El Camino College Compton Center

Enrollment Growth and Academic Course Performance: Traditional vs. Distance Education Courses, 2014–2015

Introduction

This study chronicles the recent growth of online course offerings and enrollments at El Camino College Compton Center (COM) and compares academic performance in these courses with their traditional classroom counterparts. While past studies have focused on single semester offerings, this study compares Fall and Spring terms respectively. Like terms (spring to spring rather than fall to spring) are used because scheduling patterns and faculty course loads are more likely to follow similar patterns. This gives a better indication of the growth or change in Distance Education (DE).

Student Demographics

Before discussing the academic performance of students in DE courses, it is important to know who these students are. Figure 1 shows the basic demographic data for the 1,511 students who enrolled in a DE course during the Fall 2014 term. Distance Education students are largely female. More than 3 out of 4 DE students are women. Most of the students are enrolled in less than 12 units for the term. In terms of age and ethnicity, DE students are very similar to the overall student population of the Compton Center. The major races/ethnicities are all within a few percentage points of the campus population. However, it is important to note that there is higher percentage of African-American students and a lower percentage of Hispanic students taking online courses compared to the campus overall. 48% of those enrolled in DE courses are in the typical college going age range of 18 to 24 years. Another 22% are between 25 and 39 years old. For the most part, DE students represent the same population as overall campus students with the exception of gender. The breakdown of gender by ethnicity and age can be examined in Figure 2. The demographic data presented shows one semester but similar results can be seen over time. Figure 3 focuses on DE student enrollment patterns. 51.9% of DE students took on campus courses concurrently, which shows that a majority of online students are also on campus during the semester. Spring 2015 demographics are located in Appendix A.

Figure 1. Student Demographics
Online Courses vs Overall, Fall 2014

Group	Percent Online	Percent Overall
Gender		
Female	74.3%	62.6%
Male	25.7%	37.4%
Ethnicity		
African American	42.4%	35.5%
American Indian	0.0%	0.2%
Asian	5.6%	3.3%
Hispanic	42.5%	55.1%
Pacific Islander	0.5%	0.7%
Two or More	3.7%	2.7%
Unknown	0.6%	0.4%
White/Caucasian	4.7%	2.1%
Age Group		
Under 17	0.5%	2.3%
18 - 24	48.1%	60.9%
25 to 29	22.0%	14.8%
30 to 34	10.5%	7.5%
35 to 39	8.5%	4.9%
40 to 49	6.9%	5.5%
50 +	3.5%	4.2%
Enrollment Status		
Full-Time	23.4%	37.8%
Residence		
In District	34.2%	50.0%
Outside 7.5 mile radius	64.8%	48.4%
Within 7.5 miles (includes In District students)	34.3%	51.0%
Financial Aid Status		
Received Aid	47.9%	61.3%
Did Not Receive Aid	52.1%	38.7%
Course Preparation		
Basic Skills	0.0%	11.2%
Transfer	92.5%	74.5%
Non Transfer	7.5%	25.5%

Figure 2. Student Demographics Gender by Age and by Ethnicity Online Courses vs Overall, Fall 2014

	Percent Online		Percent Overall	
	Female	**Male**	**Female**	**Male**
Ethnicity				
African American	45.7%	33.0%	37.7%	31.7%
American Indian	0.1%	0.0%	0.1%	0.2%
Asian	4.9%	7.5%	2.8%	4.0%
Hispanic	40.8%	47.5%	53.3%	58.2%
Pacific Islander	0.6%	0.2%	0.9%	0.4%
Two or More	2.9%	5.8%	2.7%	2.7%
Unknown	0.6%	0.4%	0.3%	0.5%
White/Caucasian	4.3%	5.6%	2.0%	2.3%
Age Group				
Under 17	0.5%	0.6%	1.8%	3.1%
18 - 24	44.9%	57.4%	57.1%	67.2%
25 to 29	22.9%	19.1%	15.8%	13.0%
30 to 34	11.3%	8.4%	8.6%	5.7%
35 to 39	8.6%	8.4%	5.5%	4.0%
40 to 49	8.2%	3.2%	6.8%	3.5%
50 +	3.7%	2.8%	4.5%	3.6%

Figure 3. Distance Education Student Demographics Enrollment Patterns, Fall 2014

Enrollment Pattern	Percent
Patterns for Current Semester	
Took Both DE and On Campus courses	51.9%
Patterns for Previous Semesters	
Took DE courses previously	50.3%

ENROLLMENT GROWTH

Distance education offerings have stayed level overall. Only small increases and decreases can be seen in departments, courses, and sections offered from semester to semester. This movement also affects the amount of FTES, which were lower in 2015 than in 2011, although not by much. The Spring semesters have shown similar trends.

Figure 4. Course, Section, Instructor, and Enrollment Growth
Online Courses, Fall 2011 to Fall 2015

Term	FA 2011	FA 2012	FA 2013	FA 2014	FA 2015
Departments	18	17	18	18	18
All DE Courses	46	42	44	49	47
Hybrid Courses	8	10	12	10	8
Instructors	38	32	32	31	34
Sections	69	63	70	69	66
Seats	2,319	2,186	2,393	2,310	2,210
Avg Sec. Size	34	35	34	33	33
Online FTES	**220**	**167**	**198**	**190**	**178**

Figure 5. Course, Section, Instructor, and Enrollment Growth
Online Courses, Spring 2011 to Spring 2015

Term	SP 2011	SP 2012	SP 2013	SP 2014	SP 2015
Departments	19	20	18	18	19
All DE Courses	56	50	48	47	51
Hybrid Courses	12	11	13	10	7
Instructors	42	40	35	34	35
Sections	88	77	74	71	73
Seats	3,138	2,796	2,351	2,355	2,352
Avg Sec. Size	36	36	32	33	32
Online FTES	**307**	**207**	**166**	**178**	**190**

Figure 6. Department, Course, and Section Trends Online Courses, Fall 2011 to Fall 2015

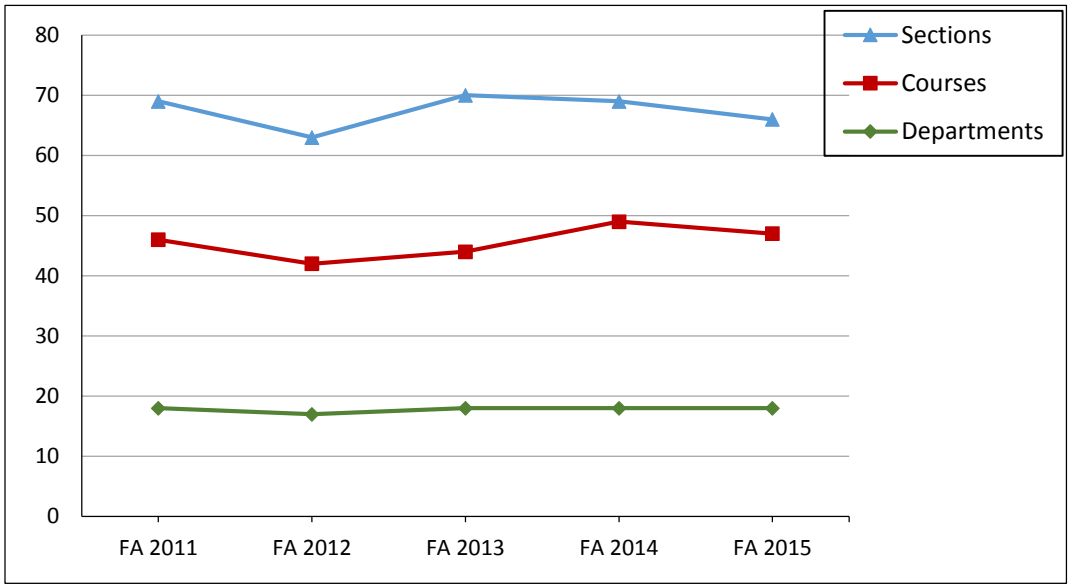
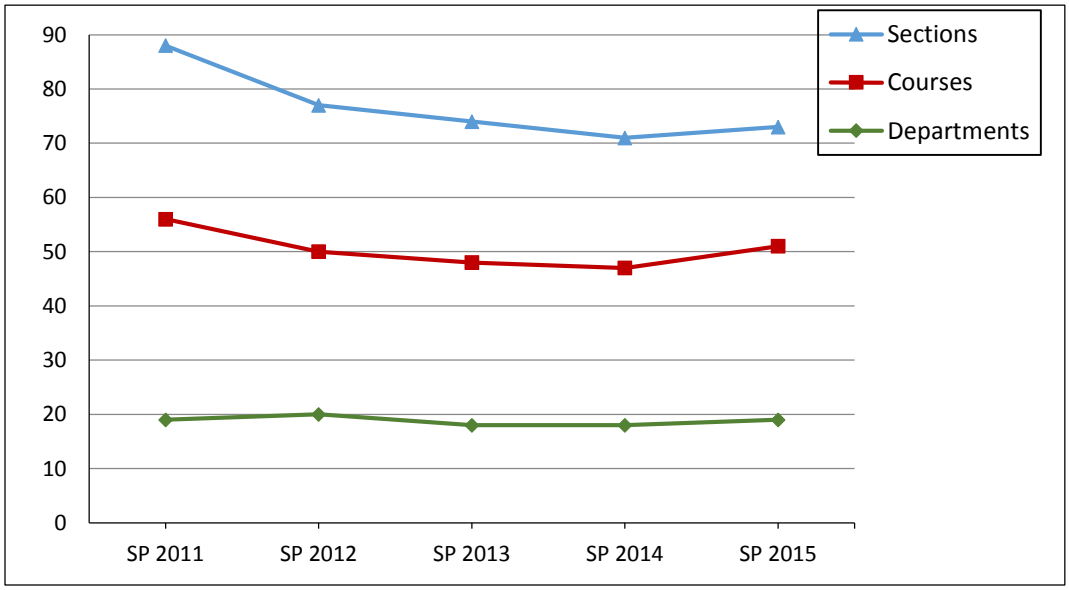


