

**REPORT ON DISTANCE LEARNING
CITY COLLEGE OF SAN FRANCISCO
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EXECUTIVE SUMMARY

excerpted from the report

Major Findings for Online Courses:

- As of Fall 2008, online courses have grown to 118 courses with 154 sections taught by 79 instructors, representing 29 departments as well as all seven schools of City College. In Fall 2000, when online courses began at City College, there were 8 online courses.
- There were approximately 5,160 student enrollments in Fall 2008 for online courses.
- Comparing Fall 2005 with Fall 2008 (the biggest growth occurred in the past three years), the number of students enrolled in online classes doubled (100% growth, from 2,484 enrollments to 5,163 enrollments), while the number of sections of online courses increased by 80% (from 85 sections to 154 sections).
- Of the current students taking online classes, two-thirds were also taking on-campus classes, and one-third were taking only online courses.
- A slightly higher percentage of White non-Hispanic students take only online than African Americans, Asians, and Latino/Hispanics and others.
- In terms of gender breakdown, the percentage of men and women taking only online classes mirrors the percentage of men and women taking on-campus classes.
- For most of the educational objectives, the percentages for online-only students mirror those for on-campus students.
- The GPA for online-only students is slightly lower than the on-campus only students. Students taking both online and on-campus courses have GPA's somewhere in between.
- In measuring persistence, the online-only students have the lowest rate of persisting into the next semester, which is attributable mainly to challenges in work schedules and family responsibilities.

Major Developments in Telecourse Enrollment:

- Due mostly to the lack of video materials from publishers as well as the rise in popularity of online courses, the number of telecourses has declined to 15 sections with 491 student enrollments in Fall 2008. In Fall 2000 there were 22 sections of telecourses with 829 student enrollments.

DISTANCE LEARNING AT CITY COLLEGE

The Distance Learning Program at City College began with Telecourses in 1989. Online courses were added in Fall 2000. The Technology Mediated Instruction (TMI) Unit of the Office of Education Technology administers the Distance Learning Program at City College.

Online courses at City College began in Fall 2000 with 8 courses with 248 student enrollments. By Fall 2008, online courses have grown to 154 sections, 118 courses, taught by 79 instructors in 29 departments and all 7 schools, serving 5,163 student enrollments.

