



AGENDA ITEM BACKGROUND

|   |             |  |
|---|-------------|--|
| TO: GOVERNING BOARD   |             | DATE<br><b>October 26, 2010</b>        |
| FROM: <b>PRESIDENT</b>  |             |  |
| SUBJECT:<br><b>Distance Education 2009/2010 Annual Report</b> |             | ENCLOSURE(S)<br><br><b>Page 1 of 6</b> |
| REASON FOR BOARD CONSIDERATION<br><b>INFORMATION</b>          | ITEM NUMBER |  |

*“Distance education is a field of education that focuses on the pedagogy, technology and instructional systems design that aim to deliver education to students who are not physically present in the same location with the instructor. Distance education is the process of creating an educational experience of equal qualitative value for the learner to best suit his or her needs outside the classroom.”<sup>1</sup>*

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**

This past year the Distance Education Committee, in conjunction with the CCFT Distance Education Task Force, developed an assessment document titled, *Faculty Evaluation of Distance Courses*.<sup>2</sup> In this document, standards address course content usability and accessibility, communication best practices, instructional methods, accommodations for different learning styles, and design features of an online course. Appendix CC of the CCFT Contract, *Student Evaluation of an Online Instructor*, was converted into a secure web-based survey. Last spring, several faculty undergoing the evaluation process used the form and feedback from students was markedly increased. Student evaluations combined with standards-based assessment provide faculty a better means to determine their strengths and weaknesses in teaching online, both in distance and hybrid courses.

A hybrid course is one in which online instruction takes place in lieu of face-to-face contact, whereas a distance course is defined as online instruction taking place more than 51% of the student contact hours. This is an important distinction because hybrid courses are now also required to meet Title 5 standards outlined for distance courses. The same standards outlined in *Faculty Evaluation of Distance Courses* apply to these courses as well. The *Academic Employee Final Written Evaluation Criteria*, referenced in Appendix N of the CCFT Contract, addresses Title 5 regulations for (a) regular faculty/student interaction, (b) instructor availability expectations, and (c) frequency and timeliness of instructor feedback, including common tools to facilitate this, like threaded discussions, email, and announcements.

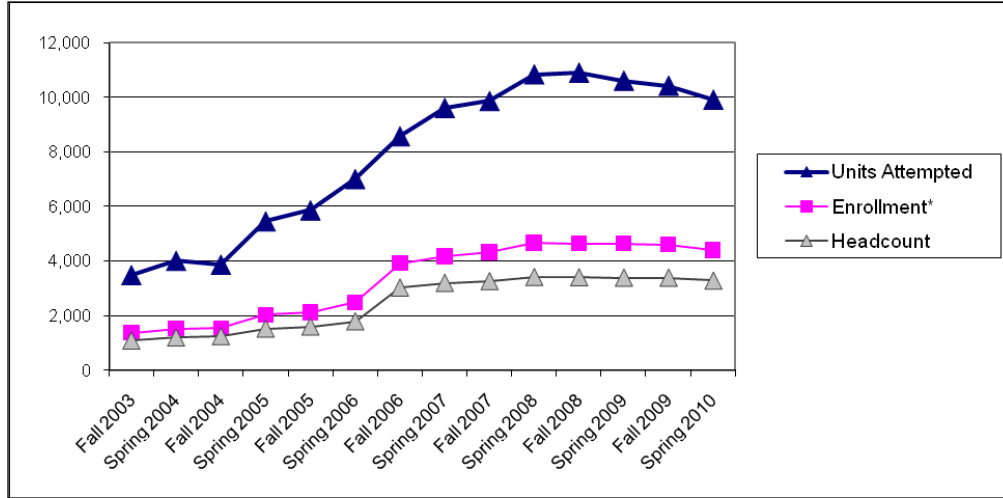
<sup>1</sup> Scott, Jack. (2009). *Periodic Report on Distance Education*. Retrieved from <http://www.cccco.edu/OurAgency/AcademicAffairs/tabid/229/Default.aspx>

<sup>2</sup> Distance Education Committee. (2010). *Faculty Evaluation of Distance Courses*. Retrieved from [https://docs.google.com/a/cabrillo.edu/fileview?id=0B32ZTdGr\\_Y5hMzU5MjA3NzYtZWU5NS00ODAwLTgyYjgtNGU2MGM2YmJhNzA5&hl=en](https://docs.google.com/a/cabrillo.edu/fileview?id=0B32ZTdGr_Y5hMzU5MjA3NzYtZWU5NS00ODAwLTgyYjgtNGU2MGM2YmJhNzA5&hl=en)

|   |  |                   |
|---|--|-------------------|
| Administrator Initiating Item:<br>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   |                   |

**ENROLLMENT DATA**

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 9,005 Cabrillo students (duplicated headcount) enrolled in distance courses during the 2009/10 academic year compared to 10,453 in 2008/09.



