



AGENDA ITEM BACKGROUND

TO: GOVERNING BOARD		DATE October 26, 2009
FROM: PRESIDENT		
SUBJECT: Distance Education 2008/2009 Annual Report		ENCLOSURE(S) Page 1 of 7
REASON FOR BOARD CONSIDERATION INFORMATION	ITEM NUMBER	

Background:

Definition: *“Distance education means instruction in which the instructor and student are separated by distance and interact through the assistance of communication technology.”¹*

Regulations revised in 1994 in Title 5 of the California Code of Regulations require districts to make an annual report of their distance education activity to their local governing boards, and then forward a copy to the State Chancellor’s Office. This report to the Cabrillo College Governing Board will discuss Cabrillo’s Distance Education Program, data about students, enrollment, course completion rates, faculty training, and program growth.

I. DISTANCE EDUCATION PROGRAM HIGHLIGHTS

We have seen significant growth in distance education (DE) enrollment at Cabrillo over the past five years. According to LeBaron Woodyard, Dean, Academic Affairs, Chancellor’s Office, in the spring of 2008, 8.9% of all system enrollments were in distance education sections. That’s 351,488 students (duplicate headcounts) out of 3,917,257 total enrollments. Almost one in ten students in the California Community College system is enrolled in a DE section. Similar to on-campus courses, cuts to education funding are impacting access to distance courses as well. Beginning in spring 2009 we saw DE section reductions, staffing changes, and reallocation of units to on-campus courses.

Enrollment and demographic data for this report was provided by the Planning and Research Office (PRO). An enrollment plateau, which began in spring 2008, is evident in Figures 1–3. A total of 10,453 Cabrillo students (duplicated headcount) enrolled in distance courses during the 2008/09 academic year compared to 10,257 in 2007/08. This report presents a picture of Distance Education at Cabrillo in five sections, (1) Distance Education program highlights, (2) characteristics of students who choose distance education sections, (3) performance of students in DE sections, (4) courses offered in 2008-2009, and (5) a summary conclusion.

In spring 2008, the Accrediting Commission for Community and Junior Colleges granted Cabrillo approval to offer an AA/AS degree in liberal studies and degree programs in Business, Accounting, Computer Applications and Business Technology, and Public Safety. Students have an opportunity to complete 50 percent of each program’s courses online. Online courses also provide flexible options for degree/certificate bound students at a time when many students are restricted from taking on-campus classes because of work and family obligations. DE section reductions make it a challenging time to provide the students the online courses they seek to fulfill degree requirements in a timely manner.

¹ Section 55370 of Subchapter 4 of Chapter 6 of Division 6 of Title 5 of the California Code of Regulations.

Administrator Initiating Item: Renée M. Kilmer	Academic and Professional Matter <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Final Disposition
	If yes, Faculty Senate Agreement <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
	Senate President Signature	