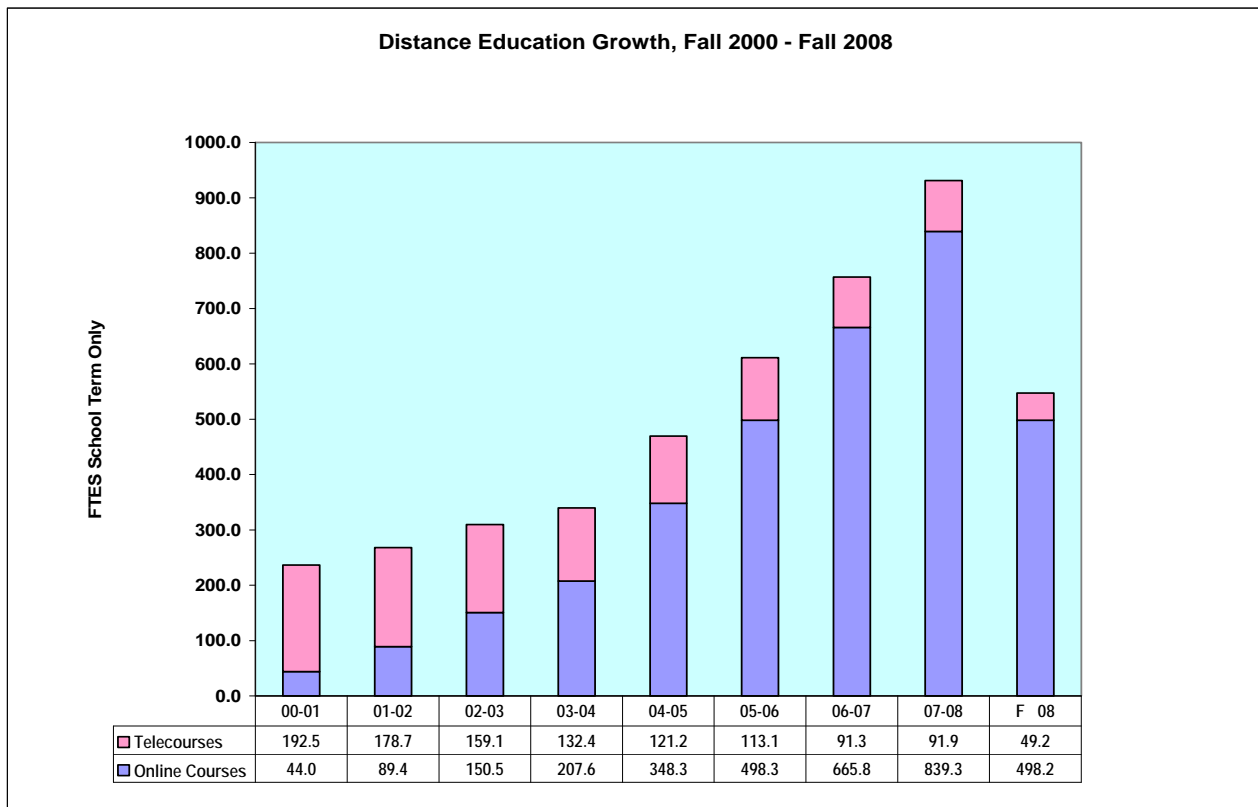
ONLINE CLASSES

Semester	#Courses	#Sections	WSCH	ENROLL	FTES	AVERAGE CLASS SIZE
F 2000 – Sp 01	17	19	1,319	515	43.97	27.11
F 2001 – Sp 02	33	35	2,681	1,017	89.56	29.06
F 2002 – Sp 03	50	56	4,530	1,659	150.54	29.63
F 2003 – Sp 04	72	77	6,227	2,314	207.57	29.92
F 2004 – Sp 05	110	120	1,0448	3,835	348.26	31.96
F 2005 – Sp 06	138	177	14,948	5,216	498.27	29.47
F 2006 – Sp 07	177	229	19,869	6,800	662.3	29.69
F 2007 – Sp 08	212	276	25,179	8,578	839.3	31.08
F 2008	118	154	14,946	5,163	498.2	33.53
Su 2001	2	2	163	89	5.43	44.50
Su 2002	4	4	224	92	7.47	23.00
Su 2003	2	2	147	75	4.9	37.50
Su 2004	2	2	171	95	5.7	47.50
Su 2005	7	10	1,136	416	39.87	41.60
Su 2006	15	19	1,888	693	62.93	36.47
Su 2007	18	21	2,180	769	72.67	36.62
Su 2008	24	27	2,966	999	98.87	37.00

Enrollment data uses Census One data.

GROWTH OF ONLINE COURSES

While the number of online courses has grown steadily, the biggest growth occurred in the past 3 years. Comparing Fall 2005 with Fall 2008, the student enrollments in online classes doubled (100% growth, from 2,484 enrollments to 5,163 enrollments), while the number of sections of online courses increased by 80% (from 85 sections to 154 sections).



Fall 08 is one semester

TELECOURSE ENROLLMENT

While the number of online courses has undergone tremendous growth, the number of telecourses has declined, partly due to the rise in popularity of online courses, and partly due to the lack of updated materials from publishers. Many publishers are putting their resources into web-based materials rather than strictly video. In Fall 2000, we had 22 sections of telecourses, serving 829 students. In Fall 2008, we had 15 sections, serving 491 students.

ENROLLMENT IN ONLINE COURSES

City College's student enrollment in online classes has grown from 1% of total enrollments, beginning in Fall 2001, to 9% in Fall 2008.

Two thirds of the students taking online classes also take on-campus classes. One third of the online students took only online classes. That ratio has remained fairly steady. In other words, while online classes do serve a population of students who cannot come to campus, we see that our on-campus students represent 2/3 of the enrollment in online classes. In fact our on-campus students are using online classes as a way to take an additional course. On-campus-only students averaged about 7 units in Spring 2008, while those taking both on-campus and online courses averaged 10.61 units. See second chart below.

This chart shows the percentage breakdown of City College's enrollment by the distance learning categories of students who take only on-campus classes, students who take only online classes, and students who take both.

