Distance Education Report, 2013

Presentation to the Board of Trustees
Grossmont-Cuyamaca Community College District

Connie Elder
Kerry Kilber Rebman
Christopher Tarman

June 18, 2013
Distance Education Enrollment Trends

![Distance Education Enrollment Trends Graph](image-url)
Distance Education Enrollment Trends

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th></th>
<th>Fall 2011</th>
<th></th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Cuyamaca</td>
<td>Grossmont</td>
<td>Cuyamaca</td>
<td>Grossmont</td>
<td>Cuyamaca</td>
</tr>
<tr>
<td>Online</td>
<td>105</td>
<td>137</td>
<td>77</td>
<td>126</td>
<td>82</td>
</tr>
<tr>
<td>Hybrid</td>
<td>48</td>
<td>36</td>
<td>41</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>All sections</td>
<td>747</td>
<td>1,661</td>
<td>634</td>
<td>1,572</td>
<td>668</td>
</tr>
<tr>
<td>% Online</td>
<td>14.1%</td>
<td>8.2%</td>
<td>12.1%</td>
<td>8.0%</td>
<td>12.3%</td>
</tr>
<tr>
<td>% Online+Hybrid</td>
<td>20.5%</td>
<td>10.4%</td>
<td>18.6%</td>
<td>10.1%</td>
<td>17.4%</td>
</tr>
</tbody>
</table>
### DE Student Profile, Fall 2012

#### Gender

<table>
<thead>
<tr>
<th></th>
<th>Cuyamaca</th>
<th></th>
<th>Grossmont</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DE</td>
<td>Non-DE</td>
<td>DE</td>
<td>Non-DE</td>
</tr>
<tr>
<td>Female</td>
<td>60.6%</td>
<td>51.4%</td>
<td>61.9%</td>
<td>53.3%</td>
</tr>
<tr>
<td>Male</td>
<td>38.4%</td>
<td>47.6%</td>
<td>37.1%</td>
<td>46.0%</td>
</tr>
<tr>
<td>Unknown</td>
<td>1.0%</td>
<td>1.0%</td>
<td>1.0%</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

#### Race/Ethnicity

<table>
<thead>
<tr>
<th></th>
<th>Cuyamaca</th>
<th></th>
<th>Grossmont</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DE</td>
<td>Non-DE</td>
<td>DE</td>
<td>Non-DE</td>
</tr>
<tr>
<td>African-American</td>
<td>7.7%</td>
<td>5.9%</td>
<td>8.2%</td>
<td>7.0%</td>
</tr>
<tr>
<td>American Indian</td>
<td>0.2%</td>
<td>0.3%</td>
<td>0.6%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Asian</td>
<td>6.5%</td>
<td>5.9%</td>
<td>9.0%</td>
<td>10.9%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>25.6%</td>
<td>32.0%</td>
<td>25.4%</td>
<td>30.1%</td>
</tr>
<tr>
<td>Multi-Ethnicity</td>
<td>5.2%</td>
<td>5.8%</td>
<td>5.4%</td>
<td>5.9%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>0.6%</td>
<td>0.6%</td>
<td>0.9%</td>
<td>0.7%</td>
</tr>
<tr>
<td>White</td>
<td>50.3%</td>
<td>46.2%</td>
<td>48.0%</td>
<td>42.8%</td>
</tr>
<tr>
<td>Unknown</td>
<td>3.9%</td>
<td>3.3%</td>
<td>2.6%</td>
<td>2.1%</td>
</tr>
</tbody>
</table>
DE Student Profile, Fall 2012