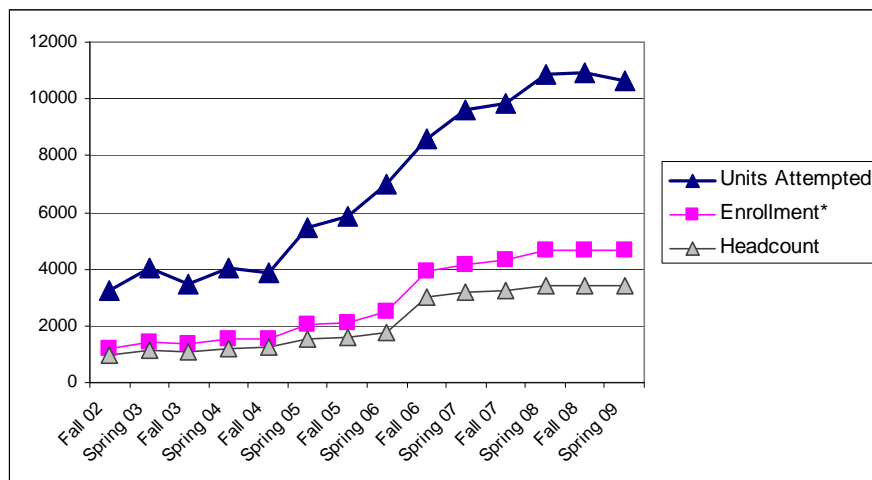


Figure 1 2002–2009 Units Attempted & Duplicated Enrollment in Distance Education

Units Attempted, Enrollments & Headcount In Distance Education

SEMESTER	Units Attempted	Enrollment*	Headcount
Summer 02	126	42	42
Fall 02	3,220	1,215	971
Spring 03	4,037	1,436	1,152
Summer 03	216	72	70
Fall 03	3,481	1,367	1,074
Spring 04	4,013	1,521	1,192
Summer 04	771	257	244
Fall 04	3,867	1,528	1,238
Spring 05	5,459	2,028	1,523
Summer 05	1,057	333	310
Fall 05	5,857	2,109	1,595
Winter 06	87	43	22
Spring 06	7,009	2,486	1,786
Summer 06	1,848	593	514
Fall 06	8,563	3,918	3,019
Winter 07	336	154	131
Spring 07	9,608	4,174	3,198
Summer 07	2,866	1,098	928
Fall 07	9,864	4,324	3,261
Winter 08	277	159	142
Spring 08	10,839	4,675	3,412
Summer 08	2,701	1,056	920
Fall 08	10,905	4,638	3,402
Winter 09	121	121	121
Spring 09	10,608	4,638	3,389

*Students may be enrolled in more than one Distance course. Each course a student takes, whether online or TV, counts as one enrollment. Students may be counted more than once.

Figure 3 2002–2009 Units Enrolled, Enrollment and Headcount in Distance Education

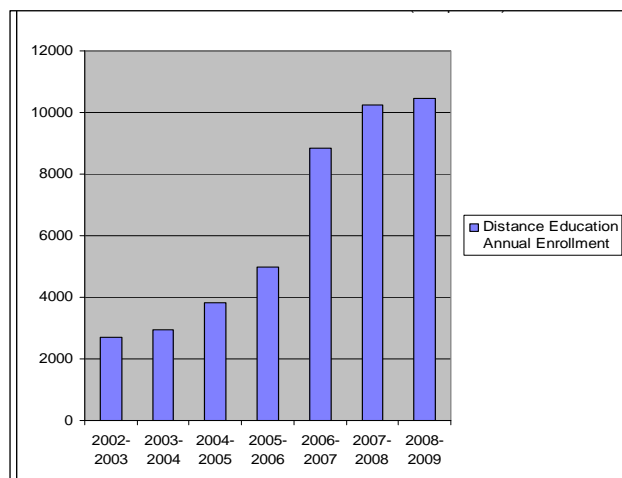


Figure 2 2002–2009 Duplicated Enrollment

The Distance Education Committee completed work last spring on the *Distance Education Program Plan* for 2009–2011. It is aligned with the College Master Plan goal, objective B3: *Increase use of current and emerging technologies for student support and for teaching, both on campus and via distance learning*. This plan addresses the growing needs of our e-learning students, in online, hybrid, and web-enhanced courses. It describes the philosophy and policies that steer methodologies used to offer distance education courses, and program standards were written in five areas: faculty development, course development, student support, teaching and learning, access, diversity and retention. The DE plan was approved by the Cabrillo Board of Trustees in June 2009.

Last summer, Cabrillo hosted the statewide *Online Teaching Conference*, on June 11–12, sponsored by @ONE. The @ONE Project provides opportunities for California Community College faculty and staff to learn about technology that enhances student learning and success. Their programs provide training, online resources and research thanks to funding from the California Community College Chancellor's Office Telecommunication and Technology Infrastructure Program (TTIP). Over 200 attended the conference in person (including 36 Cabrillo faculty and staff) and an additional 300 accessed it online. Workshops included topics on today's digital learners and preparing for their technology needs, IT literacy in the Internet era, e-portfolios, online collaborative groups, and increasing student success.