On Campus Only vs. Online Only vs. Both

Academic Year	Both	Online	On Campus
Su 01 - Sp 02	1.3%	0.5%	98.2%
Su 02 - Sp 03	1.8%	0.7%	97.4%
Su 03 - Sp 04	2.7%	1.0%	96.3%
Su 04 - Sp 05	3.8%	1.7%	94.5%
Su 05 - Sp 06	4.7%	2.4%	92.9%
Su 06 - Sp 07	5.5%	3.4%	91.1%
Su 07 - Sp 08	6.2%	4.0%	89.8%

Units Taken

F01 – Sp 08	Both	Online	On Campus
Grand Total	10.40	3.90	7.08

The chart above reflects the average number of units taken from Fall 2001 – Spring 2008. On average, students who are taking both on campus and online take a little over 10 units; online only students take about 4 units; on campus students take about 7 units. It looks like the students who are taking both online and on campus are adding an online course in addition to their 7 units on campus.

PERCENTAGES OF STUDENTS BY DEMOGRAPHICS IN EACH DISTANCE LEARNING CATEGORY

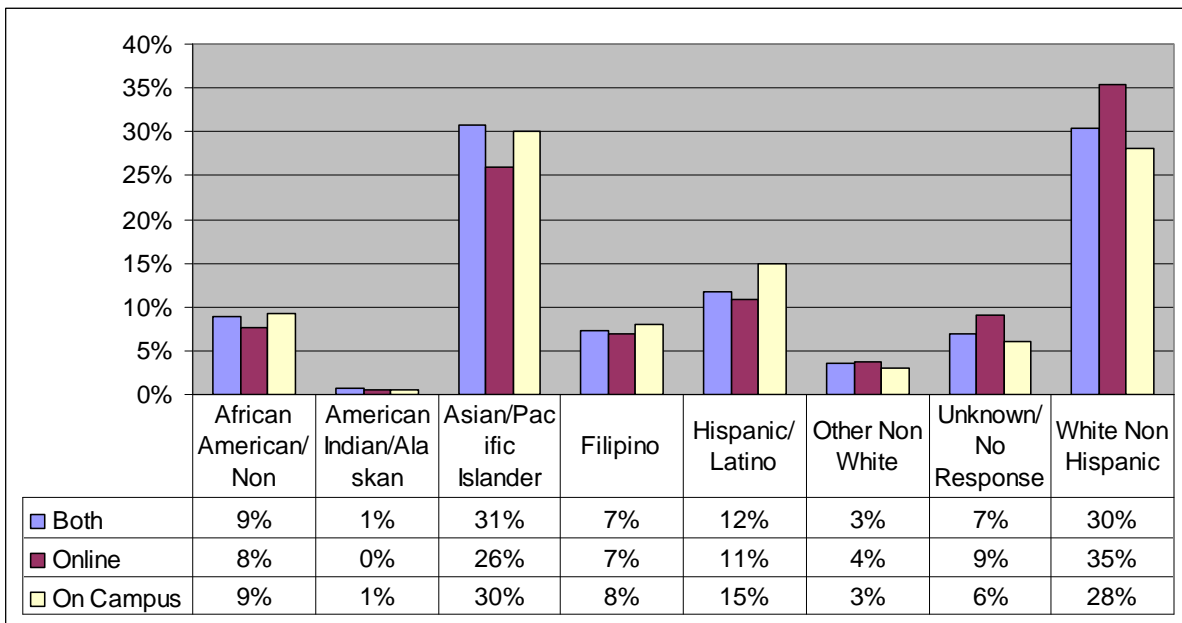
Data from Fall 2001 – Spring 2008

Comparing Only-Online students with On-Campus students within each of the major ethnic groups, we find:

- Within the White non-Hispanic group, a higher percentage of students take only online versus on-campus courses (35% vs. 28%).
- For African Americans, Asians, Filipinos and Latino/Hispanics a lower percentage of students take only online versus on-campus courses

Comparing students in the Both group (Online and On-campus) with On-Campus Only students within each of the major ethnic groups, we find:

