65% are female.



California Enrollment Data:

DE Enrollment by Age in 2009-10



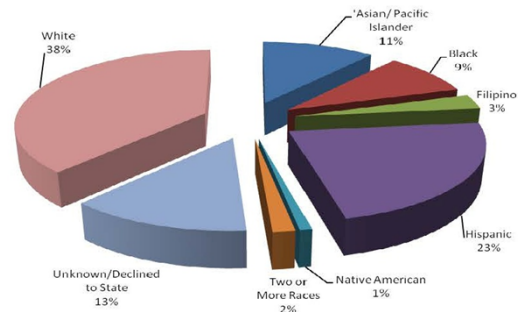
GCCCD enrollment data for 2010-2011 indicates that 75 -80% of DE enrollments are students less than 30 years old.





California Enrollment Data:

Enrollment by Ethnicity in DE Courses Sessions in 2009-10



GCCCD enrollment data for 2010-2011 indicates that roughly 48% of DE enrollments are White, while 22% are Hispanic, 9% are African-American, and 4-6% are Asian.



Course Completion Rates:

California's Distance Education Report Completion Data for 2009-2010:

- **Distance courses** had an average completion rate of **78%**
Course withdrawals represented **22%** of enrollments
- **Face-to-face courses** had an average completion rate of **85%**
Course withdrawals represented **15%** of enrollments





Course Success Rates:

Success Rates for Credit Distance Education and Traditional Education Course Sessions (Duplicated Headcount)					
Credit Distance Education Sessions					
Student Outcome	2005-06	2006-07	2007-08	2008-09	2009-10
Completed	319,541	392,145	500,142	649,997	696,088
Not Completed	289,005	346,551	425,762	525,136	524,723
Total	608,546	738,696	925,904	1,175,133	1,220,811
Success Rate	53%	53%	54%	55%	57%
Credit Traditional Education Sessions					
Student Outcome	2005-06	2006-07	2007-08	2008-09	2009-10
Completed	5,390,916	5,469,554	5,725,712	6,208,474	6,264,182
Not Completed	3,024,343	2,963,846	3,023,945	3,105,924	3,024,017
Total	8,415,259	8,433,400	8,749,657	9,314,398	9,288,199
Success Rate	64%	65%	65%	67%	67%

Similar to course completion, course success rates differ by 10% when comparing traditional face-to-face courses to Distance Education courses state wide...

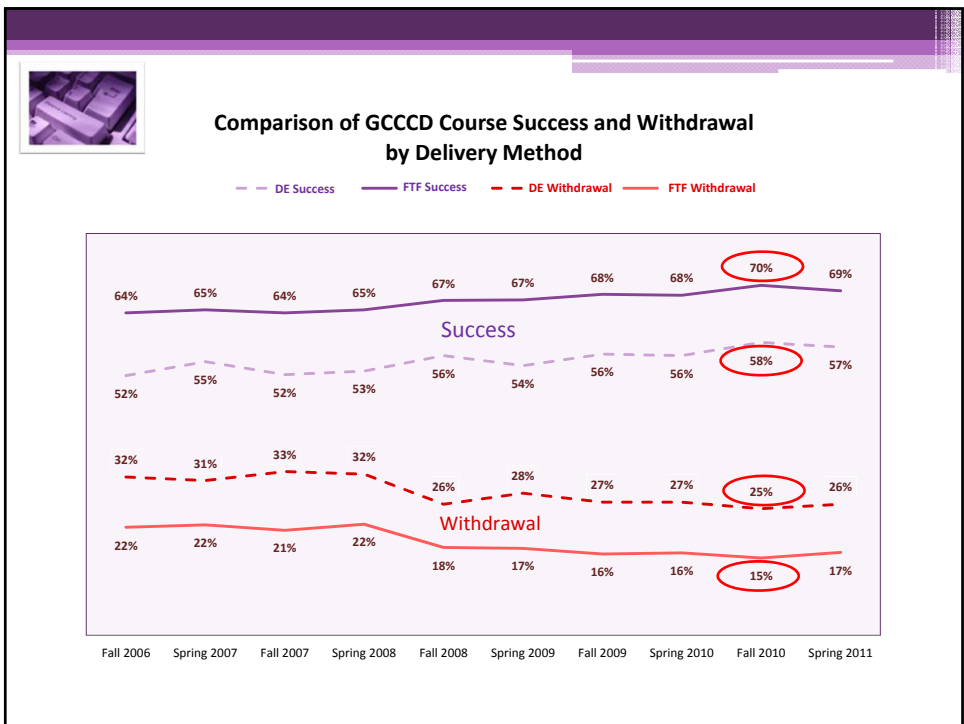


Course Success Rates:

California's Distance Education Report Success Data for 2009-2010:

- **Distance courses** had an average success rate of **57%**
- **Face-to-face courses** had an average success rate of **67%**
- Disaggregation of Distance Education course success –
 - Female 56%
 - Male 54%
 - <20 yrs 58%
 - 20-24 yrs 54%
 - 25-29 yrs 57%
 - 30-49 yrs 62%
 - 50+ yrs 64%
 - Asian 62%
 - African-American 42%
 - Hispanic 50%
 - White 60%



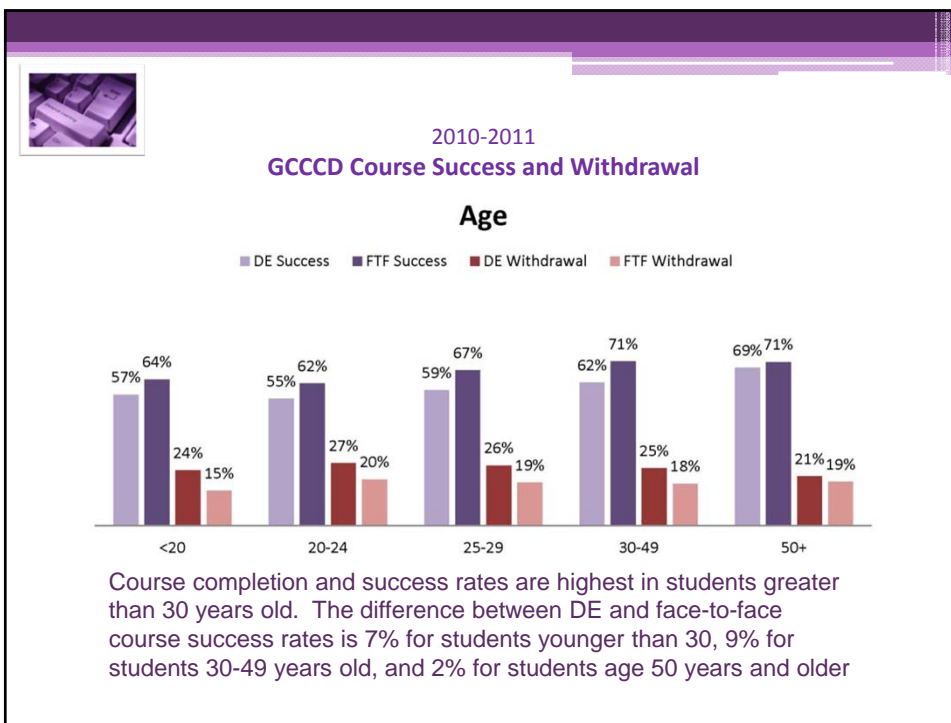
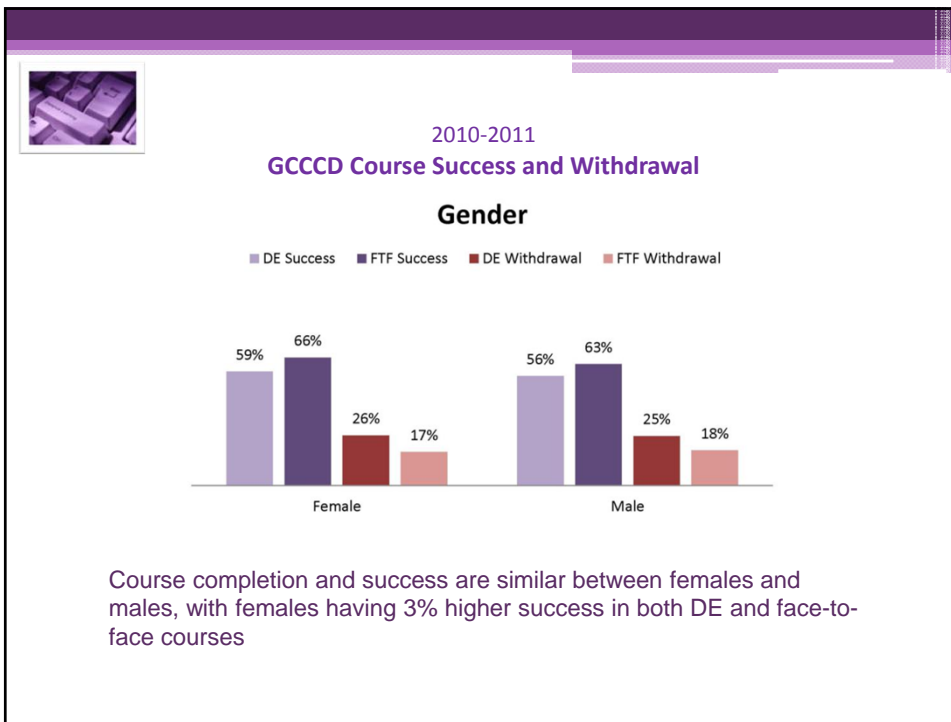