**Figure 1** 2003–2010 Units Attempted & Duplicated Enrollment in Distance Education

| Summary (2009-2010)          | #     | % of Total* |
|------------------------------|-------|-------------|
| Santa Cruz County            | 3,017 | 85.7        |
| Other California Counties    | 487   | 13.8        |
| Other States                 | 17    | 0.5         |
| Total Unduplicated Headcount | 3,521 | 100.0       |

**Figure 2**  
2009–2010 Distance Education Participation In/Out-of-county, Out-of-state (unduplicated headcount)

| Units Attempted, Enrollments & Duplicated Headcount In Distance Education |                 |             |           |
|---|-----------------|-------------|-----------|
| SEMESTER  | Units Attempted | Enrollment* | Headcount |
| Fall 2003   | 3,492           | 1,373       | 1,078     |
| Spring 2004   | 4,016           | 1,522       | 1,193     |
| Fall 2004   | 3,878           | 1,533       | 1,242     |
| Spring 2005   | 5,459           | 2,028       | 1,523     |
| Fall 2005   | 5,863           | 2,111       | 1,597     |
| Spring 2006   | 7,009           | 2,486       | 1,786     |
| Fall 2006   | 8,572           | 3,923       | 3,023     |
| Spring 2007   | 9,609           | 4,175       | 3,199     |
| Fall 2007   | 9,864           | 4,324       | 3,261     |
| Spring 2008   | 10,839          | 4,675       | 3,412     |
| Fall 2008   | 10,905          | 4,638       | 3,402     |
| Spring 2009   | 10,608          | 4,638       | 3,389     |
| Fall 2009   | 10,423          | 4,601       | 3,385     |
| Spring 2010   | 9,915           | 4,404       | 3,279     |

**Figure 3**  
2003–2010 Units Enrolled, Enrollment and Headcount in Distance Education

\*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.

Units = total of Units Maximum in Section (XB05).

Source: Data Warehouse

The **Teaching and Learning Center (TLC)** provides faculty instructional design services for developing web-based materials in support of 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 Office<sup>3</sup> and the Distance Learning Manual published by the Accrediting Commission for Community and Junior Colleges<sup>4</sup>.

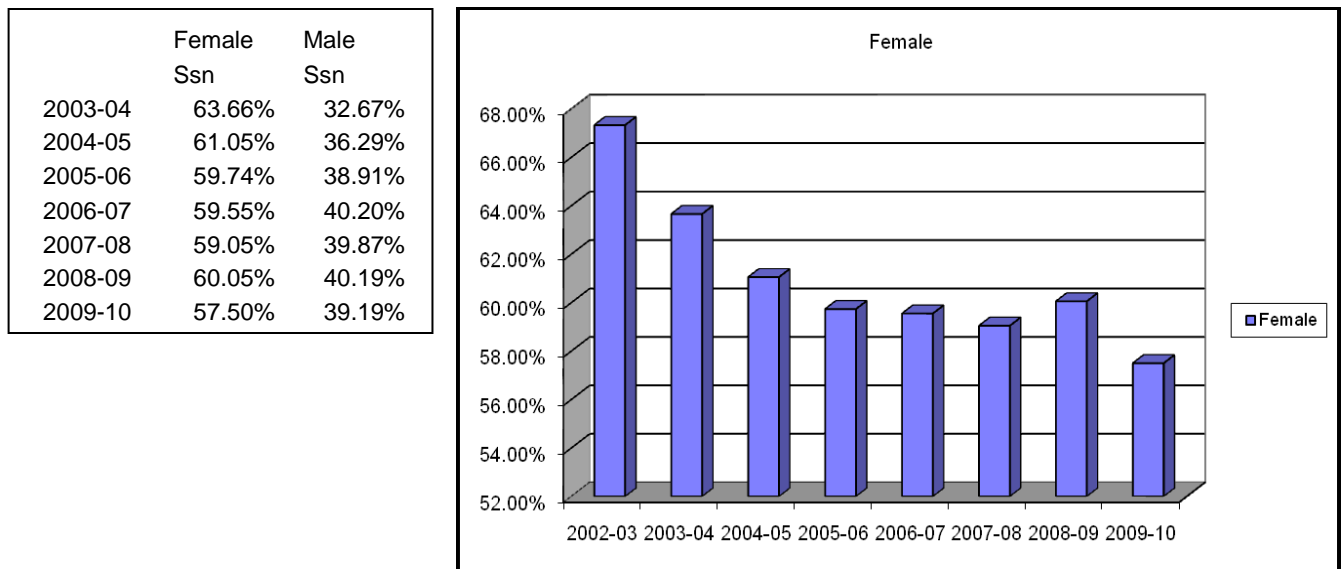
Open access computing for students is available in two locations on the Aptos Campus, the Library and Computer Technology Center, and at the Watsonville Center. Wireless access is available throughout the campus. Tech support to students and faculty is provided through multiple modes: phone, in-person,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