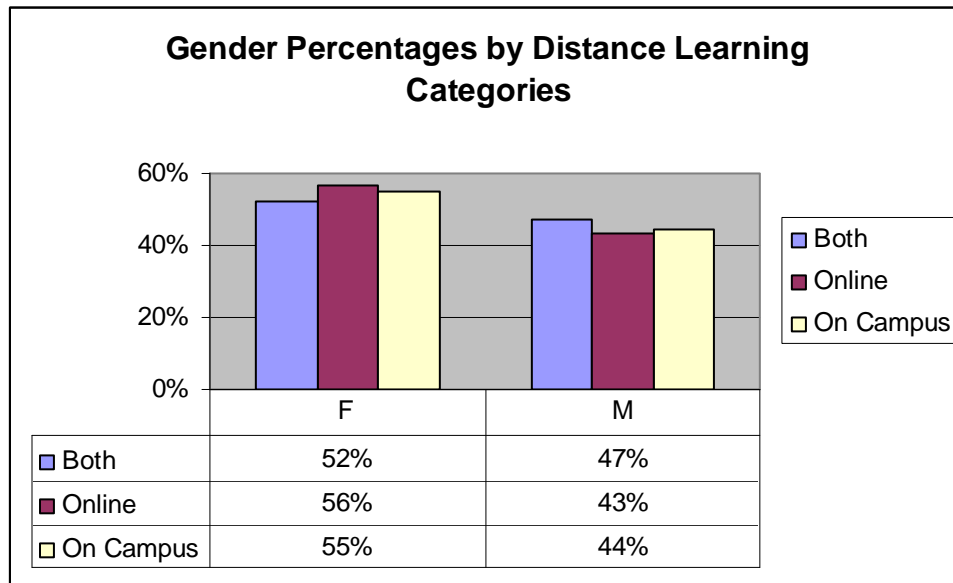
- For African Americans, Asians and Filipinos, the Both group is almost the same percentage as the On-Campus group.
- For Latino Hispanics the percentage of the Both group is lower than the On-Campus group.
- For White non-Hispanics the Both group is higher than the On-Campus group.



GENDER PERCENTAGES BY DISTANCE LEARNING CATEGORIES

Data from Fall 2001 – Spring 2008

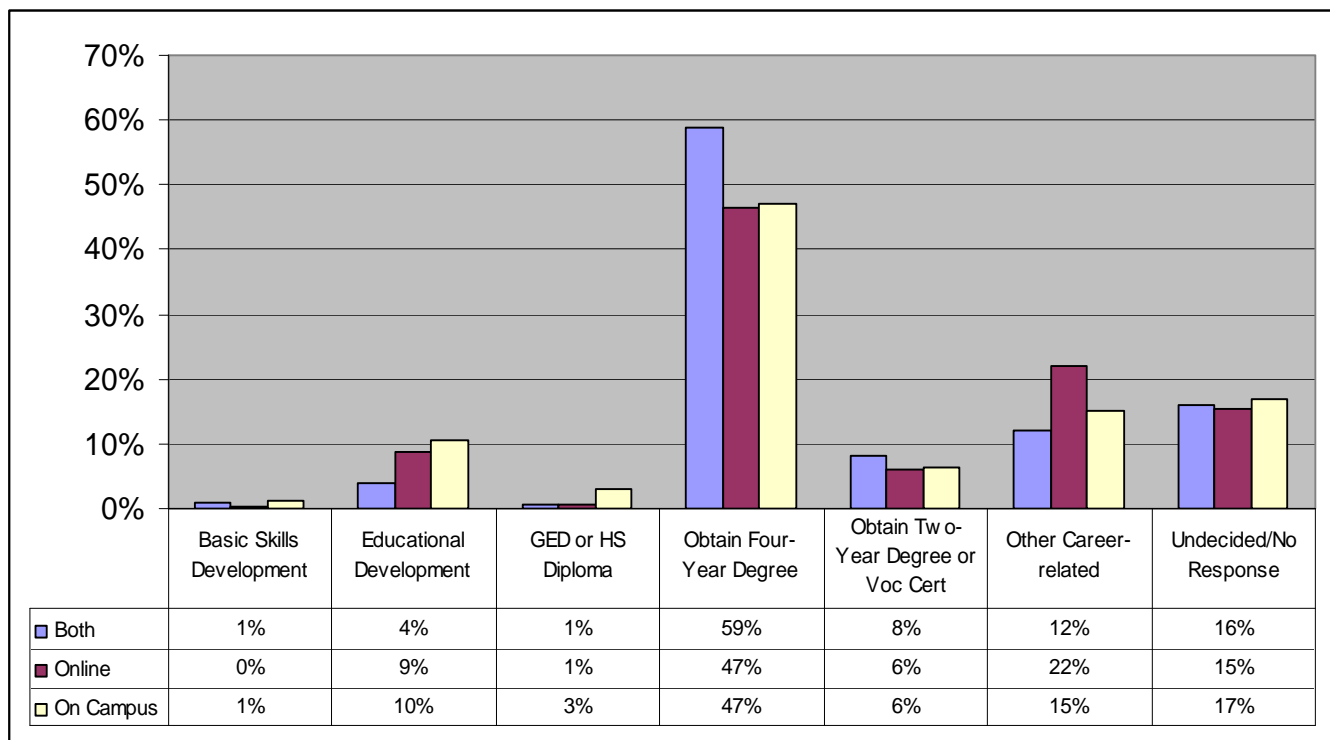
In terms of gender breakdown, the percentage of men and women taking Online-Only classes mirrors the percentage of men and women taking On-Campus classes. Women represent a higher percentage of the student body, so their percentages are higher in all three distance education categories. Comparing the Both group to the On-Campus group, the percentages of women is slightly lower in the Both group. But the opposite is true for the men. We currently do not have the data to explain why.