The **Teaching and Learning Center (TLC)** provides the needed faculty training offering instructional design services for faculty developing web-based materials for both online and on-campus classes. Services include face-to-face and online training in distance learning pedagogy, accessible web design, podcasting, course design and teaching with a learning management system, which includes assessment techniques, and use of plagiarism detection software. Training resources include best practices as outlined in the Distance Education Guidelines from the Chancellor's Office² and the Distance Learning Manual published by the Accrediting Commission for Community and Junior Colleges³.

Open access computing for students is available in two locations on the Aptos Campus, the Library and Computer Technology Center, and at the Watsonville Center. Wireless access is available throughout the campus. Tech support to students and faculty is provided through multiple modes: phone, in-person, and web-based.

Over fifty percent of Blackboard course accounts are used to augment on-campus instruction with a web component and there are currently **7,682 active student Blackboard accounts** (a 33% increase over last year) and 278 instructor accounts (a 20% increase over last year). Due to budget reductions, the TLC helpdesk position was reduced by twenty percent. This past year, the Office of Instruction worked with the TLC and the Library to identify additional support for distance education. Additionally, Library and Computer Technology Center staff provide assistance to students using Blackboard.

II. CHARACTERISTICS OF STUDENTS WHO CHOOSE DE SECTIONS

In these economic times, studying from home is the only option for many students juggling work and personal responsibilities. In responding to a spring 2009 student satisfaction survey 210 students (92%) indicated they would take another distance course.

“Being a working adult and father of three young children, being able to access coursework online has been of great help to me for improving my knowledge and furthering my career.”

“I am a firefighter and work 72 hours a week making school very difficult to attend at a campus. I find the online courses an excellent way to achieve higher learning, while meeting the demanding schedule of my job.”

Sixty percent of DE students are females and high school graduates comprise the majority of the population, followed by students with a BA degree or greater. Hispanics make up 21 percent of the distance education student population, the same percentage statewide. (Figures 4 and 5) Most students, 99 percent, live in-state, and 86 percent

² Distance Education Guidelines, California Community Colleges, 2008 Omnibus Version, Academic Planning & Development, Academic Affairs Division

³ Distance Learning Manual, August 2004, Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

live in Santa Cruz County. Residents of the San Lorenzo Valley and Scotts Valley make up 18 percent of the distance student population, and Watsonville 18.5 percent. One out of four students who received a degree or certificate last year took three or more distance courses. (Figure 6) Over 50 percent take at least one DE course.

2008-2009 Enrollment by Gender

Source: Data Warehouse

	Female Ssn	Male Ssn
2002-03	67.37%	32.63%
2003-04	64.53%	35.42%
2004-05	62.05%	37.91%
2005-06	60.56%	39.37%
2006-07	60.22%	39.36%
2007-08	59.54%	39.99%
2008-09	60.97%	38.55%