There are currently over **8,000 active student Blackboard accounts** and 192 instructor accounts. More instructors are using this learning management system for more than one section. Additionally, several instructors are using Elluminate web conferencing software for real-time instruction and office hours. The Chancellor’s Office project, CCC Confer, provides free access to all California Community Colleges and includes free captioning services.

## II. CHARACTERISTICS OF STUDENTS WHO CHOOSE DE SECTIONS

Fifty-seven percent of DE students are females, and the midrange enrollment trend indicates a slight shift in gender percentages over the past seven years. (Figure 4)

**2009-2010 Enrollment by Gender**  
Source: Data Warehouse



**Figure 4** 2003–2010 Midrange Female Enrollment

Most students, 99.5 percent, live in-state, and 85.7 percent live in Santa Cruz County. Residents of the San Lorenzo Valley and Scotts Valley make up 15.1 percent of the distance student population, and Watsonville 17.8 percent.

<sup>3</sup> Distance Education Guidelines, California Community Colleges, 2008 Omnibus Version, Academic Planning & Development, Academic Affairs Division

<sup>4</sup> Distance Learning Manual, August 2004, Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges

## 2009–2010 Enrollment by Zip Code

### Headcount Detail in Santa Cruz County

| Santa Cruz Cities | Zip Codes | AY 09-10 Students | AY 09-10 by % in zip |
|-------------------|-----------|-------------------|----------------------|
| Aptos             | 95001     | 25                | 0.8%                 |
| Aptos             | 95003     | 321               | 10.6%                |
| Ben Lomond        | 95005     | 96                | 3.2%                 |
| Boulder Creek     | 95006     | 133               | 4.4%                 |
| Brookdale         | 95007     | 11                | 0.4%                 |
| Capitola          | 95010     | 155               | 5.1%                 |
| Davenport         | 95017     | 2                 | 0.1%                 |
| Felton            | 95018     | 117               | 3.9%                 |
| Freedom           | 95019     | 64                | 2.1%                 |
| Mt Hermon         | 95041     | 13                | 0.4%                 |
| Santa Cruz        | 95060     | 513               | 17.0%                |
| Santa Cruz        | 95061     | 30                | 1.0%                 |
| Santa Cruz        | 95062     | 498               | 16.5%                |
| Santa Cruz        | 95063     | 26                | 0.9%                 |
| Santa Cruz        | 95064     | 8                 | 0.3%                 |
| Santa Cruz        | 95065     | 97                | 3.2%                 |
| Scotts Valley     | 95066     | 167               | 5.5%                 |
| Scotts Valley     | 95067     | 15                | 0.5%                 |
| Soquel            | 95073     | 189               | 6.3%                 |
| Watsonville       | 95076     | 537               | 17.8%                |
| <b>Total:</b>     |           | <b>3,017</b>      | <b>100%</b>          |