EDUCATIONAL OBJECTIVES BY DISTANCE LEARNING CATEGORIES

Data from Fall 2001 – Spring 2008

The charts below show the percentage breakdown by educational objectives of the three distance learning categories. For most educational objectives, the percentages for Online-Only students mirror those for On-Campus students. The exception is the “Other Career-related” objective, where the Online-Only students show a higher percentage. Comparing students in the Both group with the On-Campus students, there are some differences in educational objectives. 59% of the students in the Both category list “Obtain Four-Year Degree as a goal (versus 47% for On-Campus). This is consistent with the finding that while on-campus only students are averaging about 7 units/semester, the students taking both online and on-campus are averaging 10.61 units in Spring 2008. For the “Obtain Two-Year Degree...” objective, the Both group again shows a slightly higher percentage. For the “Education Development” objective, the Both group percentage is lower.

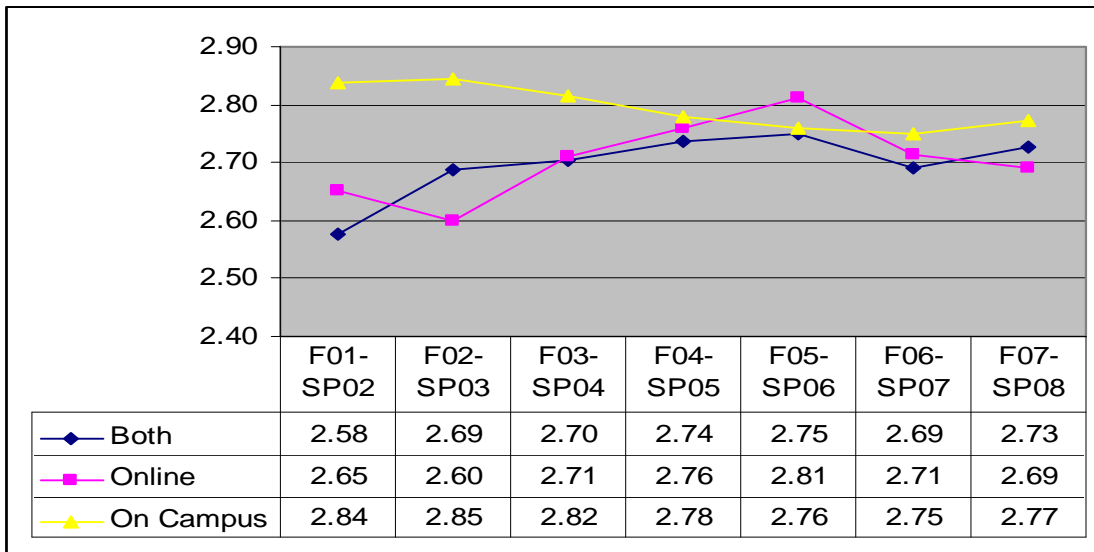


PERFORMANCE BY DISTANCE LEARNING CATEGORIES

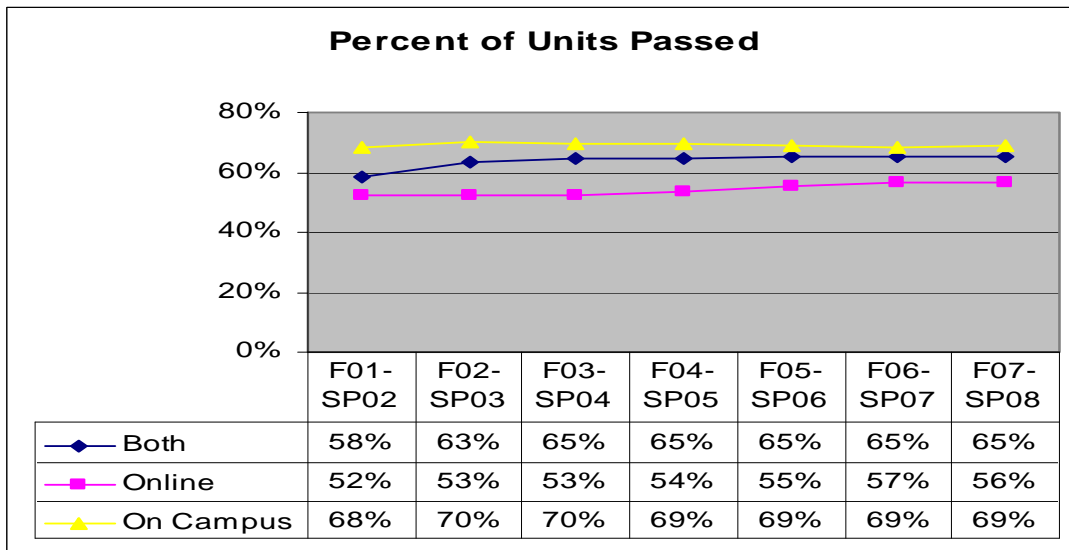
Data from Fall 2001 – Spring 2008

In terms of performance, there is not a huge difference in terms of GPA. We see that the GPA for online-only students is slightly lower than the on-campus only students, with the group taking both, somewhere in between. Looking at the measure of percent of units passed, we see that the online only students do not perform as well as the on-campus students. (56% versus 69% for the 07-08 academic year). We do see a steady improvement in units passed for online students and those taking both online and on-campus classes. The units passed by on-campus students has remained almost the same, over the seven year period for which we have data.

GPA Changes by Academic Year



Percent of Units Passed



ACADEMIC STANDING BY DISTANCE LEARNING CATEGORY

Data from Fall 2001 – Spring 2008

In terms of academic standing (i.e. whether a student is on probation or not), we do not see a big difference in the distance learning categories. Online students have the best academic standing, while those students who take both online and on-campus courses have the highest probation rate. This could be a reflection of the fact that students in the Both group take the most number of units and the heavier load affects their performance.

Percent				
	Academic + Progres	Academic Probation	Progress Probation	Not Probation
Both	3%	9%	3%	85%
Online	2%	6%	3%	89%
On Campus	2%	8%	2%	88%
Grand Total	2%	8%	2%	88%