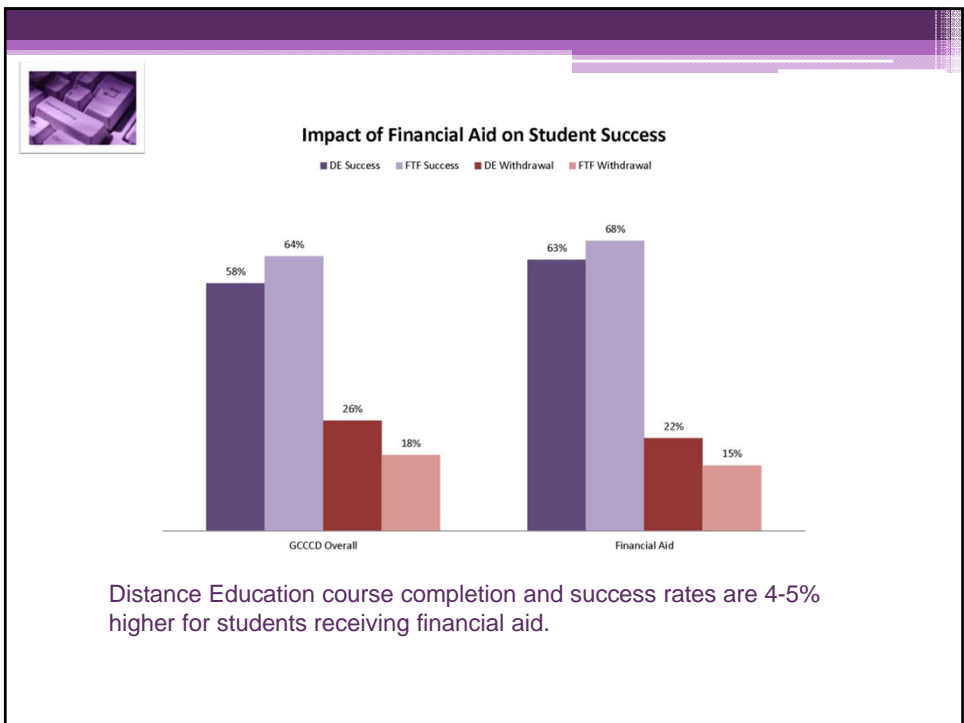
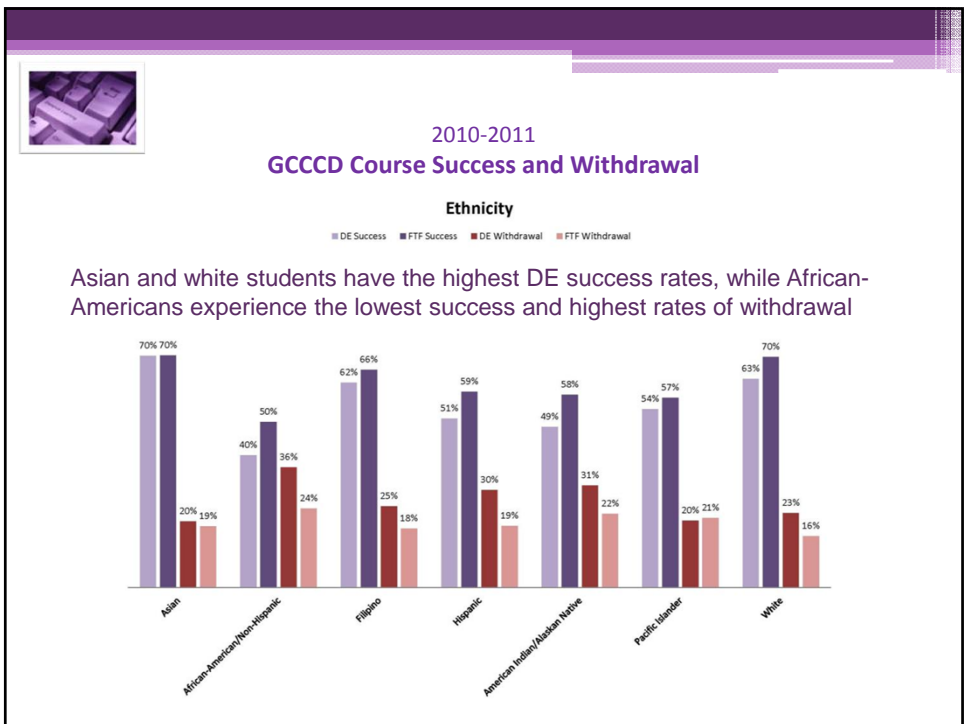
GCCCD Course Completion and Success:

District Data for 2010-2011:

- Distance courses average withdrawal = 26%
- Face-to-face courses average withdrawal = 17%
- Distance courses average success = 58%
- Face-to-face courses average success = 64%

GROSSMONT-CUYAMACA
COMMUNITY COLLEGE DISTRICT







Course Success Rates:

Grossmont-Cuyamaca Community College District Success Data for 2010-2011:

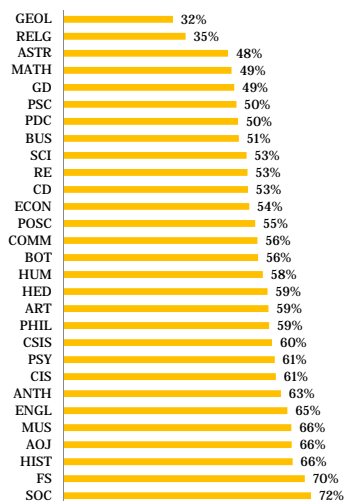
- **Distance subject areas** had success rates ranging from **32-72%**
- **Face-to-face subject areas** had success rates ranging from **39-88%**
 - The lowest success rates were in the sciences and mathematics, with a few exceptions...
 - The highest success rates were in the social sciences, arts, and English, again with a few exceptions...



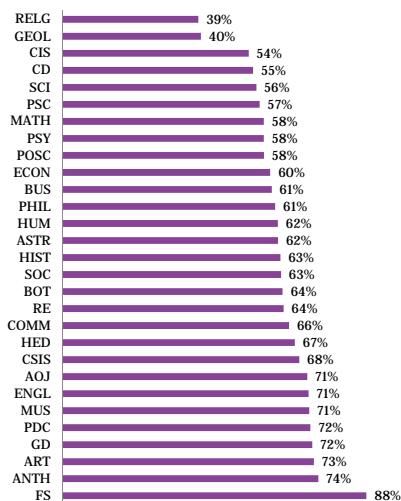
GCCCD Success Rates

2010-2011

Distance Education Classes



Face-to-Face Classes





Course Withdrawal Rates:

Grossmont-Cuyamaca Community College District Withdrawal Data for 2010-2011:

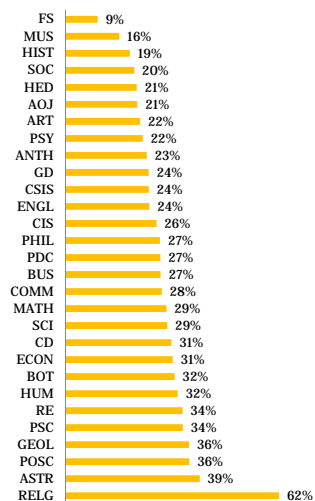
- Distance subject areas had **withdrawal rates** ranging from **9-62%**
- Face-to-face subject areas had **withdrawal rates** ranging from **9-42%**
 - The lowest withdrawal rates were in the social sciences, arts, and English, with a few exceptions...
 - The highest withdrawal rates were in the sciences and mathematics, again with a few exceptions...