Figure 7. Department, Course, and Section Trends Online Courses Spring, 2011 to Spring 2015



COURSE OFFERINGS

The following tables show all online courses offered during the 2014-2015 year, ordered by department. Section and census date seat counts are included. Appendix B includes tables ordered by course with section and seat counts as well as transfer status.

Figure 8. Online Course Offerings, Fall 2014

Division/Department	Number of Sections	Total Seats
Division 1		
Health Sciences		
Contemporary Health	2	86
Human Services		
Child Development	3	83
Psychology	3	122
Division 2		
Arts		
Art	2	78
Music	2	90
Social Sciences		
Administration of Justice	2	92
Anthropology	2	44
Economics	1	43
History	5	169
Humanities	2	94
Philosophy	2	88
Political Science	3	112
Sociology	4	184
Career Technical Education		
Business	4	102
Computer Information Systems	2	44
Division 3		
Academic Strategies	1	34
English	9	210
Human Development	1	34
Math	6	201

Figure 9. Online Course Offerings, Spring 2015

Division/Department	Number of Sections	Total Seats
Division 1		
Health Sciences		
Contemporary Health	2	86
Human Services		
Child Development	3	91
Psychology	4	160
Division 2		
Arts		
Art	2	85
Music	2	77
Social Sciences		
Administration of Justice	1	31
Anthropology	2	87
Economics	1	43
History	5	107
Humanities	2	47
Philosophy	3	101
Political Science	4	151
Sociology	4	185
Career Technical Education		
Business	4	154
Computer Information Systems	3	59
Division 3		
Academic Strategies	2	27
English	9	231
Human Development	1	42
Math	7	227

ACADEMIC PERFORMANCE

This section addresses the academic performance of students in online courses. Metrics for assessing academic performance include the success and retention rates of students taking distance education courses. First, success and retention comparisons for the El Camino College Compton Center distance education program are compared with the overall state rates. Success and retention rates have been further broken down by gender, ethnicity, and age. In addition, tables showing gaps between these groups and the overall DE retention and success rates are located in Appendix C. Tables for veteran or foster youth status are included in Appendix C. Next, success rates are compared for courses which are offered in both traditional and distance modes. These side by side comparisons have been clustered by academic division and disaggregated by course.

Hybrid Course Performance

Due to the increase of hybrid courses offered, their success and retention rates were compared to those of fully online courses (not shown). The data suggests that hybrid course students perform at the same level or slightly below that of fully online course students. It is important to note that the same courses are not offered in hybrid and online sections so the comparisons are not of the same course for each medium but of all hybrid and all fully online courses. For example, hybrid courses are largely mathematics courses.

Figure 10 illustrates the comparison between local success and retention rates with those of the state for all distance education offerings for Fall. The California Community College Chancellor's Office defines success rates as the percentage of students who receive a grade of A, B, C, or P. Retention rates are the percentage of students who stayed in the course until the end, thus did not receive a notation of DR or W. Figure 10 shows the success rates for distance education in the state have remained around 60% from Fall 2011 to Fall 2015. The success rates for Compton increased over 8% from Fall 2011 to Fall 2012 but stayed below the state success rate From Fall 2013 to Fall 2015. The same can be said for retention rates. The state rate has been consistent at about 80%. The Compton rate peaked during Fall 2014 but has stayed around 75%.

Figure 10. Success and Retention Rates for Online Courses Local vs. Statewide, Fall 2011 to Fall 2015

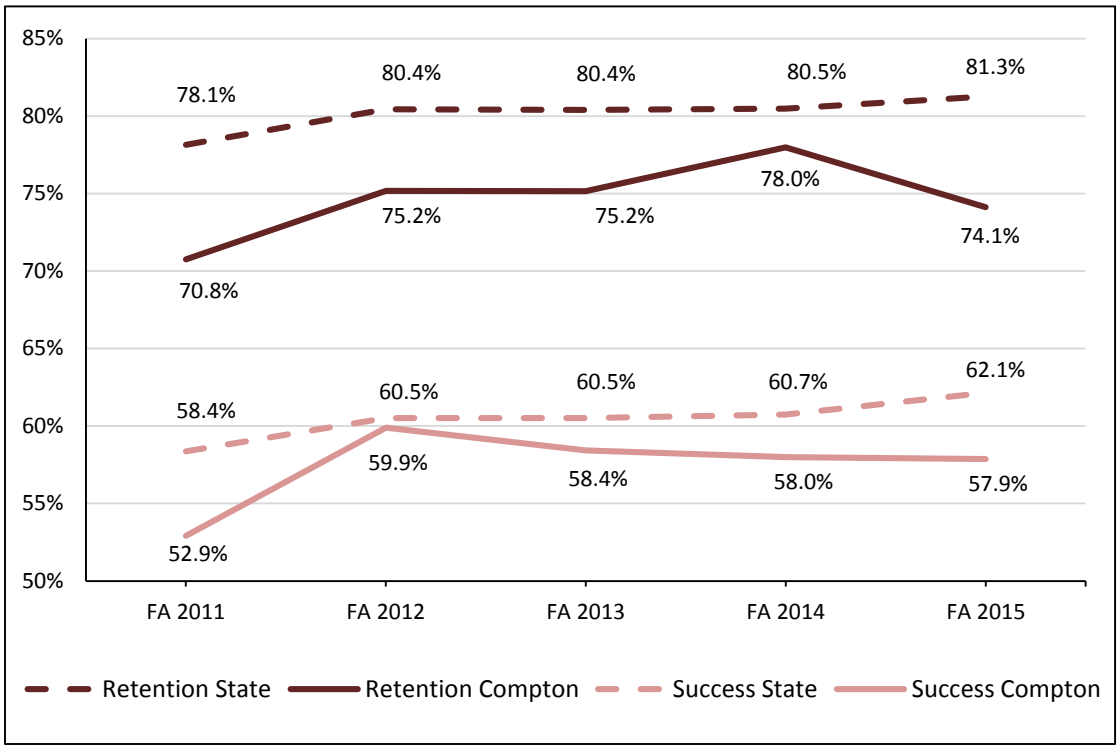


Figure 11. Success and Retention Rates for Online Courses Local vs. Statewide, Spring 2011 to Spring 2015

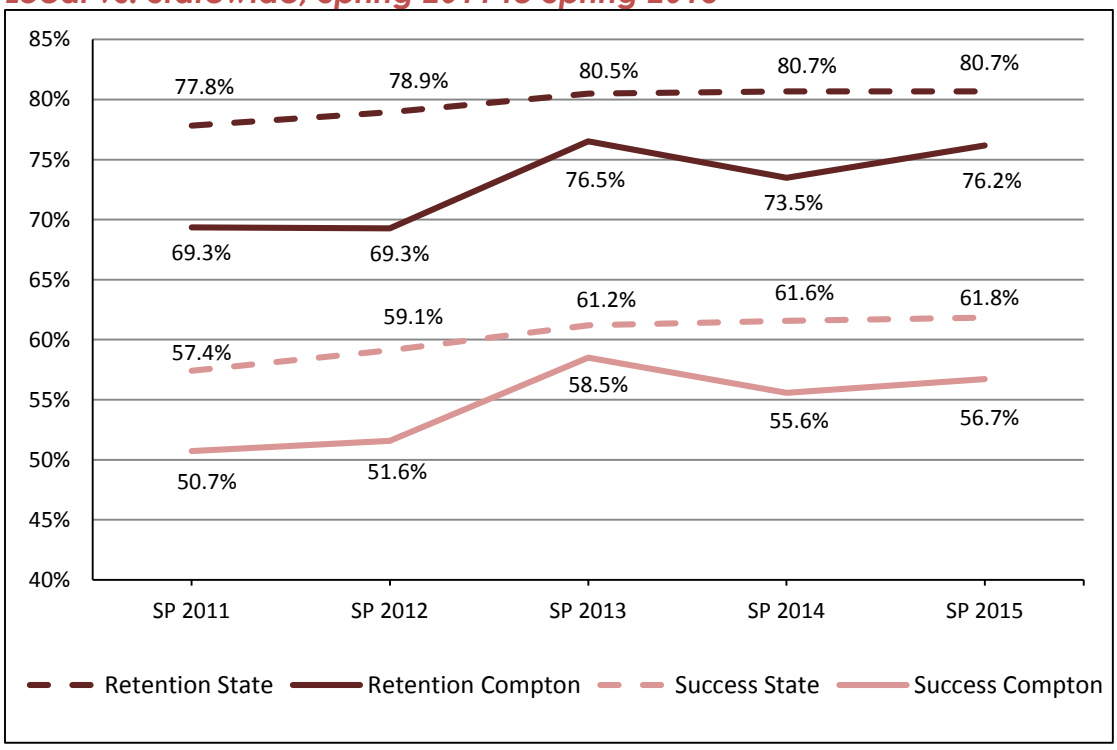


Figure 12. Success and Retention Rates By Gender Online Courses, Fall 2011 to Fall 2015