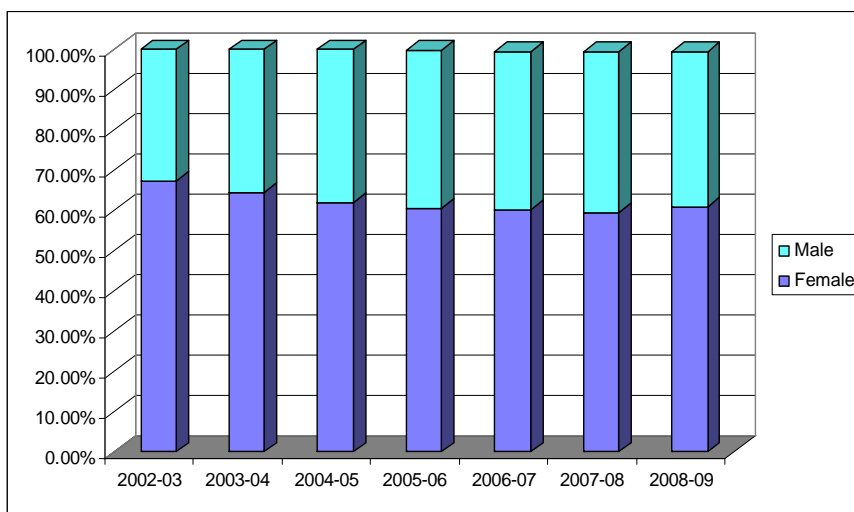


Figure 4 2002-2009 Gender Enrollment

2002-2009 Enrollment by Ethnicity

	Af. Am.	Am. Ind.	Asian	Filipino	Hispanic	Other	Unknown	White
2002-03	1.44%	1.16%	2.55%	1.11%	17.95%	2.05%	1.99%	71.75%
2003-04	2.17%	1.25%	4.29%	1.03%	17.65%	2.17%	1.68%	69.74%
2004-05	2.80%	1.29%	3.14%	1.29%	17.77%	2.15%	2.80%	68.76%
2005-06	2.45%	1.14%	4.27%	1.24%	18.84%	2.28%	3.86%	65.91%
2006-07	2.23%	1.09%	3.94%	1.51%	20.30%	2.32%	4.47%	64.15%
2007-08	1.82%	1.07%	4.02%	1.40%	19.88%	2.27%	5.47%	64.07%
2008-09	2.37%	1.12%	3.29%	1.41%	21.27%	1.61%	6.15%	62.77%

Figure 5 2002-2009 Enrollment by Ethnicity

2008-2009 Students Who Received Degrees and Certificates

No DE courses	367	42.6%
1 DE course	159	18.5%
2 DE courses	109	12.7%
3 or more DE	226	26.2%
Total	861	100.0%

Co-Requisite online courses were not considered.

Figure 6 2008-2009 DE Courses and Degrees

2008–2009 Enrollment by Zip Code

Headcount Detail in Santa Cruz County

Santa Cruz Cities	Zip Codes	<i>AY 08-09 Students</i>	<i>AY 08-09 by % in zip</i>
Aptos	95001	27	0.8%
Aptos	95003	411	11.7%
Ben Lomond	95005	104	2.9%
Boulder Creek	95006	134	3.8%
Brookdale	95007	15	0.4%
Capitola	95010	157	4.5%
Davenport	95017	9	0.3%
Felton	95018	131	3.7%
Freedom	95019	54	1.5%
Mt Hermon	95041	13	0.4%
Santa Cruz	95060	580	16.4%
Santa Cruz	95061	50	1.4%
Santa Cruz	95062	578	16.4%
Santa Cruz	95063	26	0.7%
Santa Cruz	95064	11	0.3%
Santa Cruz	95065	102	2.9%
Scotts Valley	95066	231	6.5%
Scotts Valley	95067	13	0.4%
Soquel	95073	230	6.5%
Watsonville	95076	631	17.9%
Watsonville	95077	20	0.6%
Total:		3,527	100.0%

Summary (2008-2009)	#	% of Total*
Santa Cruz County	3,527	86.0
Other California Counties	547	13.3
Other States	22	0.5
Unknown Zipcode	3	0.1
Total Headcount	4,099	14.0

Note:

Enrollments in Co-Requisite sections were **not** included for this analysis.

Note: Total Headcount is the total unduplicated count of students in all zip codes in that year.