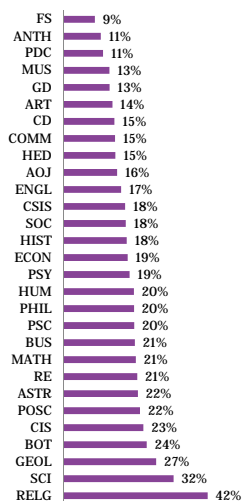
GCCCD Withdrawal Rates

2010-2011

Distance Education Classes



Face-to-Face Classes





Potential Areas of Improvement – Assessing the Gap in Face-to-Face vs. DE Course Completion:

California survey results indicate that students drop distance courses due to:

- Personal problems (22%)
- Interference with work responsibilities (13%)
- Course is too difficult (8%)
- Student needs to reduce units (7%)
- Student gets behind in course work and is not able to catch up (7%)
- Poor course management and participation instructions (7%)
- Poor level of interaction with the instructor (7%)
- Financial problems (5%)
- Student lacked motivation (4%)



Strategic Directions: What do these data tell us?...

Cuyamaca College	Grossmont College
27% enrollment in DE*	14% enrollment in DE*
60% live in boundary area	>50% live in boundary area
81-90% continuing or returning students	82-89% continuing or returning students
62% transfer students	65% transfer students
2/3 female	2/3 female
Majority <24 yrs. old	Majority <24 yrs. Old
Completion: DE 77% vs. FTF 86%	Completion: DE 72% vs. FTF 81%

*Note: Distance enrollment numbers taken from 100% online courses and hybrid/blended learning sections.



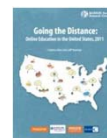
Strategic Directions: What do these data tell us?...

Is Online Learning Strategic?

ONLINE EDUCATION IS CRITICAL TO THE LONG-TERM STRATEGY OF MY INSTITUTION – FALL 2002 TO FALL 2011

	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2009	Fall 2010	Fall 2011
Agree	48.8%	53.5%	56.0%	58.4%	59.1%	58.0%	59.2%	63.1%	65.5%
Neutral	38.1%	33.7%	30.9%	27.4%	27.4%	27.0%	25.9%	24.6%	21.0%
Disagree	13.1%	12.9%	13.1%	14.2%	13.5%	15.0%	14.9%	12.3%	13.5%

- Nationally, 2/3 of faculty agree that online learning must be part of an institution's educational master plan...
- Remember that over 30% of enrollments are now online
- Distance Education is growing at a rate of 10% per year
- Higher Education must improve processes and systems to accommodate both online instructors and students



Strategic Directions: What about the California Community College System?

- Comprehensive approach to Distance Education?
- Financial support for growth?
- Standards?
- Accountability?





Summary of LAO Recommendations

- Adopt a standard definition of distance education for the state's three public higher education segments.
- Require the segments to report periodically on student enrollment and performance in distance education courses.
- Require the California Virtual Campus and California State University (CSU) to provide status reports on implementation of a planned online transfer pathways project.
- Establish competitive grants to develop a repository of online course-work that would be made available to faculty throughout the state.
- Require the review of new programs to consider the possibility of the shared distance-education programs instead.
- Require the Chancellor's Offices of CSU and the community colleges to study the feasibility of establishing an online degree-completion program for state residents who started college but never obtained a degree.
- Create a task force to pursue development of a Western Governors University¹¹ "virtual campus" in California.



Distance Education Study
2011

Subject Abbreviation List:

ANTH	Anthropology
AOJ	Administration of Justice
ART	Art
ASTR	Astronomy
BOT	Business Office Technology
BUS	Business
CD	Child Development
CIS	Computer and Information Science
COMM	Communication
CSIS	Computer Science Information Systems
ECON	Economics
ENGL	English
FS	Family Studies
GD	Graphic Design
GEOL	Geology
HED	Health Education
HIST	History
HUM	Humanities
MATH	Mathematics
MUS	Music
PDC	Personal Development – Counseling
PHIL	Philosophy
POSC	Political Science
PSC	Physical Science
PSY	Psychology
RE	Real Estate
RELG	Religious Studies
SCI	Science
SOC	Sociology