	FA 2011	FA 2012	FA 2013	FA 2014	FA 2015
Success					
Female	52.0%	60.3%	57.8%	59.7%	59.1%
Male	55.6%	58.6%	60.1%	52.9%	54.6%
Total	52.9%	59.9%	58.4%	58.0%	57.9%
Retention					
Female	70.4%	75.6%	75.5%	79.4%	75.7%
Male	71.7%	73.8%	74.2%	73.7%	69.9%
Total	70.8%	75.2%	75.2%	78.0%	74.1%

Figure 13. Success and Retention Rates By Gender Online Courses, Spring 2011 to Spring 2015

	SP 2011	SP 2012	SP 2013	SP 2014	SP 2015
Success					
Female	50.9%	51.2%	59.0%	54.9%	56.8%
Male	50.1%	52.6%	57.2%	57.5%	56.5%
Total	50.7%	51.6%	58.5%	55.6%	56.7%
Retention					
Female	70.5%	69.2%	77.1%	74.1%	76.6%
Male	66.1%	69.5%	74.7%	71.9%	74.9%
Total	69.3%	69.3%	76.5%	73.5%	76.2%

Figure 14. Success and Retention Rates for COM Students by Age Online Courses, Fall 2011 to Fall 2015

	FA 2011	FA 2012	FA 2013	FA 2014	FA 2015
Success					
Under 17	41.2%	64.7%	68.4%	60.0%	83.3%
18 - 24	52.9%	58.8%	58.4%	60.9%	56.2%
25 to 29	51.4%	54.6%	52.8%	55.5%	56.7%
30 to 34	49.1%	61.1%	59.8%	61.2%	57.1%
35 to 39	56.0%	55.0%	56.6%	60.5%	61.2%
40 to 49	60.4%	66.5%	62.7%	54.9%	60.1%
50 +	69.6%	70.0%	59.3%	67.1%	52.8%
Retention					
Under 17	76.5%	88.2%	94.7%	80.0%	100.0%
18 - 24	72.4%	76.2%	75.1%	80.2%	73.0%
25 to 29	68.9%	69.8%	69.2%	75.4%	73.1%
30 to 34	68.1%	74.5%	74.3%	80.8%	72.8%
35 to 39	72.0%	73.9%	77.0%	75.7%	77.7%
40 to 49	75.0%	79.9%	76.5%	80.3%	72.7%
50 +	83.9%	81.4%	83.5%	79.5%	72.2%

Figure 15. Success and Retention Rates for COM Students by Age Online Courses, Spring 2011 to Spring 2015

	SP 2011	SP 2012	SP 2013	SP 2014	SP 2015
Success					
Under 17	63.6%	88.2%	57.1%	75.0%	33.3%
18 - 24	51.2%	52.4%	54.4%	56.4%	53.7%
25 to 29	43.6%	50.9%	55.4%	54.6%	59.8%
30 to 34	52.2%	50.6%	54.5%	53.4%	52.9%
35 to 39	57.6%	42.8%	62.4%	55.2%	61.5%
40 to 49	65.3%	53.8%	65.9%	56.9%	49.7%
50 +	55.1%	69.2%	81.6%	51.8%	61.8%
Retention					
Under 17	77.3%	88.2%	85.7%	75.0%	66.7%
18 - 24	70.2%	69.9%	75.7%	73.3%	74.1%
25 to 29	63.4%	70.7%	73.7%	73.2%	77.8%
30 to 34	71.1%	69.8%	72.4%	73.9%	73.7%
35 to 39	74.0%	59.3%	79.2%	72.7%	78.8%
40 to 49	77.9%	73.4%	86.9%	74.4%	71.0%
50 +	69.2%	78.5%	85.5%	72.9%	79.8%

Figure 16. Success and Retention Rates for COM Students by Ethnicity Online Courses, Fall 2011 to Fall 2015

	FA 2011	FA 2012	FA 2013	FA 2014	FA 2015
Success					
African American	48.2%	54.0%	52.2%	53.2%	52.6%
American Indian	25.0%	66.7%	25.0%	0.0%	37.5%
Asian	75.0%	80.5%	81.8%	72.4%	72.1%
Hispanic	51.6%	60.3%	60.4%	59.5%	58.8%
Pacific Islander	48.4%	42.3%	27.8%	45.5%	53.3%
Two or More	59.1%	61.8%	60.0%	57.9%	67.5%
Unknown	62.3%	69.6%	52.2%	58.3%	62.5%
White/Caucasian	64.7%	70.3%	67.7%	73.2%	72.9%
Retention					
African American	67.9%	70.6%	72.0%	75.7%	70.8%
American Indian	75.0%	66.7%	25.0%	100.0%	50.0%
Asian	86.4%	84.4%	89.2%	86.2%	86.0%
Hispanic	69.9%	76.8%	76.8%	78.9%	73.9%
Pacific Islander	64.5%	73.1%	55.6%	72.7%	73.3%
Two or More	75.0%	76.4%	70.7%	75.0%	79.2%
Unknown	73.8%	82.6%	65.2%	75.0%	87.5%
White/Caucasian	77.5%	82.9%	79.5%	83.5%	88.5%

Figure 17. Success and Retention Rates for COM Students by Ethnicity Online Courses, Spring 2011 to Spring 2015

	SP 2011	SP 2012	SP 2013	SP 2014	SP 2015
Success					
African American	44.5%	46.2%	50.8%	48.2%	49.3%
American Indian	50.0%	50.0%	0.0%	0.0%	16.7%
Asian	66.7%	66.5%	76.3%	70.0%	78.0%
Hispanic	50.6%	55.9%	62.1%	60.5%	60.1%
Pacific Islander	53.2%	35.7%	59.0%	46.5%	51.9%
Two or More	34.5%	21.4%	42.9%	57.1%	38.1%
Unknown	60.2%	54.0%	61.1%	52.9%	50.0%
White/Caucasian	71.6%	67.3%	71.9%	64.2%	76.0%
Retention					
African American	65.8%	67.2%	71.8%	70.6%	73.5%
American Indian	66.7%	100.0%	100.0%	0.0%	83.3%
Asian	77.0%	76.9%	85.3%	85.0%	89.8%
Hispanic	69.3%	71.2%	78.9%	74.8%	76.7%
Pacific Islander	67.5%	56.1%	78.3%	76.1%	67.9%
Two or More	72.4%	47.6%	76.2%	85.7%	61.9%
Unknown	73.5%	69.8%	69.4%	58.8%	57.1%
White/Caucasian	82.8%	78.4%	85.2%	73.1%	90.4%

Figures 18 and 19 examine students' academic performance in online vs. traditional classes in terms of successful course completion (success rate) and retention in the course. The difference in rates is found in the columns at the right where negative differences indicate traditional courses are performing better and bold shaded numbers show courses where online sections have better outcomes. Only outcomes that showed a difference of 3% or greater were highlighted.

There are some noticeable differences in outcomes for individual courses which are taught both online and on campus. Many courses show traditional courses perform better than their online counterparts. Examination of the charts shows some very large differences in outcomes for certain classes, departments, or divisions. For example, students taking the SOC or PSYC courses online were up to 24% more successful than those taking the traditional course. However, semester to semester fluctuations are present. Courses that show negative differences during the Fall may be positive in the Spring or vice versa. Further examination would need to be done in order to investigate commonalities in the courses with large differences in outcomes. On the surface, there does not seem to be any links. Graphic representations of the success rate comparisons for each course are available in Appendix C.