### Headcount from California

| California Counties | AY 09-10 Students |
|---------------------|-------------------|
| Alameda             | 16                |
| Butte               | 4                 |
| Calaveras           | 2                 |
| Contra Costa        | 8                 |
| El Dorado           | 6                 |
| Fresno              | 5                 |
| Humboldt            | 4                 |
| Los Angeles         | 17                |
| Madera              | 1                 |
| Marin               | 6                 |
| Mariposa            | 1                 |
| Mendocino           | 2                 |
| Merced              | 1                 |
| Mono                | 1                 |
| Monterey            | 133               |
| Napa                | 3                 |
| Nevada              | 5                 |
| Orange              | 6                 |
| Placer              | 2                 |
| Plumas              | 1                 |
| Riverside           | 1                 |
| Sacramento          | 9                 |
| San Benito          | 56                |
| San Bernardino      | 1                 |
| San Diego           | 11                |
| San Francisco       | 9                 |
| San Joaquin         | 9                 |
| San Luis Obispo     | 5                 |
| San Mateo           | 15                |
| Santa Barbara       | 3                 |
| Santa Clara         | 86                |
| Santa Cruz          | 3,033             |
| Shasta              | 2                 |
| Siskiyou            | 1                 |
| Solano              | 3                 |
| Sonoma              | 17                |
| Stanislaus          | 5                 |
| Tehama              | 1                 |
| Tulare              | 1                 |
| Tuolumne            | 1                 |
| Ventura             | 4                 |
| Yolo                | 6                 |
| Yuba                | 1                 |
| <b>Total:</b>       | <b>*3,504</b>     |

### Headcount by State

| All States    | AY 09-10 Students |
|---------------|-------------------|
| CA            | 3,504             |
| CO            | 1                 |
| GA            | 2                 |
| ID            | 1                 |
| IL            | 1                 |
| IN            | 1                 |
| MN            | 1                 |
| NV            | 1                 |
| NY            | 2                 |
| OR            | 2                 |
| TX            | 2                 |
| WA            | 3                 |
| <b>Total:</b> | <b>3,521</b>      |

| Summary (2009-2010)       | #     | % of Total* |
|---------------------------|-------|-------------|
| Santa Cruz County         | 3,017 | 85.7        |
| Other California Counties | 487   | 13.8        |
| Other States              | 17    | 0.5         |
| Total Headcount           | 3,521 | 100.0       |

#### Notes:

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

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

Source: Data Warehouse

Hispanics make up 21 percent of the distance education student population. (Figure 5) Twenty-eight percent of students who received a degree or certificate last year took three or more distance courses. (Figure 6) Sixty percent take at least one DE course.

**2003–2010 Enrollment by Ethnicity**

|         | African American | Asian | Hispanic/Latino | Multiple/Other | Native American | Non-Respondents | White  |
|---------|------------------|-------|-----------------|----------------|-----------------|-----------------|--------|
| 2002-03 | 1.43%            | 3.64% | 18.05%          | 2.04%          | 1.16%           | 1.99%           | 71.69% |
| 2003-04 | 2.23%            | 5.42% | 17.74%          | 2.13%          | 1.17%           | 1.67%           | 69.64% |
| 2004-05 | 2.73%            | 4.52% | 18.54%          | 2.22%          | 1.27%           | 2.65%           | 68.07% |
| 2005-06 | 2.55%            | 5.49% | 19.18%          | 2.26%          | 1.23%           | 3.81%           | 65.48% |
| 2006-07 | 1.90%            | 5.26% | 18.89%          | 2.39%          | 1.08%           | 5.15%           | 65.34% |
| 2007-08 | 1.80%            | 5.24% | 18.89%          | 2.29%          | 0.99%           | 6.52%           | 64.26% |
| 2008-09 | 2.03%            | 4.82% | 20.59%          | 1.80%          | 1.11%           | 6.29%           | 63.37% |
| 2009-10 | 1.53%            | 4.89% | 21.77%          | 1.56%          | 0.96%           | 7.38%           | 61.92% |

**Figure 5** 2003–2010 Enrollment by Ethnicity

**2009-2010 Students Who Received Degrees and Certificates**

|  |     |        |
|--|-----|--------|
| No DE courses                                    | 345 | 40.1%  |
| 1 DE course                                      | 159 | 18.5%  |
| 2 DE courses                                     | 114 | 13.2%  |
| 3 or more DE                                     | 243 | 28.2%  |
| Total  | 861 | 100.0% |
| Co-Requisite online courses were not considered. |     |        |

**Figure 6** 2009–2010 DE Courses and Degrees

### III. PERFORMANCE OF STUDENTS IN DE SECTIONS

**Retention in distance education courses averaged percent 80.4 percent in 09-10**, down from 84.8 the previous year, but up from 79.4 percent in 07-08; and continue to exceed the 2008 statewide rate of 77.25 percent. Retention rates published for this period for system-wide **non-DE** courses is 86.8 percent.<sup>5</sup> The data below reflects duplicate counts due to students enrolling in multiple sections per term. (Figure 7)