2010-2011 Course Comparison

Course	DE Success	DE No Success	DE Withdrawal	FTF Success	FTF No Success	FTF Withdrawal
ANTH_120	62.0%	8.0%	30.0%	72.3%	17.6%	10.1%
ANTH_130	63.1%	15.0%	22.0%	74.3%	14.8%	10.9%
AOJ_110	64.5%	15.2%	20.3%	68.3%	14.8%	16.8%
AOJ_206	80.4%	4.3%	15.2%	82.7%	13.5%	3.8%
AOJ_230	61.8%	14.5%	23.6%	91.9%	2.7%	5.4%
ART_100	59.3%	19.2%	21.6%	72.7%	13.2%	14.1%
ASTR_110	47.5%	13.7%	38.8%	62.3%	16.2%	21.5%
BOT_100	54.4%	13.4%	32.3%	74.3%	4.3%	21.4%
BOT_101	69.4%	8.2%	22.4%	100.0%	0.0%	0.0%
BOT_101A	45.8%	12.5%	41.7%	59.7%	10.4%	29.9%
BOT_101B	44.4%	5.6%	50.0%	100.0%	0.0%	0.0%
BOT_102A	40.0%	17.8%	42.2%	42.3%	11.5%	46.2%
BOT_102B	17.6%	17.6%	64.7%	90.9%	0.0%	9.1%
BOT_104	45.6%	16.2%	38.2%	41.2%	11.8%	47.1%
BOT_106	44.7%	21.3%	34.0%	59.6%	31.9%	8.5%
BOT_107	51.4%	13.5%	35.1%	50.0%	25.0%	25.0%
BOT_109	55.6%	16.7%	27.8%	42.9%	28.6%	28.6%
BOT_110	70.9%	9.1%	20.0%	37.5%	20.8%	41.7%
BOT_114	50.0%	25.0%	25.0%	51.3%	17.1%	31.6%
BOT_115	45.0%	10.0%	45.0%	51.4%	17.6%	31.1%
BOT_117	69.2%	0.0%	30.8%	53.8%	15.4%	30.8%
BOT_120	87.5%	0.0%	12.5%	59.4%	15.6%	25.0%
BOT_121	66.7%	6.7%	26.7%	62.5%	18.8%	18.8%
BOT_122	66.7%	16.7%	16.7%	85.7%	0.0%	14.3%
BOT_123	72.2%	11.1%	16.7%	25.0%	25.0%	50.0%
BOT_124	25.0%	50.0%	25.0%	83.3%	0.0%	16.7%
BOT_125	37.5%	0.0%	62.5%	50.0%	10.0%	40.0%
BOT_126	46.2%	15.4%	38.5%	100.0%	0.0%	0.0%
BOT_151	42.9%	14.3%	42.9%	75.0%	10.7%	14.3%
BOT_161	75.3%	6.8%	17.8%	82.6%	5.2%	12.3%
BOT_176	50.0%	7.1%	42.9%	75.0%	25.0%	0.0%
BUS_109	52.9%	16.5%	30.6%	37.0%	22.0%	41.0%
BUS_110	53.9%	18.6%	27.5%	68.5%	12.2%	19.3%
BUS_111	30.8%	33.3%	35.9%	41.9%	40.3%	17.7%
BUS_120	34.9%	29.0%	36.1%	51.3%	28.3%	20.4%
BUS_121	60.6%	20.0%	19.4%	65.3%	22.4%	12.2%
BUS_125	46.0%	35.6%	18.4%	72.7%	13.6%	13.6%
BUS_128	75.8%	6.1%	18.2%	81.6%	2.6%	15.8%
BUS_146	61.8%	17.6%	20.6%	63.3%	26.7%	10.0%
BUS_176	69.6%	2.2%	28.3%	100.0%	0.0%	0.0%
BUS_195	55.3%	17.1%	27.6%	68.1%	14.2%	17.7%
CD_115	63.3%	16.7%	20.0%	75.0%	25.0%	0.0%
CD_125	52.4%	16.3%	31.3%	53.2%	31.3%	15.5%
CD_131	58.3%	11.1%	30.6%	92.9%	7.1%	0.0%
CIS_212	61.4%	12.3%	26.3%	53.8%	23.1%	23.1%
COMM_120	60.9%	13.5%	25.6%	66.5%	18.4%	15.1%
COMM_124	35.4%	27.1%	37.5%	50.0%	35.3%	14.7%
CSIS_110	70.0%	18.3%	11.7%	69.5%	14.4%	16.2%
CSIS_112	62.8%	18.6%	18.6%	56.4%	15.4%	28.2%
CSIS_119	58.5%	14.6%	26.8%	69.2%	15.4%	15.4%
CSIS_151D	66.7%	6.7%	26.7%	64.3%	7.1%	28.6%
CSIS_293	47.1%	11.8%	41.2%	72.7%	13.6%	13.6%
ECON_120	49.4%	11.7%	39.0%	64.6%	22.8%	12.6%
ECON_121	55.1%	18.0%	26.9%	58.0%	22.0%	20.0%
ENGL_110	58.0%	11.0%	30.9%	69.7%	14.8%	15.5%
ENGL_120	64.2%	12.9%	22.9%	70.3%	11.5%	18.2%
ENGL_122	73.7%	10.5%	15.8%	81.5%	4.9%	13.6%
ENGL_124	77.9%	5.2%	16.9%	86.3%	5.5%	8.2%
FS_115	77.8%	0.0%	22.2%	85.7%	0.0%	14.3%
FS_120	67.6%	26.5%	5.9%	88.5%	3.8%	7.7%
GD_105	48.8%	20.9%	30.2%	67.1%	17.4%	15.4%
GD_126A	42.9%	42.9%	14.3%	75.0%	25.0%	0.0%
GD_126B	54.5%	27.3%	18.2%	90.0%	5.0%	5.0%