Figure 18. Student Success and Retention Rates by Course
Online vs. Traditional Sections, Fall 2014

	Online			Traditional			Difference	
Course	Total	Success	Retention	Total	Success	Retention	Successful	Retained
Division 1								
Health Sci								
CH-1	86	68.6%	84.9%	264	60.2%	63.6%	***8.4%***	***21.2%***
Human Serv								
CDEV-103	48	27.1%	77.1%	172	47.7%	90.1%	-20.6%	-13.1%
CDEV-104	44	59.1%	93.2%	41	41.5%	90.2%	***17.6%***	***2.9%***
PSYC-5	78	71.2%	93.8%	537	55.4%	78.5%	***15.8%***	***15.3%***
Division 2								
Arts								
ART-101	78	46.2%	59.0%	172	47.7%	73.8%	-1.5%	-14.9%
MUSI-111	90	56.7%	76.7%	43	58.1%	72.1%	-1.5%	***4.6%***
Social Sci								
AJ-100	43	34.9%	51.2%	88	61.4%	71.6%	-26.5%	-20.4%
ANTH-1	44	68.2%	88.6%	85	81.2%	95.3%	-13.0%	-6.7%
ANTH-2	44	40.9%	81.8%	33	75.8%	97.0%	-34.8%	-15.2%
ECON-1	43	65.1%	88.4%	44	75.0%	90.9%	-9.9%	-2.5%
HIST-101	68	47.4%	65.1%	399	69.4%	78.9%	-22.1%	-13.8%
HIST-102	101	57.4%	79.2%	163	79.1%	84.7%	-21.7%	-5.5%
HUMA-1	94	66.0%	75.5%	49	81.6%	89.8%	-15.7%	-14.3%
PHIL-8	46	50.0%	84.8%	29	55.2%	79.3%	-5.2%	***5.5%***
POLI-1	77	54.5%	80.5%	399	60.2%	83.5%	-5.6%	-2.9%
SOCI-101	94	62.8%	75.5%	204	73.0%	84.8%	-10.3%	-9.3%
SOCI-102	42	54.8%	76.2%	60	30.0%	95.0%	***24.8%***	-18.8%
CTE								
BUS-1A	35	42.9%	77.1%	81	64.2%	75.3%	-21.3%	1.8%
BUS-20	48	60.4%	83.3%	25	52.0%	60.0%	***8.4%***	***23.3%***
CIS-13	16	62.5%	68.8%	108	86.1%	89.8%	-23.6%	-21.1%
Division 3								
ENGL-1A	118	53.6%	75.2%	502	63.7%	81.3%	-10.1%	-6.1%
ENGL-1B	12	66.7%	75.0%	81	54.3%	70.4%	***12.3%***	***4.6%***
ENGL-1C	106	53.8%	80.2%	325	72.0%	83.7%	-18.2%	-3.5%
HDEV-10	34	70.6%	73.5%	252	76.7%	91.0%	-6.1%	-17.5%
MATH-150	79	62.0%	75.9%	331	63.7%	75.8%	-1.7%	0.1%
MATH-40	29	31.0%	48.3%	451	41.2%	73.4%	-10.2%	-25.1%
MATH-73	67	62.7%	77.6%	396	52.3%	76.0%	***10.4%***	1.6%
MATH-80	26	46.2%	61.5%	140	53.6%	72.9%	-7.4%	-11.3%

Figure 19. Student Success and Retention Rates by Course
Online vs. Traditional Sections, Spring 2015

	Online			Traditional			Difference	
Course	Total	Success	Retention	Total	Success	Retention	Successful	Retained
Division 1								
Health Sci								
CH-1	73	61.6%	72.6%	125	56.8%	60.0%	***4.8%***	***12.6%***
Human Serv								
CDEV-103	19	52.6%	63.2%	224	48.6%	67.2%	***4.0%***	-4.1%
CDEV-150	32	21.9%	59.4%	25	60.0%	68.0%	-38.1%	-8.6%
PSYC-16	46	80.4%	93.5%	50	86.0%	94.0%	-5.6%	-0.5%
PSYC-5	111	57.7%	71.2%	334	69.8%	85.6%	-12.1%	-14.5%
Division 2								
Arts								
ART-101	78	53.8%	69.2%	117	61.5%	76.9%	-7.7%	-7.7%
MUSI-111	65	56.9%	72.3%	30	70.0%	80.0%	-13.1%	-7.7%
Social Sci								
AJ-100	29	37.9%	58.6%	62	33.9%	38.7%	***4.1%***	***19.9%***
ANTH-1	43	67.4%	86.0%	66	80.3%	92.4%	-12.9%	-6.4%
ANTH-2	42	64.3%	88.1%	24	58.3%	75.0%	***6.0%***	***13.1%***
ECON-2	41	75.6%	90.2%	27	88.9%	92.6%	-13.3%	-2.3%
HIST-101	75	44.0%	73.3%	302	73.9%	79.3%	-29.9%	-6.0%
HIST-102	84	61.9%	84.5%	112	70.5%	85.7%	-8.6%	-1.2%
HUMA-1	71	74.6%	78.9%	71	66.2%	83.1%	***8.5%***	-4.2%
PHIL-8	40	20.0%	40.0%	21	42.9%	66.7%	-22.9%	-26.7%
POLI-1	114	55.3%	84.2%	285	60.7%	70.7%	-5.4%	***13.5%***
SOCI-101	91	70.3%	81.3%	167	62.9%	76.6%	***7.5%***	***4.7%***
SOCI-102	46	78.3%	87.0%	57	56.1%	87.7%	***22.1%***	-0.8%
SOCI-104	40	62.5%	77.5%	65	43.5%	84.5%	***19.0%***	-7.0%
CTE								
BUS-1A	39	43.6%	79.5%	63	52.4%	63.5%	-8.8%	***16.0%***
BUS-1B	35	80.0%	94.3%	48	81.3%	85.4%	-1.3%	***8.9%***
Division 3								
ENGL-1A	87	44.8%	72.4%	450	62.0%	79.6%	-17.2%	-7.1%
ENGL-1B	27	81.5%	85.2%	83	77.1%	83.1%	***4.4%***	2.1%
ENGL-1C	55	58.2%	78.2%	282	58.8%	65.8%	-0.6%	***12.4%***
HDEV-10	38	68.4%	81.6%	177	71.8%	82.5%	-3.3%	-0.9%
MATH-150	98	62.2%	71.4%	293	57.0%	72.0%	***5.2%***	-0.6%
MATH-40	27	29.6%	81.5%	357	39.8%	73.9%	-10.1%	***7.5%***
MATH-73	66	66.7%	83.3%	325	59.1%	72.9%	***7.6%***	***10.4%***
MATH-80	26	53.8%	88.5%	138	59.4%	72.5%	-5.6%	***16.0%***

In order to make a comparison of the academic rigor of online courses in comparison with traditional courses, improvement rates are commonly used. If a student completes one level of a sequence and then completes the next level of the sequence with a passing grade, it is considered *improvement*. The presumption is the lower course in the sequence should prepare a student for success in the next level of the sequence. If the academic rigor of online courses is comparable to the academic rigor of traditional courses, there should be little difference in the success rates for the second course when comparing outcomes based on whether the first course was taken online or on campus.

Since not every course must be followed by another, only courses that serve as prerequisites have been tracked. However, because students are not required to take the follow-up course, students who did enroll in the follow-up course for the first time during the 2014-2015 school year were reverse tracked to determine whether the prerequisite course was taken online. Nine of these courses had students enroll in the subsequent course during 2014-2015. The success rates for these courses have been calculated based on the mode in which the prerequisite course was taken. A comparison of these rates is found in Figure 20 below.

The number of students in the 2014-2015 year who took their prerequisite course online is too small to make any definitive statements but some of the trends are worth investigation. However, courses with larger populations, such as ENGL-1A, could be looked into further to examine underlying factors.

Figure 20. Improvement Rates by Prerequisite Course
Online vs. Traditional Courses (Selected Courses), 2014-2015

	Online		Traditional	
Course	Total	%	Total	%
CDEV-103	26	73.2%	146	64.4%
CDEV-150	*	100.0%	*	100.0%
CIS-13	*	33.3%	5	60.0%
ECON-1	23	69.6%	26	84.6%
ENGL-1A	81	61.2%	627	69.3%
MATH-40	28	51.3%	590	52.2%
MATH-73	*	50.0%	36	67.5%
PSYC-5	30	70.8%	143	78.6%
SOCI-101	*	50.0%	*	75.0%
Total	**199**	**62.0%**	**1581**	**63.5%**

Enrollments under 5 are denoted by *

CONCLUSION

Distance Education offerings have stayed mostly level over the last five years after peaking in 2011. Overall, the success and retention rates for online offerings have remained steady and were on par with state distant education rates for Spring 2011. There are some courses where the outcomes are much lower in online sections compared to on campus sections. In these instances, divisions might want to review the course material as well as the online resources and presentation to see if they are compatible with positive online implementation. In instances where they are not, online instruction may need to be revised or abandoned altogether. Likewise, it is important that these classes properly prepare students for subsequent courses. It might be necessary to review these course sections to ensure students are receiving the proper preparation needed to succeed in future courses.