Headcount from California

California Counties	<i>AY 08-09 Students</i>
Alameda	28
Amador	1
Butte	3
Calaveras	3
Contra Costa	19
El Dorado	6
Fresno	4
Humboldt	1
Kern	2
Los Angeles	19
Madera	1
Marin	5
Mariposa	1
Mendocino	1
Merced	2
Monterey	154
Napa	2
Nevada	7
Orange	4
Placer	4
Plumas	1
Riverside	1
Sacramento	19
San Benito	58
San Bernardino	1
San Diego	6
San Francisco	15
San Joaquin	11
San Luis Obispo	6
San Mateo	16
Santa Barbara	4
Santa Clara	113
Santa Cruz	3,527
Shasta	1
Siskiyou	2
Solano	2
Sonoma	6
Stanislaus	6
Sutter	1
Ventura	5
Yolo	5
Yuba	1
Total:	4,074

Headcount by State

All States	<i>AY 08-09 Students</i>
AZ	1
CA	4,074
IL	1
KS	1
MA	1
ME	1
MN	2
MT	1
NH	1
NV	2
NY	2
OR	1
TX	1
VT	1
WA	6
Total:	4,096

III. PERFORMANCE OF STUDENTS IN DE SECTIONS

Retention in distance education courses averaged 84.8 percent in 08-09, up from 79.4 percent the previous year and exceeding the statewide rate of 77.25 percent. Retention rates system wide for non-DE courses is 83.6 percent. The data below reflects duplicate counts due to students enrolling in multiple sections per term. Overall success rates were 57.6 percent, up from 56.9 percent in 2007-08 — in line with the statewide average of 57 percent. (Figure 7)

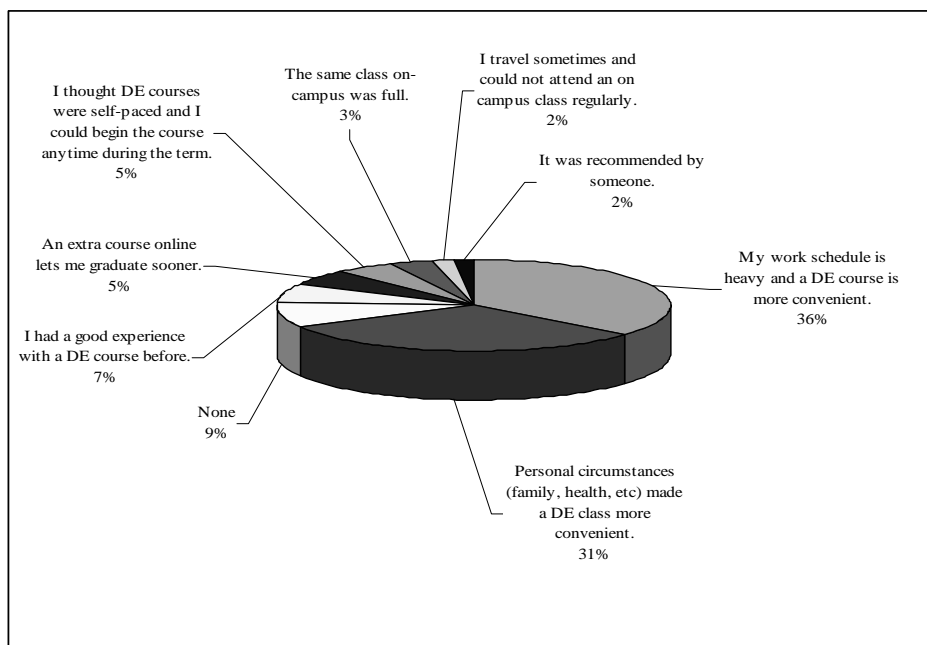
Termname	SuccCnt	SuccPct	RetnCnt	RetnPct	Total
SM 08	700	66.30%	918	86.90%	1,056
FA 08	2,577	55.60%	3,892	83.90%	4,638
IN 09	86	71.10%	110	90.90%	121
SP 09	2,658	57.30%	3,942	85.00%	4,638
Total	6,021	57.60%	8,862	84.80%	10,453

*These are duplicated counts, due to students enrolling in multiple sections per term.