**Success rates in distance education averaged 60.9 percent in 09-10**, up from 57.6 percent in 2008-09 — and higher than the statewide average of 57 percent reported in 2008. (Figure 7) Success rates published for this period for system-wide **non-DE** courses is 71.67 percent.<sup>6</sup>

| Termname   | SuccCnt | SuccPct | RetnCnt | RetnPct | Total |
|--|---------|---------|---------|---------|-------|
| SM 09  | 123     | 87.9%   | 139     | 99.3%   | 140   |
| FA 09  | 2,664   | 58.9%   | 3,637   | 80.4%   | 4,521 |
| SP 10  | 2,700   | 62.2%   | 3,466   | 79.8%   | 4,342 |
| Total  | 5,487   | 60.9%   | 7,242   | 80.4%   | 9,003 |
| *These are duplicated counts, due to students enrolling in multiple sections per term. |         |         |         |         |       |

**Figure 7** 2009–2010 DE Success and Retention

<sup>5</sup> California Community Colleges Chancellor's Office Data Mart and Reports.  
<http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/tabid/282/Default.aspx>

<sup>6</sup> California Community Colleges Chancellor's Office Data Mart and Reports.  
<http://www.cccco.edu/ChancellorsOffice/Divisions/TechResearchInfo/MIS/DataMartandReports/tabid/282/Default.aspx>

There were 1,450 fewer DE students in 09-10, primarily because of the elimination of wintersession, summer and cybersession DE sections. The only DE courses offered during summer 2009 were hybrid/co-requisite language courses. There was no technical support for summer 2009 online sections because the previous year's hiring freeze left a vacant position for the Teaching & Learning Center helpdesk, which was subsequently filled fall 2009. Summer online courses resumed Summer 2010.

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#### **IV. DISTANCE EDUCATION COURSES OFFERED 2009–2010**

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Two **new** sections were added in the 2009-2010 academic year, GEOL 25, Geology of National Parks, and MATH 254CM, Essential Mathematics-Computer Mediated. Due to factors related to the budget crisis, units allocated for distance courses decreased because of faculty assignment preferences.

One hundred and seventy-four sections, not including the language lab sections, were offered fall 2009 through spring 2010, a 20% decrease over the previous year. The following list includes departments and the number of courses offered in the distance education class schedule last year; accounting (5), art history (2), anthropology (3), art photography (1), biology (1), business (4), computer applications and business technology (6), culinary arts and hospitality management (1), counseling and guidance (3), computer information systems (4), criminal justice (4), communication studies (3), digital media (4), English (6), finance (1), fire technology (5), foreign languages (1), geography (1), geology (1), history (2), health science (1), library (2), medical assisting (1), math (5), meteorology (1), music (4), oceanography (1), physical education (1), political science (1), psychology (1), reading (1), sociology (2), and theater appreciation (1).

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#### **V. DE@CABRILLO**

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The Distance Education Program at Cabrillo College is part of the overall college planning process. In the College Master Plan, Objective B3, strategies were identified to increase use of current and emerging technologies for student support and for teaching, both on campus and via distance learning. The program has been successful in teaching faculty to use the Blackboard learning management system with a record 8247 student accounts for 321 sections in spring 2010.

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 using technology-mediated instruction. Providing online student services is critical to student success, and includes online admissions, enrollment, library services, tech support, online orientations, academic advising, financial aid, textbook ordering, and academic assistance.

The DE 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. The program is represented by the Director on the statewide @ONE Advisory Committee, a technology outreach program for California Community Colleges, maintains a faculty listserv, presents regular workshops during flex week, and coordinates demonstrations on new technologies of interest to faculty.

One of our goals this year is to develop a DE digest for the Faculty Handbook and transition faculty to the current version of Blackboard, our learning management system. The Distance Education Committee is also discussing the pedagogical applications of Web 2.0 technologies (emergent technologies) such as RSS feeds, social networking, blogs and wikis in enhancing faculty/student interaction and promoting student engagement in course assignments. Combined with a learning management system, these technologies provide a way of making, sharing, and consuming digital documents—a way that differs from how we learned as students. Pedagogical applications stem from collaborative information discovery—a valuable skill set for the 21<sup>st</sup> century learner.