Appendix A: Student Demographics

Student Demographics
Online Courses vs Overall, Spring 2015

Group	Percent Online	Percent Overall
Gender		
Female	73.2%	63.4%
Male	26.8%	36.6%
Ethnicity		
African American	41.0%	33.9%
American Indian	0.3%	0.2%
Asian	5.4%	3.4%
Hispanic	43.1%	56.5%
Pacific Islander	1.0%	0.7%
Two or More	3.7%	2.7%
Unknown	0.6%	0.4%
White/Caucasian	4.8%	2.2%
Age Group		
Under 17	0.1%	1.1%
18 - 24	46.6%	61.4%
25 to 29	21.8%	15.2%
30 to 34	11.8%	7.7%
35 to 39	7.2%	4.6%
40 to 49	8.4%	5.7%
50 +	4.1%	4.4%
Enrollment Status		
Full-Time	27.8%	40.1%
Residence		
In District	34.7%	51.3%
Outside 7.5 mile radius	63.3%	46.8%
Within 7.5 miles (includes In District students)	36.2%	52.6%
Financial Aid Status		
Received Aid	51.9%	63.4%
Did Not Receive Aid	48.1%	36.6%
Course Preparation		
Basic Skills	0.0%	9.7%
Transfer	90.3%	76.5%
Non Transfer	9.7%	23.5%

Student Demographics Gender by Age and by Ethnicity Online Courses vs Overall, Spring 2015

	Percent Online		Percent Overall	
	Female	**Male**	**Female**	**Male**
Ethnicity				
African American	43.5%	34.2%	35.3%	31.5%
American Indian	0.3%	0.3%	0.2%	0.1%
Asian	4.4%	8.2%	2.9%	4.2%
Hispanic	41.9%	46.6%	55.5%	58.4%
Pacific Islander	0.8%	1.5%	0.8%	0.6%
Two or More	3.9%	3.3%	3.0%	2.3%
Unknown	0.4%	1.2%	0.3%	0.5%
White/Caucasian	4.8%	4.6%	2.1%	2.3%
Age Group				
Under 17	0.1%	0.2%	1.0%	1.2%
18 - 24	42.8%	57.0%	58.5%	66.5%
25 to 29	22.6%	19.6%	15.7%	14.3%
30 to 34	12.8%	8.9%	8.6%	6.1%
35 to 39	8.1%	4.6%	4.8%	4.1%
40 to 49	9.4%	5.8%	6.7%	4.0%
50 +	4.2%	3.8%	4.7%	3.8%

Distance Education Student Demographics Enrollment Patterns, Spring 2015

Enrollment Pattern	Percent
Patterns for Current Semester	
Took Both DE and On Campus courses	49.9%
Patterns for Previous Semesters	
Took DE courses previously	56.5%

Appendix B: Course Offerings

Online Course Offerings, Fall 2014

Course	Course Title	Sections	Seats	Transferable
AJ-100	Intro to Admin of Justice	1	43	Yes
AJ-111	Criminal Investigation	1	49	Yes
ANTH-1	Intro to Physical Anthropology	1	44	Yes
ANTH-2	Intro Cultural Anthropology	1	0	Yes
ART-101	Art/Visual Cultr in Modrn Life	2	78	Yes
AS-60	Stratgy-Success in Distance Ed	1	34	No
BUS-1A	Financial Accounting	1	35	Yes
BUS-1B	Managerial Accounting	1	37	Yes
BUS-20	Business Management	1	0	Yes
BUS-28	Written Business Commun	1	30	Yes
CDEV-103	Child Growth and Development	1	0	Yes
CDEV-104	The Home, School, Community	1	44	Yes
CDEV-152	Disabilities-Developing Child	1	39	Yes
CH-1	Persnl/Communty Health Issues	2	86	Yes
CIS-13	Computer Information Systems	1	16	Yes
CIS-18	Systems Analysis and Design	1	28	Yes
ECON-1	Principls of Econ - Macroecon	1	43	Yes
ENGL-1A	Reading and Composition	4	118	Yes
ENGL-1B	Literature/Composition	1	12	Yes
ENGL-1C	Critical Thinking/Comp	4	80	Yes
HDEV-10	Strat for Creating Success/Coll & Life	1	34	Yes
HIST-101	U.S. History to 1877	2	68	Yes
HIST-102	U.S. History - 1877-Present	3	101	Yes
HUMA-1	An Introduction to the Humanities	2	94	Yes
MATH-150	Elemntry Statistcs W/Probablty	2	79	Yes
MATH-40	Elementary Algebra	1	29	No
MATH-73	Intermediate Algebra Gen Ed	2	67	No
MATH-80	Intermed Alg - Sci/Engr/Math	1	26	No
MUSI-111	Music Appreciation-Survey	2	90	Yes
PHIL-3	Ethics and Society	1	42	Yes
PHIL-8	Introduction to Logic	1	46	Yes
POLI-1	Governments US/Calif	2	77	Yes
POLI-2	Intro to Comparative Politics	1	35	Yes
PSYC-16	Lifespan Development	1	44	Yes
PSYC-5	General Psychology	2	78	Yes
SOCI-101	Introduction to Sociology	2	94	Yes
SOCI-102	The Family	1	42	Yes
SOCI-104	Social Problems	1	48	Yes

Online Course Offerings, Spring 2015

Course	Course Title	Sections	Seats	Transferable
AJ-100	Intro to Admin of Justice	1	31	Yes
ANTH-1	Intro to Physical Anthropology	1	45	Yes
ANTH-2	Intro Cultural Anthropology	1	42	Yes
ART-101	Art/Visual Cultr in Modrn Life	2	85	Yes
AS-60	Stratgy-Success in Distance Ed	2	27	No
BUS-14	Marketing	1	45	Yes
BUS-19	Principles Retail Management	1	34	Yes
BUS-1A	Financial Accounting	1	40	Yes
BUS-1B	Managerial Accounting	1	35	Yes
CDEV-103	Child Growth and Development	1	19	Yes
CDEV-150	Intro Children Special Needs	1	32	Yes
CDEV-154	Role/Responblty Spec Ed Assist	1	40	Yes
CH-1	Persnl/Communty Health Issues	2	86	Yes
CIS-18	Systems Analysis and Design	1	14	Yes
CIS-19	Internet, Security and the Web	1	24	No
CIS-30	Introduction to eCommerce	1	21	Yes
ECON-2	Princ Economics:microecon	1	43	Yes
ENGL-1A	Reading and Composition	4	90	Yes
ENGL-1B	Literature/Composition	1	27	Yes
ENGL-1C	Critical Thinking/Comp	2	59	Yes
ENGL-27	Children's Literature	1	38	Yes
ENGL-40B	American Literature II	1	17	Yes
HDEV-10	Strat for Creating Success/Coll & Life	1	42	Yes
HIST-101	U.S. History to 1877	2	35	Yes
HIST-102	U.S. History - 1877-Present	2	39	Yes
HIST-141	History of Modern Civilizations	1	33	Yes
HUMA-1	An Introduction to the Humanities	2	47	Yes
MATH-150	Elemntry Statistcs W/Probablty	3	101	Yes
MATH-40	Elementary Algebra	1	28	No
MATH-73	Intermediate Algebra Gen Ed	2	67	No
MATH-80	Intermed Alg - Sci/Engr/Math	1	31	No
MUSI-111	Music Appreciation-Survey	2	77	Yes
PHIL-11	Hist Modern/Contemporary Phil	1	15	Yes
PHIL-3	Ethics and Society	1	44	Yes
PHIL-8	Introduction to Logic	1	42	Yes
POLI-1	Governments US/Calif	3	122	Yes
POLI-10	Intro-Interntl Relations	1	29	Yes
PSYC-16	Lifespan Development	1	46	Yes
PSYC-5	General Psychology	3	114	Yes
SOCI-101	Introduction to Sociology	2	96	Yes
SOCI-102	The Family	1	48	Yes
SOCI-104	Social Problems	1	41	Yes

Appendix C: ACADEMIC PERFORMANCE

Success and Retention Rate Gaps
Online Courses, Spring 2015

	Success Gap	Retention Gap
Gender		
Female	1.2%	1.6%
Male	***-3.3%***	***-4.2%***
Ethnicity		
African American	***-5.3%***	***-3.3%***
American Indian	***-20.4%***	***-24.1%***
Asian	14.2%	11.9%
Hispanic	0.9%	-0.2%
Two or More	9.6%	5.1%
Pacific Islander	***-4.6%***	-0.8%
Unknown	4.6%	13.4%
White/Caucasian	15.0%	14.4%
Age Group		
Under 17	25.4%	25.9%
18 - 24	-1.7%	-1.1%
25 to 29	-1.2%	-1.0%
30 to 34	-0.8%	-1.3%
35 to 39	3.3%	3.6%
40 to 49	2.2%	-1.4%
50 +	***-5.1%***	-1.9%