Figure 7 2008–2009 DE Success and Retention

Last March, Cabrillo participated in a statewide survey conducted by the Chancellor’s Office intended to test the hypothesis that students drop a distance course for the same reason they sign up for the course.⁴ Students who received a “W” in a distance course in fall 2008 were sent an email letter and online survey. Sixty-two Cabrillo students participated in this confidential survey. Results indicated, when asked why they selected an online course, it was because their work schedule made it impossible to take an on campus course, or because of health issues like pregnancy, or family responsibilities. (Figure 8) The pattern indicated this was also the same reason for dropping; they couldn’t handle work and school together, or personal problems, or they signed up for too many classes. The California Community College Chancellor’s Office anticipates the statewide data will help identify possible interventions. For example, a similar study in Maryland found students who registered 8–10 weeks prior to the start of the semester have higher success rates. Students were asked what single piece of advice they would give to a student considering an online class. The common answer was “don’t get behind.”

Figure 8 Which was the most important factor for choosing a distance education course?



⁴ California Community College Chancellor’s Office Distance Education Retention Study, LeBaron Woodyard, Academic Affairs Division, December 2008

IV. DISTANCE EDUCATION COURSES OFFERED 2008–2009

Eleven **new** sections were added in the 2008-2009 academic year. Due to factors related to the budget crisis, online courses were not scheduled for fall or spring cyber-session and summer session online courses were canceled. New courses for 2008-2009 include offerings in computer information systems, English, finance, medical assisting, meteorology, physical education, and real estate.

Two hundred and twelve sections, not including the language 50L sections, were offered starting in summer 2008 through spring 2009. The following list includes departments and the number of courses offered in the distance education class schedule last year; accounting (5), art history (3), anthropology (3), art photography (1), biology (1), business (6), computer applications and business technology (8), culinary arts and hospitality management (1), counseling and guidance (3), computer information systems (6), criminal justice (6), communication studies (2), digital media (7), English (8), finance (2), fire technology (6), foreign languages (3), geography (1), history (2), health science (1), library (2), medical assisting (3), math (4), meteorology (1), music (5), oceanography (1), physical education (2), political science (1), psychology (1), reading (1), real estate (5), sociology (2), and theater appreciation (1).

V. DE@CABRILLO

The Distance Education Program at Cabrillo College is the result of the overall college planning process. Our mission statement articulates the vision of the program; to extend access to new populations and to serve students who need flexibility in time and location in order to meet career and transfer goals, degree requirements, life-long learning goals and develop basic skills. The program emphasizes working effectively in technology-mediated environments, promoting information literacy, and student learning outcomes. Under the guidance of the Distance Education Committee and the Office of Instruction, the distance education program strives to keep abreast of emerging trends and manage effective change to improve student learning outcomes.

One such trend is the use of instructor-made instructional videos to personalize course delivery. Easy-to-use software tools allow instructors to create multimedia demonstrations and add their own captioning. We are seeing these types of demonstration videos in accounting, and digital media courses. Student attitudes regarding this strategy are overwhelmingly positive and studies examining the effectiveness of different methods for teaching adult learners confirm this type of instruction is preferred by students.⁵

Effective and comprehensive professional development opportunities for faculty are also necessary for improved instructional course design and understanding how to use a learning management system. The Information Technology Department, Library, and Teaching and Learning Center continue to partner to provide a mechanism for innovation and problem-solving in delivering distance education to our students.

Cabrillo also recognizes how vital it is to provide a full range of online services to remote students, whether they are distance students, or students learning on campus. The process of providing online student services has evolved over time, and now includes online admissions, enrollment, library services, tech support, online orientation, academic advising, financial aid, textbook ordering, and academic assistance. For example, the Math Learning Center has introduced e-tutoring, a real-time session using an electronic whiteboard and audio connection to a math tutor. Strong support services and effective communication between the institution and student equals academic success.

⁵ *Student Perceptions in the Use of Instructor-Made Videos in Online and Face-to-Face Classes*, K. Rose, Texas Women's University, Denton, TX, September 2009