### Age

<table>
<thead>
<tr>
<th></th>
<th>Cuyamaca</th>
<th></th>
<th></th>
<th>Grossmont</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>DE</td>
<td>Non-DE</td>
<td>DE</td>
<td>Non-DE</td>
<td></td>
</tr>
<tr>
<td>&lt; 18 years</td>
<td>0.9%</td>
<td>2.1%</td>
<td>0.6%</td>
<td>2.2%</td>
<td></td>
</tr>
<tr>
<td>18-19 years</td>
<td>13.1%</td>
<td>28.9%</td>
<td>12.5%</td>
<td>30.7%</td>
<td></td>
</tr>
<tr>
<td>20-24 years</td>
<td>37.3%</td>
<td>34.1%</td>
<td>41.9%</td>
<td>40.5%</td>
<td></td>
</tr>
<tr>
<td>25-29 years</td>
<td>18.3%</td>
<td>10.4%</td>
<td>18.5%</td>
<td>11.2%</td>
<td></td>
</tr>
<tr>
<td>30-49 years</td>
<td>24.3%</td>
<td>18.4%</td>
<td>22.4%</td>
<td>12.6%</td>
<td></td>
</tr>
<tr>
<td>50+ years</td>
<td>6.1%</td>
<td>6.2%</td>
<td>4.1%</td>
<td>2.8%</td>
<td></td>
</tr>
</tbody>
</table>
Distance Education Outcomes

Retention Rates, Fall 2008 – Fall 2012

- Fall 2008
  - Cuyamaca: 79.1%
  - Grossmont: 74.1%
  - Statewide: 73.4%

- Fall 2009
  - Cuyamaca: 78.8%
  - Grossmont: 76.6%
  - Statewide: 76.1%

- Fall 2010
  - Cuyamaca: 79.1%
  - Grossmont: 77.4%
  - Statewide: 76.9%

- Fall 2011
  - Cuyamaca: 77.5%
  - Grossmont: 77.8%
  - Statewide: 77.5%

- Fall 2012
  - Cuyamaca: 80.3%
  - Grossmont: 79.6%
  - Statewide: 77.8%
Distance Education Outcomes

Success Rates, Fall 2008 – Fall 2012

- Cuyamaca
- Grossmont
- Statewide
Distance Education Outcomes

Cuyamaca Success Rates

- DE
- Non-DE

Grossmont Success Rates

- DE
- Non-DE
College Distance Education Activities

- Areas of Focus To Support Distance Education (DE)
  - Regular Effective Contact (Title 5)
  - Accessible Course Content
  - Faculty Preparation
  - Student Preparation
  - Student Verification
  - Comparable Services

- Questions
Regular Effective Contact

• Title 5 and the Distance Education Guidelines for the California Community Colleges state:

55211. Instructor Contact.

In addition to the requirements of section 55002 and any locally established requirements applicable to all courses, district-governing boards shall ensure that: (a) All approved courses offered as distance education include regular effective contact between instructor and students, through group or Individual meetings, orientation and review sessions, supplemental seminar or study sessions, field trips, library workshops, telephone contact, correspondence, voice mail, e-mail, or other activities.

• Both Colleges Have a Regular Effective Contact Policy in Place as Outlined in AP 4105
Faculty Preparation and Support

- FLEX Week Workshops
- Instructional Design Technology Specialists
- Presentation to Chairs & Coordinators
- GCCCD Online Success Website
- Insuring Quality Online Instruction Endorsement (Cuyamaca College)
- Best Practices Checklist (Cuyamaca College)
- Ongoing Training Sessions (Grossmont College)
- Quality Matters Pilot (Grossmont College)
Student Preparation

• Web Self-Evaluation Tools
• Blackboard Tutorials
• Individual Faculty Efforts
Accessible Course Content

• Section 508
• Universal Design
• Resources
  • Workshops
  • Checklists
  • Assistance from DSPS
Student Verification & Academic Honesty

• How do we verify the students are who they say they are?
  • Unique, Secure Blackboard Login and Password
  • On-campus or Proctored Exams
  • Other Strategies

• Academic Honesty
  • Academic Integrity Statement in Syllabus
  • Use Anti-plagiarism Software (SafeAssign)
Comparable Services

• Library
• Tutoring
• Orientation
• Counseling
Questions?