Note: Gaps larger than -3% are highlighted

Success and Retention Rate Gaps
Online Courses, Spring 2015

	Success Gap	Retention Gap
Gender		
Female	0.1%	0.4%
Male	-0.2%	-1.3%
Ethnicity		
African American	***-7.4%***	-2.7%
American Indian	***-40.0%***	7.1%
Asian	21.3%	13.6%
Hispanic	3.4%	0.5%
Two or More	***-4.8%***	***-8.3%***
Pacific Islander	***-18.6%***	***-14.3%***
Unknown	***-6.7%***	***-19.1%***
White/Caucasian	19.3%	14.2%
Age Group		
Under 17	***-23.4%***	***-9.5%***
18 - 24	***-3.0%***	-2.1%
25 to 29	3.1%	1.6%
30 to 34	***-3.8%***	-2.5%
35 to 39	4.8%	2.6%
40 to 49	***-7.0%***	***-5.2%***
50 +	5.1%	3.6%

Note: Gaps larger than -3% are highlighted

Success and Retention Rates for Veterans and Foster Youth
Local vs. Statewide, Fall 2011 to Fall 2015

	FA 2011	FA 2012	FA 2013	FA 2014	FA 2015
Success					
COM Veterans	*	25.0%	44.4%	30.8%	62.5%
Veterans State	59.2%	62.2%	61.8%	61.5%	61.2%
COM Foster Youth	*	16.7%	85.7%	60.0%	38.1%
Foster Youth State	38.4%	45.2%	46.7%	45.4%	47.8%
Retention					
COM Veterans	*	25.0%	77.8%	61.5%	62.5%
Veterans State	78.0%	83.2%	83.4%	82.5%	82.8%
COM Foster Youth	*	16.7%	100.0%	90.0%	61.9%
Foster Youth State	58.9%	75.3%	75.7%	74.4%	75.6%

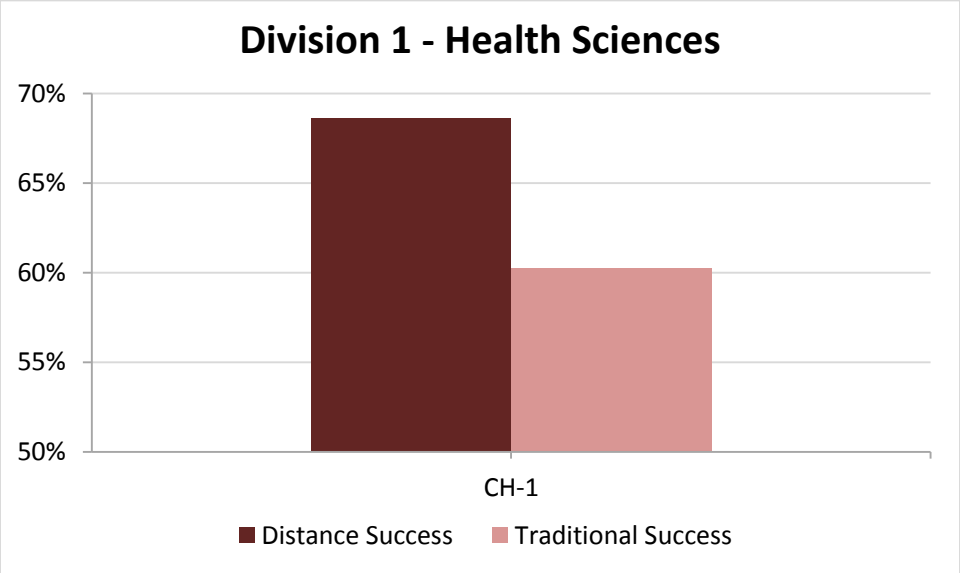
* Data unavailable for this term

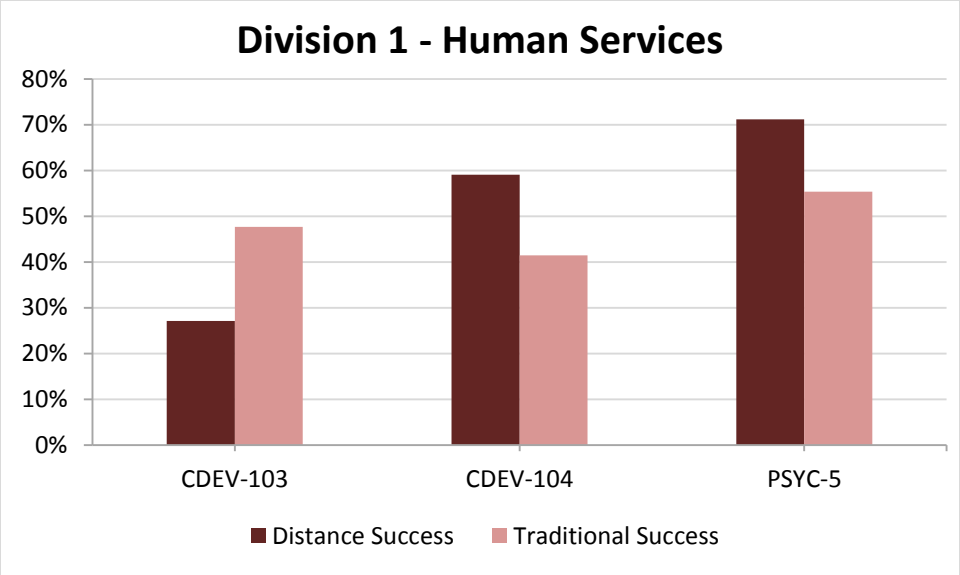
Success and Retention Rates for Veterans and Foster Youth Local vs. Statewide, Spring 2011 to Spring 2015

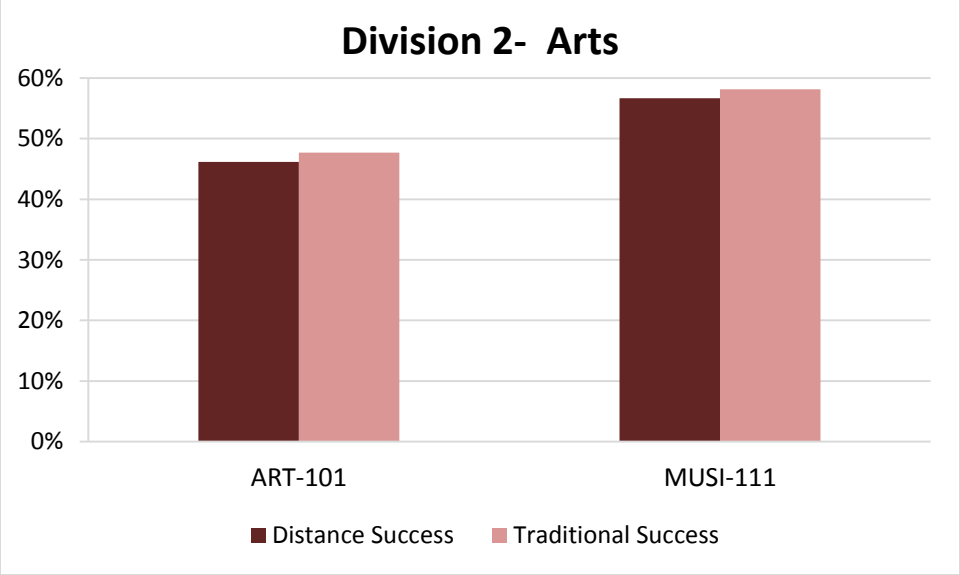
	SP 2011	SP 2012	SP 2013	SP 2014	SP 2015
Success					
COM Veterans	*	*	50.0%	44.4%	54.6%
Veterans State	*	59.6%	64.2%	64.5%	62.1%
COM Foster Youth	*	*	33.3%	50.0%	42.9%
Foster Youth State	*	44.7%	45.3%	47.9%	46.7%
Retention					
COM Veterans	*	*	50.0%	77.8%	81.8%
Veterans State	*	72.5%	83.5%	83.6%	82.3%
COM Foster Youth	*	*	33.3%	66.7%	85.7%
Foster Youth State	*	71.5%	74.6%	75.6%	74.6%

