



College Performance Indicators Series: TECHNOLOGY

INTRODUCTION

This is the seventh in a series of eight research briefs based on the CCSF *College Performance Indicators Report (CPI)*, a key tool that the College uses to evaluate how it is doing on its eight strategic priorities. These briefs are a way for faculty, classified staff and administrators to learn about College performance by means of short, periodic reports. The CPI is organized according to the priorities of the Strategic Plan. The seventh strategic priority of the CCSF Strategic Plan relates to technology, which therefore becomes the seventh topic in our series. Previously issued CPI briefs this year related to basic skills, academic programs, workforce education, outreach & recruitment, student development and fiscal resources (http://www.ccsf.edu/Offices/Research_Planning/reports_briefs.htm).

What is included in this technology brief?

This research brief focuses on a particular aspect of technology at the College: distance learning. We examine the growth in distance learning at CCSF and the levels of student satisfaction with it. Our next brief will report on organizational effectiveness.

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From the CCSF Strategic Plan:

Strategic Priority #7 *To significantly upgrade and expand the utilization of technology systems that enhance learning, optimize institutional resources and contribute to improved levels of communication and organizational effectiveness.*

From the *College Performance Indicators*, the two Indicators for the above Strategic Priority:

- √ *Number of distance learning sections and enrollment in distance learning*
- √ *Student satisfaction with distance learning courses*

How is this report brief set up?

Each of the two available indicators is followed by a summary of selected information from the larger report. Below each indicator (shown in italics with a checkmark to its left), bulleted items and/or graphic elements will summarize some of the more striking findings. This approach is intended to give a selective sampling of the full report, and is not necessarily representative of the report's content in its entirety. Please see the full CPI Report for definitions of terms and much more context and explanation, at www.ccsf.edu/Offices/Research_Planning/pdf/ccpi2008.pdf

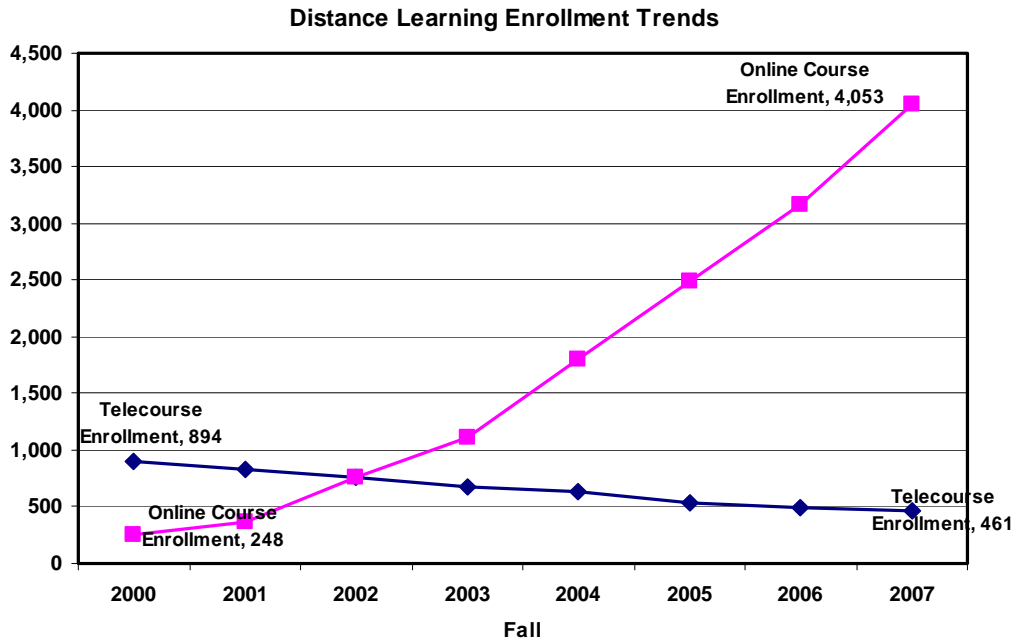
√ ***Number of distance learning sections and enrollment in distance learning***

- In the seven years from fall 2000 to fall 2007, the number of online sections offered at CCSF rose from 9 to 137, a dramatic, fifteen-fold increase of 1422%.
- Average enrollment per online section stayed in the range of 28-33 for the entire period.
- Over the same period, total enrollment in online sections increased from 248 to 4,053, a 1534% increase. However, the total distance learning increase was 295% because of a decline in telecourses.
- By fall 2007, telecourse offerings had fallen from 68% to 10% of all distance learning sections and average enrollment in such courses had also dropped from 47 to 31 students. Online classes (including hybrid courses that are partially online), made up the other 90% and averaged 30 students per section in Fall 2007.

Distance Learning Sections

Fall	Courses			Sections			Sections Annual Pct. Chg.
	Online	Telecourse	Total	Online	Telecourse	Total	
2000	8	19	27	9	19	28	N/A
2001	12	19	31	13	19	32	14%
2002	22	16	38	25	16	41	28%
2003	32	17	49	34	17	51	24%
2004	52	16	68	57	16	73	43%
2005	68	15	83	85	15	100	37%
2006	90	15	105	115	15	130	30%
2007	104	14	118	137	15	152	17%
Pct. Chg. 2007-2000	1200%	-26%	337%	1422%	-21%	443%	N/A

Data Source: Office of Instruction



√ *Student satisfaction with distance learning courses*

Student Satisfaction with Online Learning Courses

“Would you recommend this (online) course to someone else?”

	Fall 2005	Spring 2006	Fall 2007
Yes	80%	79%	77%
No	3%	3%	5%
Maybe	17%	18%	18%

Source: Office of Technology-Mediated Instruction

Student Satisfaction with Telecourses

“Would you take another telecourse?”

Survey Response	FALL					SPRING			
	2002	2003	2005	2007	Chg. 2007-2002	2002	2005	2006	Chg. 2006-2002
Definitely or Probably Yes	84%	80%	81%	85%	1%	87%	85%	81%	-6%
Definitely or Probably No	15%	20%	19%	15%	0%	14%	15%	18%	4%
Number of Respondents	227	175	172	146	-81	160	173	158	-2