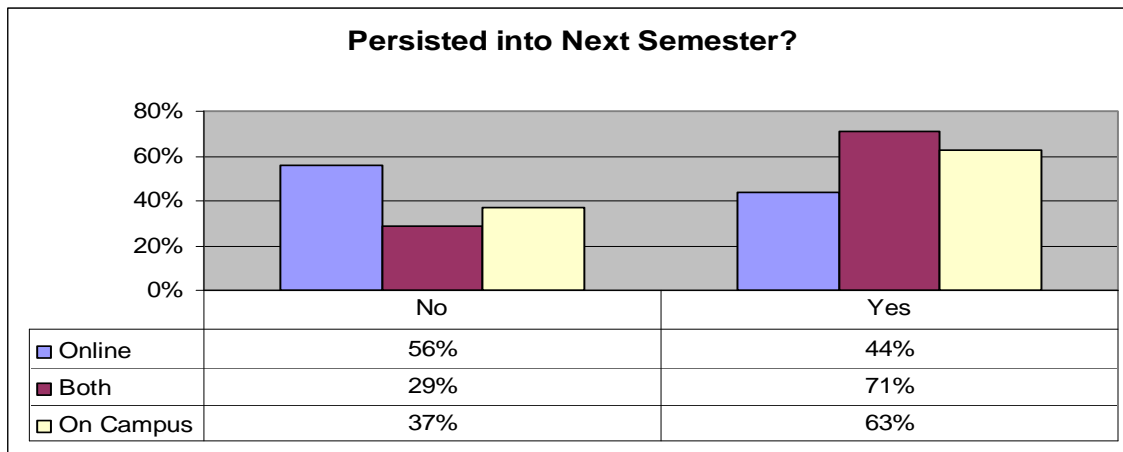
Academic Probation = GPA under 2.0

Progress Probation = passed fewer than 50% of units attempted

TERM PERSISTENCE DATA FOR EACH DISTANCE LEARNING CATEGORY

Data from Fall 2001 – Spring 2008

Another measure of student success is persistence from one semester to the next. If we look at the persistence of the three groups, we find that the online-only group has the lowest persistence rate into the next semester, while the group that takes both online and on-campus classes has the highest rate of persistence. More research is needed to determine why, but we do know that students taking only online classes often face many challenges in terms of work schedules and family issues that prevent them from coming on campus to take courses.



SERVICES PROVIDED TO ONLINE STUDENTS

We know that online-only students face many challenges that keep them from being able to come on campus, such as family responsibilities and work schedules. These same challenges affect their ability to successfully complete courses. The other challenge for online students is that many lack the independent study skills, time management skills, and computer skills required to be successful. To that end, we have recently developed a six-week, one-unit, LERN 55 course which we began offering in Summer 2008 which focuses on these skills. We will be reviewing the performance of these students as they go on to take online courses.

In Spring 2009, City College is participating in a Distance Education (DE) Retention Study with the State Chancellor's Office. The study looks at, from a statewide perspective, why DE students drop their courses and possible interventions. The study involves asking DE students from Fall 2008 who have completed between 20% - 70% of their DE courses (e.g. students who received a "W" grade) to take an online survey. As we get the results back from the State Chancellor's Office, we will report them to the Board.

Distance Learning Website for Students

In terms of college services for online students, we provide one point of entry via our Online Unit's website (ccsf.edu/online):

- From the Main page, we provide links to online course information, links to registration information and some self-evaluation tools for readiness to take online courses.
- Under the Student Resources link on the main webpage, we provide links to the major Student Development support units and to College learning resources, such as labs. There are also links on Distance Learning Essentials, and links to feedback from online student surveys from prior semesters.
- There is also an email link to the Distance Learning Advisor, where students can get general questions answered or referred for further follow-up: askme@ccsf.edu. Students can find degree articulation and fulfillment of area requirements for online courses above the course listings.
- The entry page links to Library resources. City College has a Distance Education Librarian. The Library web site provides remote access to EBooks, periodical articles, reference materials, and library skills workshops. Students are also able to ask librarians for assistance by email (ERef) or by instant messaging (AskCCSF). The TMI Unit is working with the Library to promote the use of the Library's online resources (e.g. online database searches, electronic books, magazines, and other Library resources) within our online and tech-enhanced environment.

- Clear information regarding services for students with disabilities is prominent. Universal design and built-in accommodations are addressed in course development and each course is reviewed for Section 508 Compliance.
- The Distance Learning program is clearly described in the College catalog.
- Help Desk information for online students is publicized and staff can provide help to students having difficulties.
- Each course has a course detail website to explain the nature of the course, the necessary skills and equipment to succeed, and course expectations.
- On the learning management system homepage itself there are links to a Student Quick Start Guide and to system requirements with specific how-to help topics.

The Education Technology Office will be making an annual report to the Board of Trustees on the current status of the distance learning program, research findings and new projects in distance learning.