GEOL_110	31.6%	32.7%	35.7%	40.0%	33.2%	26.8%
HED_120	59.1%	21.6%	19.4%	67.1%	18.3%	14.6%
HED_155	58.9%	17.0%	24.1%	67.1%	16.4%	16.4%
HIST_100	74.1%	10.6%	15.3%	57.2%	17.5%	25.3%
HIST_101	62.5%	19.6%	17.9%	47.9%	23.7%	28.4%
HIST_105	56.3%	7.8%	35.9%	62.0%	18.0%	20.0%
HIST_106	52.4%	16.7%	31.0%	77.3%	13.6%	9.1%
HIST_108	63.1%	16.8%	20.0%	69.6%	16.8%	13.6%
HIST_109	73.2%	12.7%	14.0%	65.3%	18.4%	16.3%
HIST_114	58.8%	26.5%	14.7%	65.1%	25.6%	9.3%
HIST_115	52.2%	23.2%	24.6%	63.4%	31.7%	4.9%
HUM_110	52.3%	10.8%	36.9%	58.7%	17.9%	23.4%
HUM_155	65.2%	8.7%	26.1%	75.0%	17.0%	8.0%
MATH_103	60.6%	19.2%	20.2%	57.6%	23.6%	18.9%
MATH_160	44.7%	25.9%	29.4%	60.3%	19.0%	20.7%
MATH_175	37.9%	3.4%	58.6%	10.0%	10.0%	80.0%
MUS_111	56.7%	25.6%	17.8%	65.0%	21.7%	13.3%
MUS_115	76.6%	10.4%	13.0%	75.0%	11.9%	13.1%
PDC_110	41.7%	24.4%	33.9%	69.9%	16.4%	13.7%
PDC_120	64.5%	9.9%	25.7%	69.7%	11.0%	19.3%
PDC_124	49.5%	28.8%	21.7%	68.8%	20.2%	11.0%
PDC_130	47.4%	20.3%	32.3%	79.1%	12.7%	8.2%
PHIL_110	50.8%	14.6%	34.6%	60.7%	17.6%	21.7%
PHIL_125	64.4%	15.3%	20.3%	61.1%	21.1%	17.9%
PHIL_130	81.6%	5.3%	13.2%	67.6%	23.5%	8.8%
POSC_120	50.8%	6.8%	42.4%	54.0%	27.4%	18.5%
POSC_121	56.9%	9.4%	33.7%	59.3%	17.8%	23.0%
PSC_110	50.0%	16.1%	33.9%	57.0%	22.6%	20.4%
PSY_120	67.4%	16.3%	16.3%	58.3%	23.2%	18.5%
PSY_134	66.2%	13.5%	20.3%	55.1%	25.1%	19.8%
PSY_140	43.7%	21.4%	34.9%	66.7%	7.4%	25.9%
PSY_165	74.1%	6.9%	19.0%	38.2%	41.2%	20.6%
PSY_170	59.1%	18.2%	22.7%	65.0%	20.0%	15.0%
RE_190	53.2%	12.9%	33.9%	63.9%	14.8%	21.3%
RELG_120	35.3%	2.9%	61.8%	39.3%	19.0%	41.7%
SCI_110	52.9%	17.6%	29.4%	56.1%	12.1%	31.8%
SOC_120	71.1%	9.0%	19.9%	62.6%	19.0%	18.4%
SOC_130	74.0%	6.0%	20.0%	68.2%	20.5%	11.4%
Averages:	57.9%	16.4%	25.7%	64.2%	18.1%	17.7%