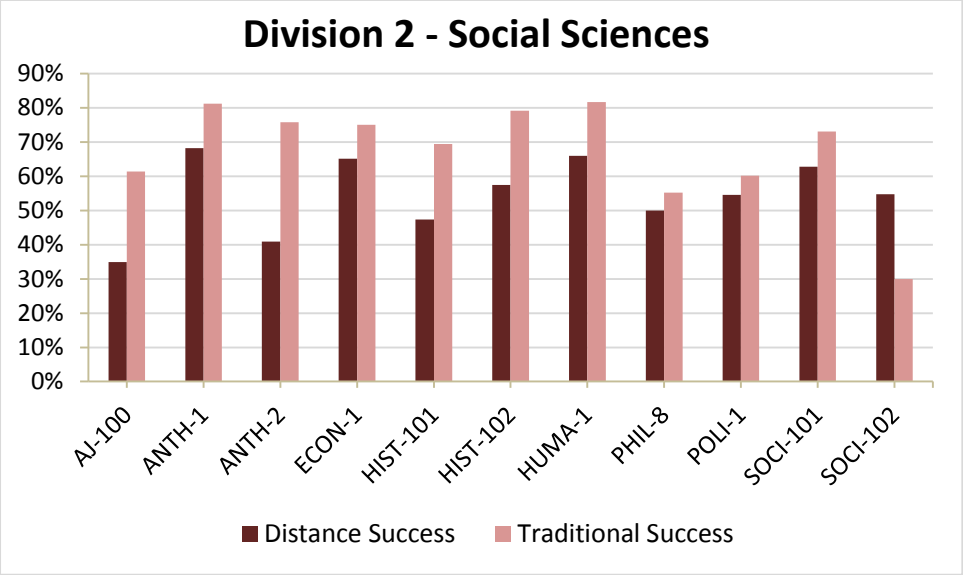
* Data unavailable for this term

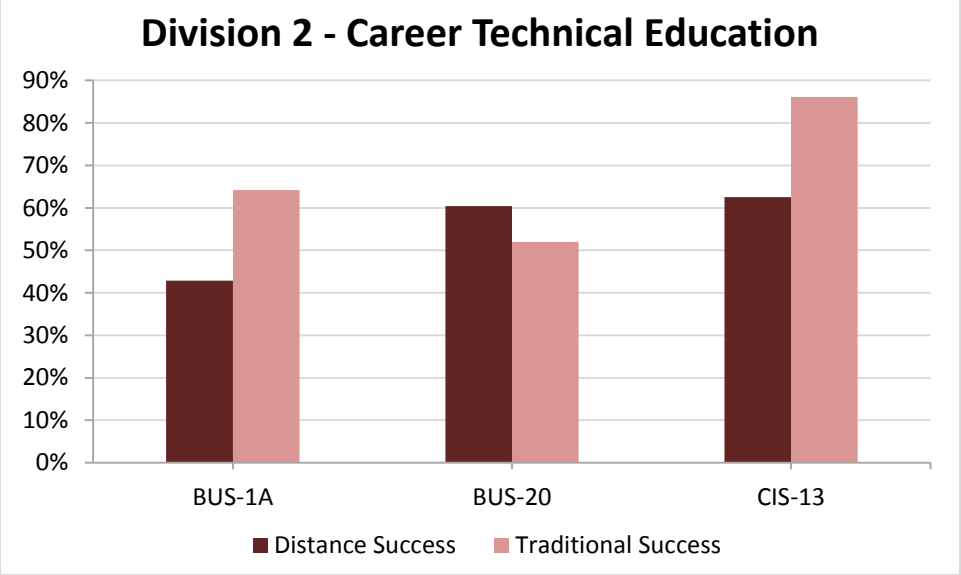
Divisional Success Rate Comparison for Distance Education and Traditional Sections, Fall 2014

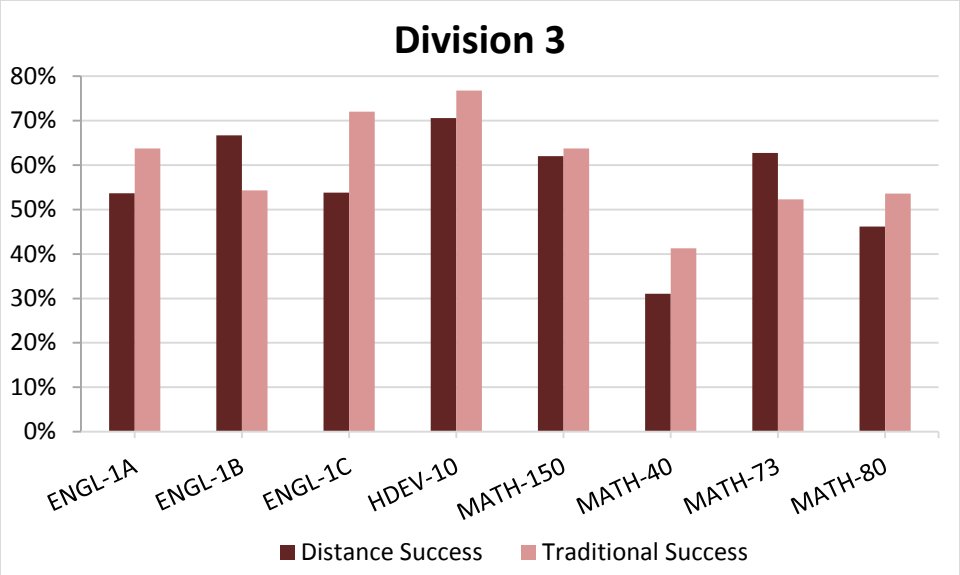



Division 1 - Human Services
80%
70%
60%
50%
40%
30%
20%
10%
0%
CDEV-103
CDEV-104
PSYC-5
Distance Success
Traditional Success

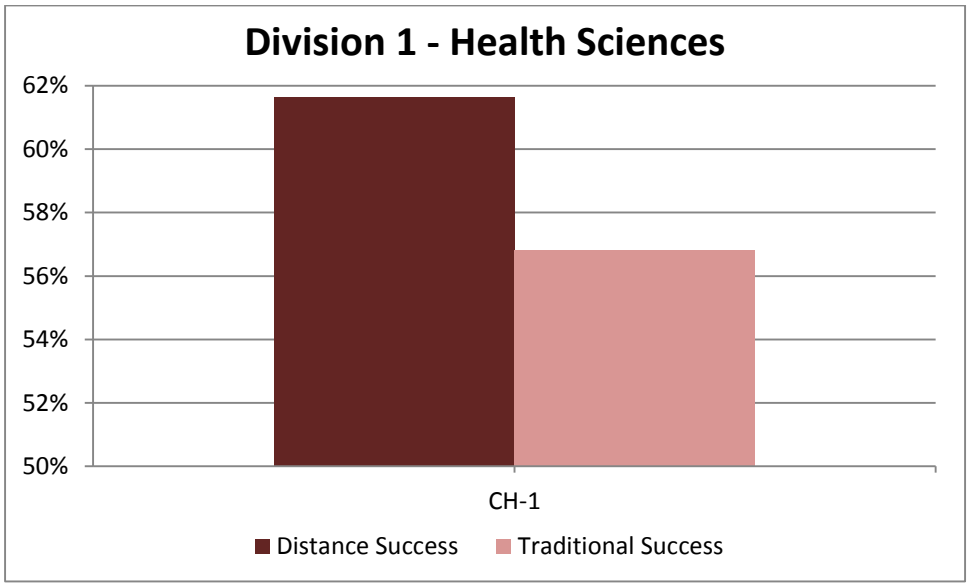

Division 2- Arts
60%
50%
40%
30%
20%
10%
0%
ART-101
MUSI-111
Distance Success
Traditional Success

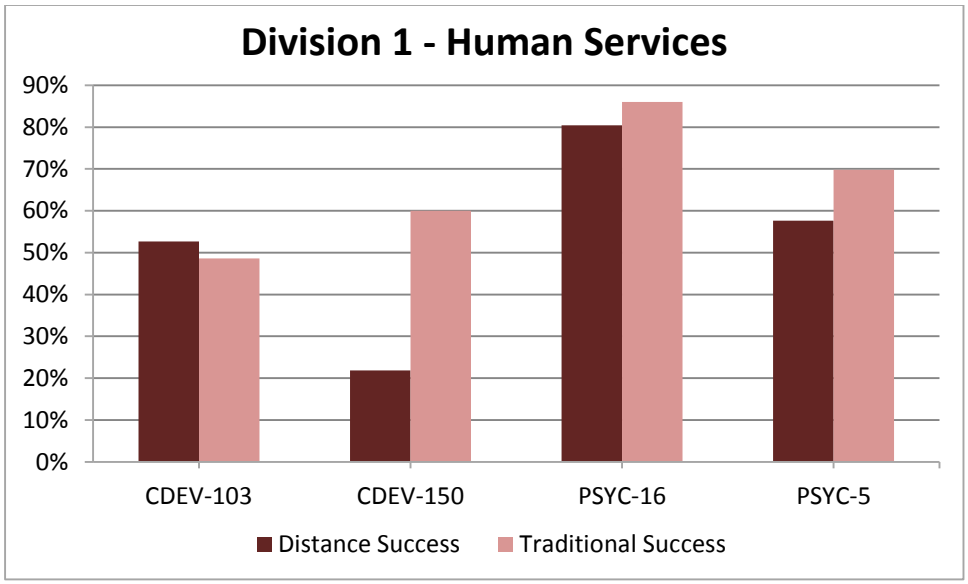

Division 2 - Social Sciences
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
AJ-100
ANTH-1
ANTH-2
ECON-1
HIST-101
HIST-102
HUMA-1
PHIL-8
POLI-1
SOCI-101
SOCI-102
Distance Success
Traditional Success

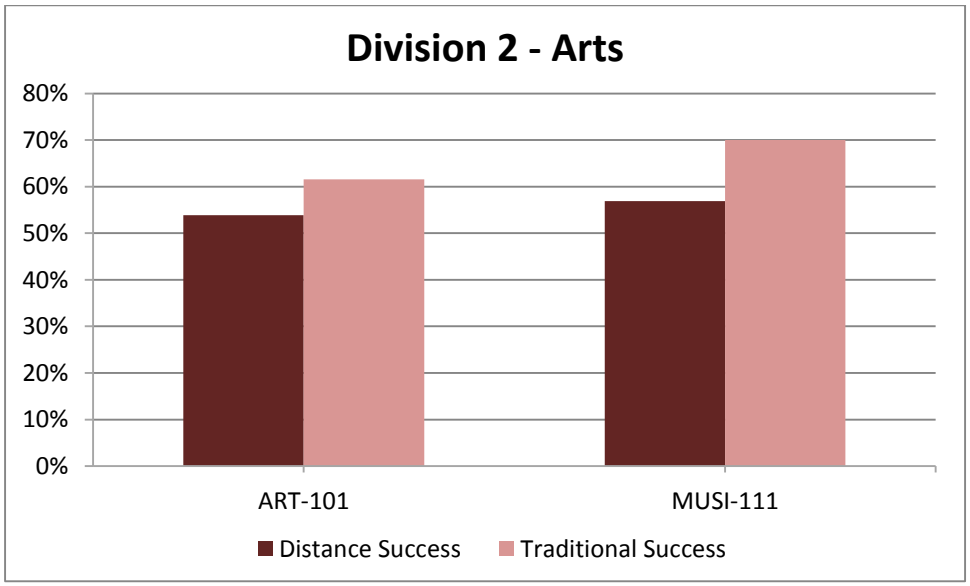

Division 2 - Career Technical Education
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
BUS-1A
BUS-20
CIS-13
Distance Success
Traditional Success

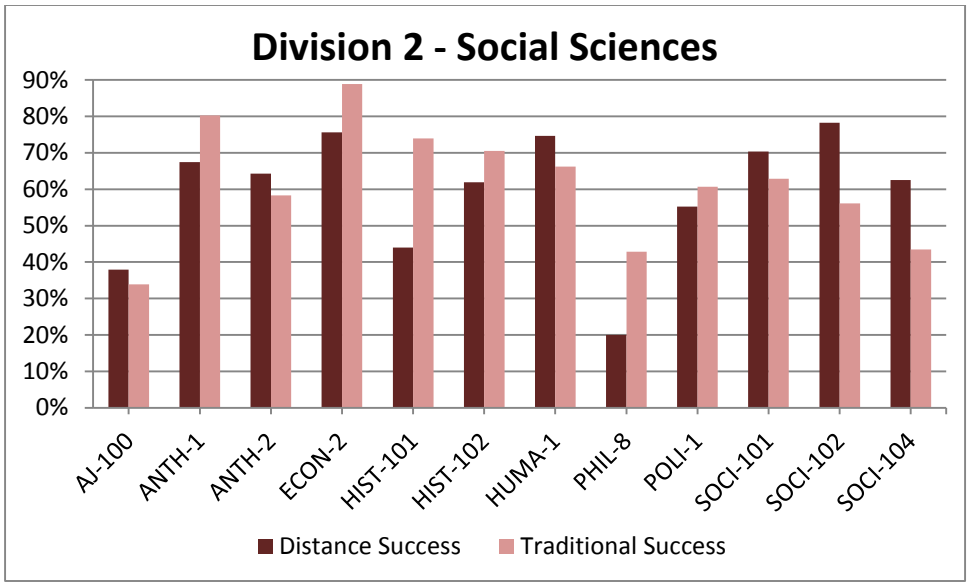


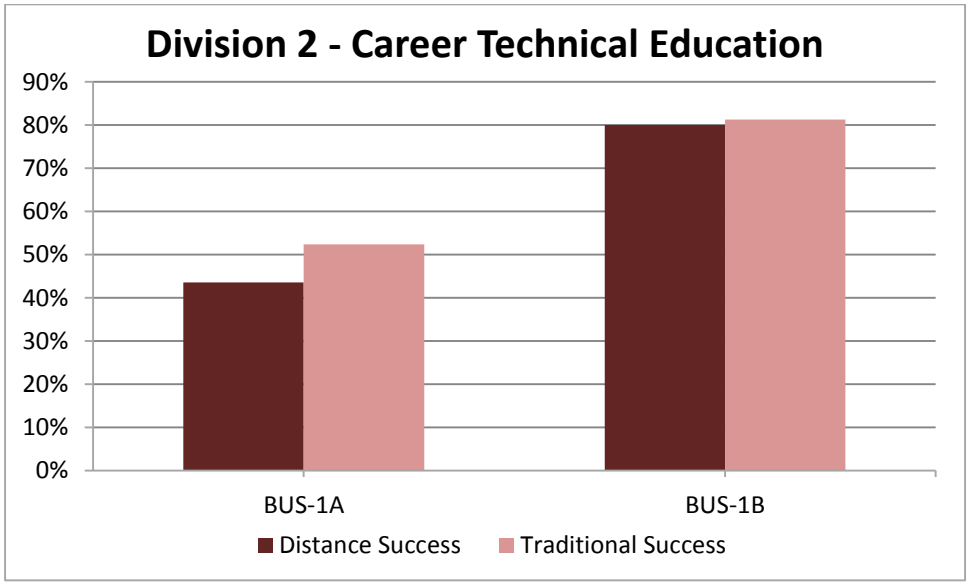
Divisional Success Rate Comparison for Distance Education and Traditional Sections, Spring 2015

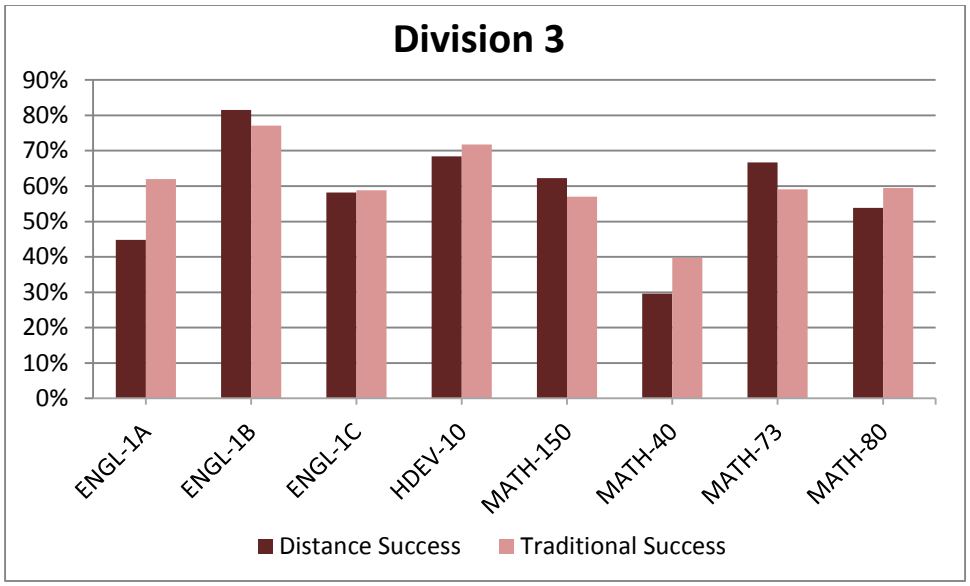



Division 1 - Human Services
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
CDEV-103
CDEV-150
PSYC-16
PSYC-5
Distance Success
Traditional Success


Division 2 - Arts
80%
70%
60%
50%
40%
30%
20%
10%
0%
ART-101
MUSI-111
Distance Success
Traditional Success


Division 2 - Social Sciences
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
AJ-100
ANTH-1
ANTH-2
ECON-2
HIST-101
HIST-102
HUMA-1
PHIL-8
POLI-1
SOCI-101
SOCI-102
SOCI-104
Distance Success
Traditional Success


Division 2 - Career Technical Education
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
BUS-1A
BUS-1B
Distance Success
Traditional Success


Division 3
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
ENGL-1A
ENGL-1B
ENGL-1C
HDEV-10
MATH-150
MATH-40
MATH-73
MATH-80
Distance Success
Traditional Success